

Let's break silos now!

**Achieving disability-inclusive education
in a post-COVID world**



21st April 2021

**ECHO-INTPA
INFOPOINT**



REPORT
November 2020



Let's break silos now!
Achieving disability-inclusive education
in a post-COVID world



- An **advocacy-oriented** report, with executive summary integrated
- Building on the **experience** of HI and its partners
- Focusing on the need to **collaborate across sectors** to improve access to and learning in school for **children with disabilities in low and middle-income countries**

WHY THIS REPORT, NOW?

- **Alarming evidence** that children with disabilities, in particular in LMIC, are still largely excluded from education or they are often educated in separated learning settings.
- **COVID-19** has exacerbated inequalities in education, in particular for the most marginalised learners
- A **multisectoral approach** has proven to be key element to develop effective education policies... IT WORKS!

(and HI implements this approach in its projects)

Children with Disabilities in Education



Persisting
exclusion
worldwide

Children with Disabilities are
2.5 times
more likely to have missed out
on schooling than their peers



Higher in low
and middle
income countries

50%
of children with disabilities
are out of school



With
significant
gender
inequalities

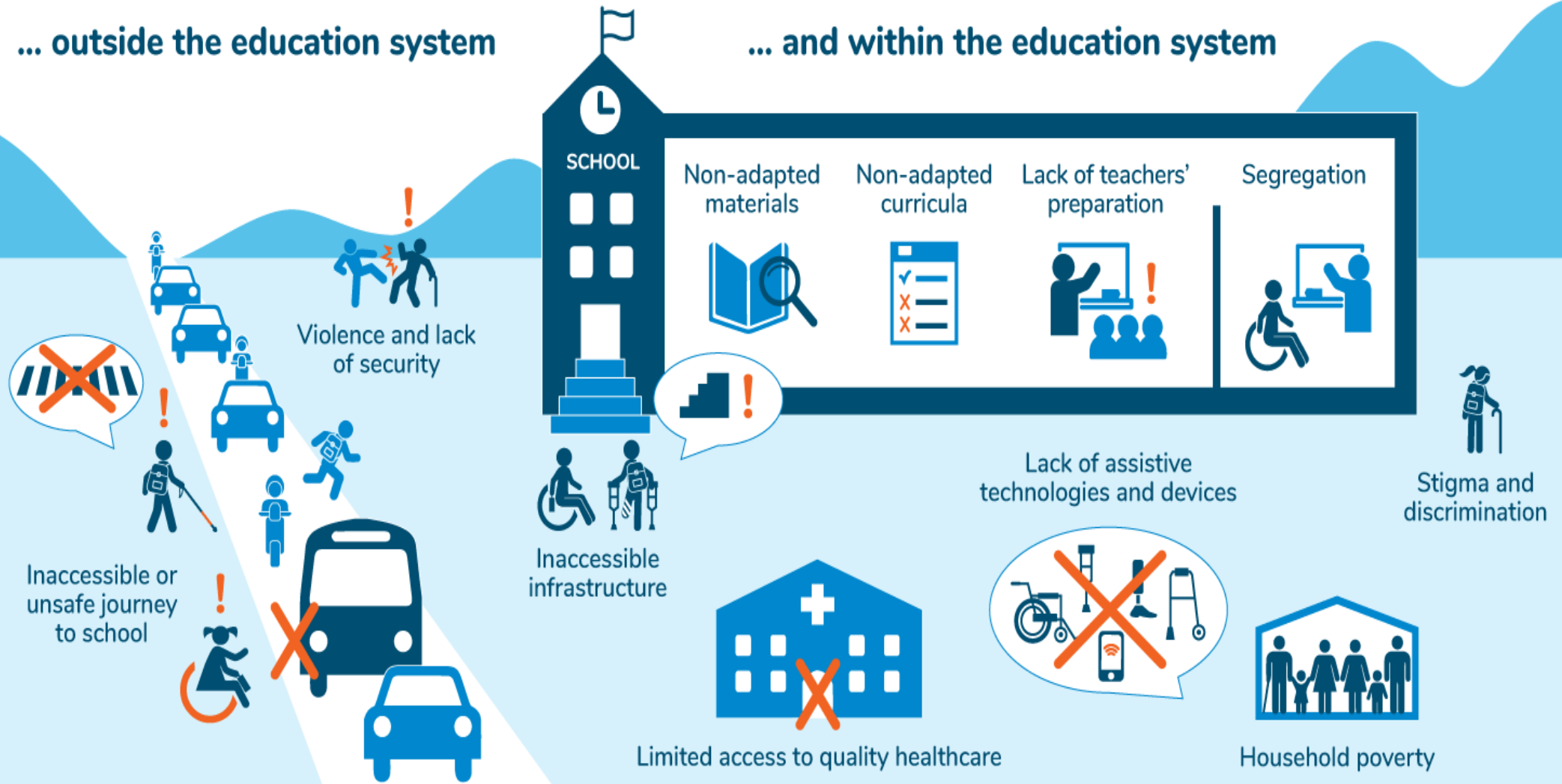
42% of girls
with disabilities completed
primary schools compared to
51% of boys
with disabilities

40% of education systems in Asia, Latin America & the Caribbean still lean towards segregation of learners with disabilities

Children with disabilities face obstacles in accessing and learning in schools...

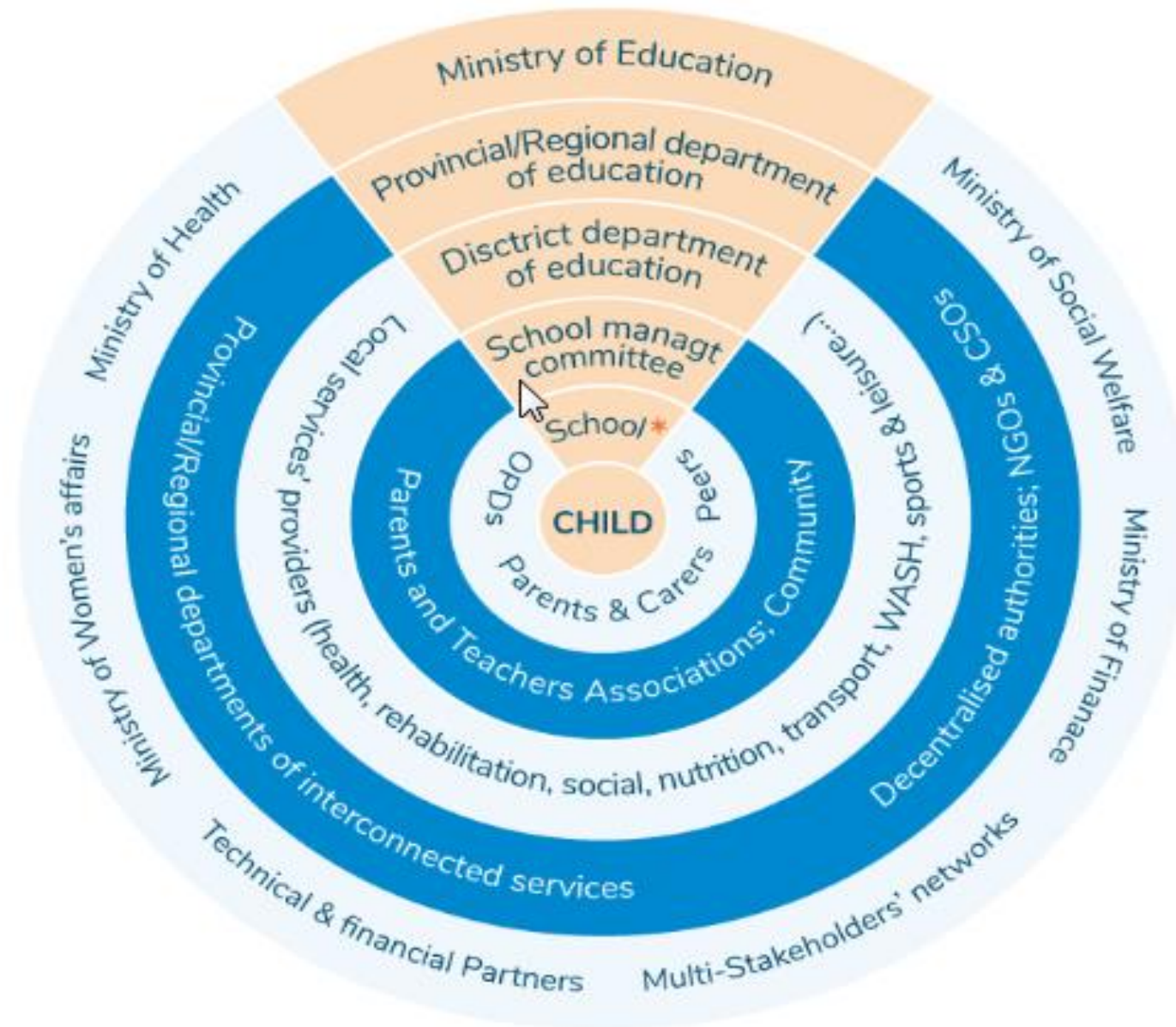
... outside the education system

... and within the education system



Collaboration across sectors and stakeholders is essential to address all these interconnected factors causing education exclusion

Multiple barriers require a coordinated approach to tackle them



BE INSPIRED...

Rwanda: a national technical working group for special needs and inclusive education brings together education experts, persons with disabilities, CSOs and community representatives

Morocco: Coordination between Ministry of Education and Ministry of the Family, Solidarity + decentralised approach. Coordination mechanisms (like an interministerial committee) at various levels.

UK's ODA: The 2018 DfID Education Policy has earmarked social protection, health, WASH, and economic development as critical sectors that should link with and support education initiatives.

GPE: has only recently started to explore opportunities to collaborate with other sectors (so far focused on health sector around nutrition and the provision of assistive devices)

Recommendations for governments and donors at a glance



- ✓ **Transform education systems** so they are fully inclusive, **taking account of all interconnecting factors**
- ✓ **Establish mechanisms and initiatives** for cross-sectoral dialogue, coordination, and partnerships and develop strategies to link educational and other essential services (health, rehabilitation, nutrition, protection...)
- ✓ **Adopt a twin-track approach in funding**, by providing resources for inclusive education systems in general and, at the same time, allocating a specific stream of funding to address the needs of the most marginalized learners, including children with disabilities
- ✓ **Ensure meaningful participation**, by actively involving and consulting persons with disabilities, parents, learners and educators and their networks



- ✗ Consider inclusive education as being a process whereby **children with disabilities are simply placed in mainstream schools without any support or full inclusion being in place.**
- ✗ **Assume** that different governmental sectors and stakeholders will systematically coordinate amongst themselves, without any specific frame in place.
- ✗ **Just allocate a general budget to education**, without tracking funding for inclusion and without earmarking the portion of funding that goes to the education of marginalised groups, including children with disabilities.
- ✗ **'Tick the box' for participation of other stakeholders**, without really ensuring the opportunity to be listened for all a variety of groups, including the most marginalized.

Download the Report :
<https://bit.ly/33h84nq>





European Union
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INCLUDE
Uganda

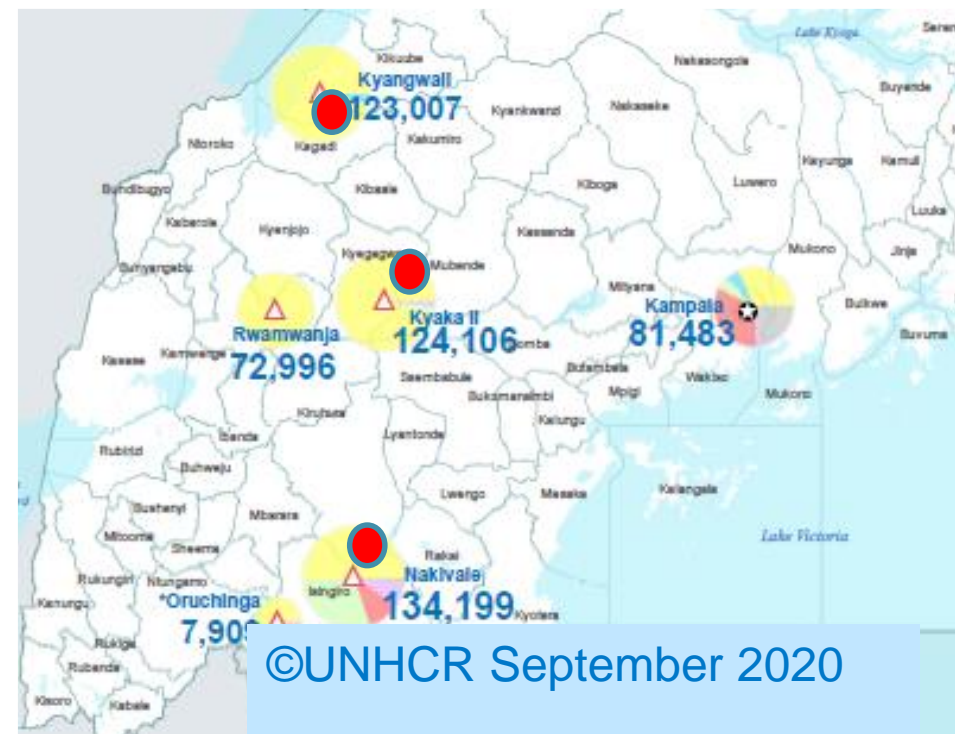
Innovative and Inclusive Accelerated Education Programme for Refugees and Hosts Communities (INCLUDE)



04/2020 to 12/2020
(extended to 1/03/2021)



Three districts in South Western Uganda.



European Union
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Humanitarian Aid



Innovative and Inclusive Accelerated Education Programme for Refugees and Hosts Communities (INCLUDE)



Consortium of 5 partners with Save the Children (Lead), Humanity & Inclusion (HI), War Child Holland, Finn Church Aid and Norwegian Refugee Council with the Ministry of Education and Sports



704,805 euros



2555 Children with Disabilities
(Initial target: 2160)



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humanity
& inclusion

Multisectoral approach in INCLUDE

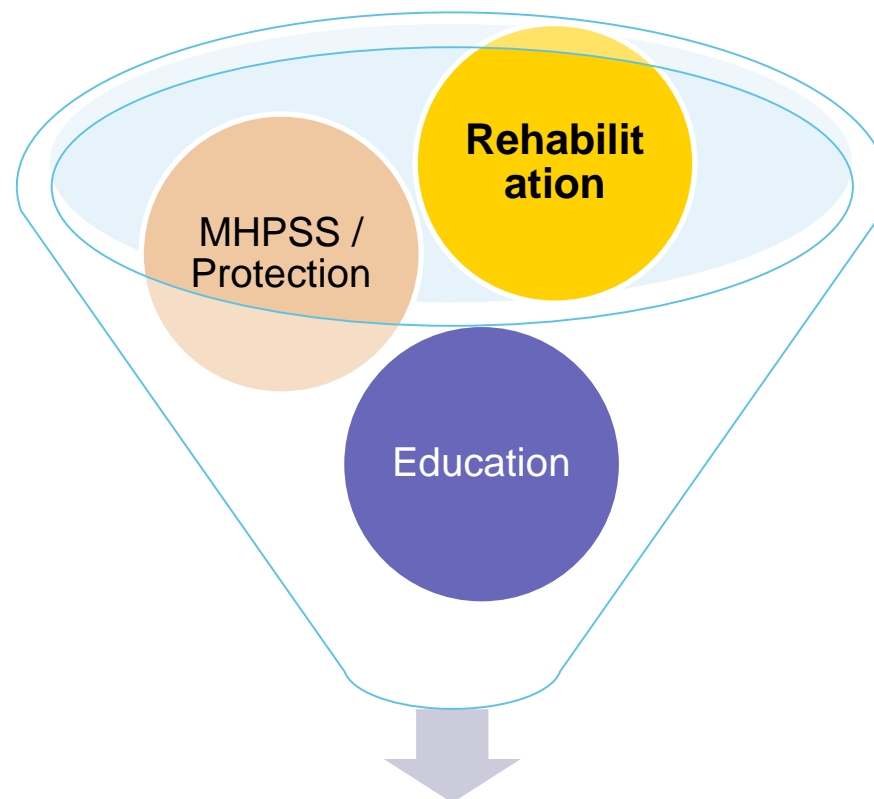
To respond to multiple needs, including:

Rehabilitation services

MHPSS services

Protection services

Education services



Successful inclusion



Results



2555 children with disabilities (of whom 45% girls) increased their learning potential (initial target: 2160)



918 girls and boys with disabilities referred to specialized services



80% of persons with disabilities improved functional abilities after rehabilitation (1728)



637 teacher's/education personnel demonstrated increased knowledge on inclusive education (initial target: 540)



26 Schools made more inclusive



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Story of Chéckina (*)

* Name has been changed

Chékina has now a choice to make: either re-enroll in her school (grade 6), where barriers have been removed, or join a vocational institution.

HI will happily support her choice thanks to INCLUDE Phase 2 (starting in May 2021).



A young girls walks independently with crutches, ©HI Uganda 2020



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Thank you!



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