Measuring progress in education for children with disabilities

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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?