

Measuring progress in education for children with disabilities

Maria Kett

Dan Mont

Marcella Deluca

Leonard Cheshire Disability and Inclusive Development Centre
University College London

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Key Issues to consider...

- Research shows that having a disability is more correlated with non-attendance in school than gender or socio-economic status (WHO 2011)
- Tools that allow for disaggregation of disability data are an important step in generating a viable evidence-base on disability
- However, disability involves some of the most complicated and extensive sets of indicators among children in marginalised and excluded groups
- Lack of universal agreement on key concepts – special education or inclusive education?
- Inclusion of out of school children
- Range/applicability of tools

Indicator Needs

- Useful for planning, monitoring, and evaluating inclusive education policies
- Both Child-Based and Environmental
- Disaggregation by membership of marginalised groups — children with disabilities, ethnicity, orphans, etc.
- Methods for identifying children with disabilities should be up to international standards

What is Inclusive Education?

- Child Centred Classroom
- Flexible Classrooms and Curricula
- Meeting the Needs of All Children

Potential Areas for Inclusive Indicators

- Policies - at all levels of the system
- Practices - Curricula, Teaching, Resources
- Culture - Attitudes, Values

Steps to effective indicators of inclusion...

- 'Easy' – EMIS; participation; retention and transition/ graduation rates; teacher KAP; some environmental assessments
- 'Moderate' – participation, environment; curriculum; policy level
- For the longer-term - quality of learning; flexibility of teaching methods; assessments of children

Conclusions

- The Washington Group questions provide a good starting point for allowing collection of data that can be disaggregated by disability type and severity and that allows for analysis via cross-cutting issues (gender, ethnicity, rural vs urban settlement patterns) as well as in key domains such as levels of education, poverty etc.
- Such an approach is currently being piloted in selected EMIS by UNICEF
- The ability to disaggregate disability data provides an important starting point for exploring a range of questions that can inform policy and programming in mainstream education efforts as well as improve targeting of disability-specific programmes and services ('twin-track approach).

Thank you!

Questions?