

TECHNICAL ROUND TABLE

Disability-Inclusive Education Sector Planning





Introduction

Sustainable Development Goal 4 (SDG 4) calls for countries to ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all by 2030.

As countries seek to strengthen their national education systems, finding ways of including all learners and ensuring equal opportunities to learn remain major challenges for education sector analysis and planning.

While inclusive education must address all forms of exclusion, children with disabilities continue to be one of the most excluded groups of children in terms of access to education and learning. According to the World Health Organization (WHO), of the 1 billion people worldwide with disabilities an estimated

150 million are children (14 years of age and younger)¹.

Yet, in many countries, this group of children continues to be absent or under-represented in official data sources.

In spite of an international normative framework that places strong emphasis on the inclusive dimensions of the right to education², and policy commitment by many governments to key Conventions and Frameworks, including the United Nations Convention on the Rights of Persons with Disabilities (CRPD), systematic approaches to addressing the needs of this group in education sector planning at both national and sub-national levels remain limited.

Background

In recognition of the importance of disability-inclusive planning for reaching SDG 4, UNESCO's International Institute for Educational Planning (IIEP) and UNICEF have joined forces to support Ministries of Education in developing their analytical, organizational, and human resource capacities for disability-inclusive education sector planning.

Uncovering and appraising effective practices on the ground as well as bottlenecks and capacity gaps in moving towards inclusive education sector analysis constitutes an

essential step towards the formulation of inclusive education sector plans.

This technical Round Table provides a platform to engage participants in discussions about actions and steps for inclusive education sector plan preparation with a particular focus on education sector analysis. Key policy domains such as equity in access, teaching and learning, and financing and governance will be explored from a disability-inclusive perspective. The objectives of the Round Table are as follows.

Objectives

- identify critical data, analyses, and capacity gaps at different institutional levels that may hinder efforts towards more inclusive education sector analysis³, and explore ways to address them;
- discuss the importance and usefulness of an education sector analysis, linked to inter-sectoral analyses as a key step, in moving towards inclusive education sector plan preparation;
- present and discuss tools and good practices in moving towards an education sector analysis on inclusive education;
- take stock of current practices in disability-inclusive planning at national and sub-national levels;

1 WHO/World Bank. 2011. World Report on Disability. Washington DC: World Bank.

2 UNESCO. 2008. Inclusive dimensions of the right to education: Normative bases. Paris: UNESCO.

3 IIEP-UNESCO and GPE (Global Partnership for Education). 2015. Guidelines for education sector plan preparation. Paris: IIEP-UNESCO and Washington DC: GPE



- on the basis of this analysis, formulate the capacity needs to be addressed in a

future IIEP / UNICEF training programme on inclusive education.

Structure

The event will be held in two phases as follows:

I. Preparatory Online Phase

The event will start with an online e-Round Table for participants. This virtual platform will provide participants before the Round Table event with an opportunity to:

- learn about each other's expertise in the area of inclusive education;
- share and access key information including documents from participating countries;

- deepen their understanding of the issues, challenges, and ways forward, based on the agenda items of the face-to-face event;
- complete required activities in preparation for the face-to-face event.

Time commitment is expected to be 10 hours over a two-week period.

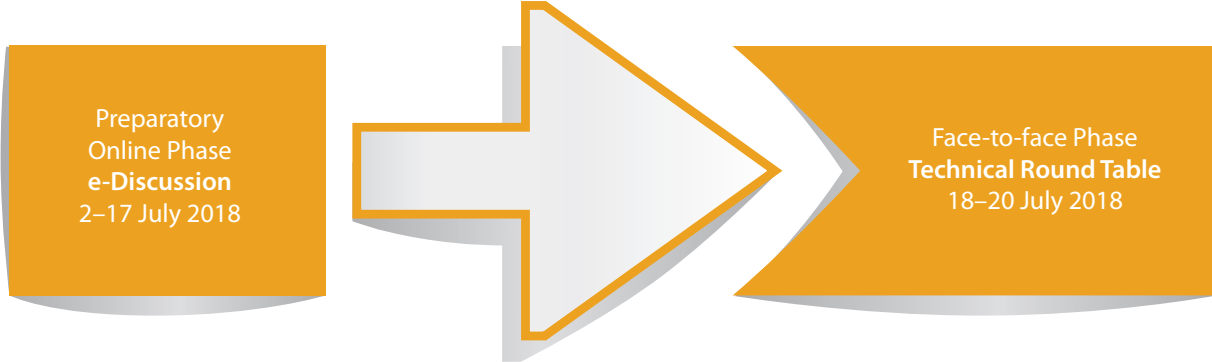
II. Round Table

The three-day face-to-face Round Table will be held in Paris and will bring together a wide range of actors with key roles in advancing inclusive education for children with disabilities.

Presentations by thematic experts on disability data collection and financing will be accompanied by case studies highlighting effective practices in disability-inclusive planning. The sessions will provide ample space for in-depth

discussion among participants. On the last day, participants will work on the formulation of a set of recommended actions to guide future arrangements at the country level in preparing for inclusive education sector analysis.

The virtual platform will remain open for three months after the face-to-face event.



Output

- list of capacity gaps and recommended actions for each country to define future activities for disability-inclusive education
- sector analysis to direct IIEP’s future training offer;
- stock-taking of current practices in disability-inclusive planning.

Follow-up to the technical Round Table

The conclusions from the Round Table, together with Chapter 3 of the Education Sector Analysis Methodological Guidelines, which will soon be published, and other key materials, will feed

into a series of distance education courses in 2019 to be designed as a joint effort between IIEP-UNESCO and UNICEF.

Participant profile

Three invited participants per country will be joined by UNICEF country office staff from a small number of participating countries, as well as representatives from international organizations and donor agencies with technical expertise in inclusive education. Their profiles are as follows:

- Senior educational planner from Ministries of Education with experience in planning for inclusive education;
- Government Focal Point for Disability;
- Representative from major national Disability People’s Organization (DPOs).

Participating countries

- Cambodia, Ethiopia, Fiji, Ghana, Kenya, Nepal, South Africa, and Viet Nam

These countries were selected based on their specific contributions to disability-inclusive

planning. The meeting will be held in English; another meeting for francophone countries is anticipated in future.

Certification

In both online and face-to-face sessions, participants are expected to contribute actively to discussions and group work, stock-taking and drafting of a recommended set of actions.

Participants will receive an IIEP-UNESCO certificate of successful participation.

Registration

IIEP will send out an invitation letter to the Ministries of Education and other concerned institutions of the countries, as outlined above. These institutions will select participants in consultation with the UNICEF country office.

The other participants will be selected after consultation at the national level.

The deadline to provide the names of participants is **14 May 2018**.

Event organization

More information on the event can be obtained from:

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