

Concept note

Title: Inclusive education for children with disabilities

Time: 9:35-10:45 (1 hour and 10 minutes) June 26th 2014

Venue: (Room) Auditorium

Summary:

GPE's strategic goals have particular implications for children with disabilities.: The goals **access for all; reaching every child** and learning for all commit the GPE to focus its support on children who are the most marginalized, and the goal **building for the future** commits the GPE to support the development of national systems that have the capacity and integrity to deliver, support and assess quality education for all. In practice, this implies building institutional capacity to meet the educational needs of all children, including those with disabilities.

The GPE Replenishment in June 2014 will mark exactly 20 years since the World Conference on Special Needs Education, organized in June 1994 by representatives of 92 governments and 25 international organizations in Salamanca, Spain. The **Salamanca Conference** reaffirmed the right to education of every individual and renewed the pledge made at the 1990 World Conference on Education for All. The **Salamanca Framework for Action** was adopted with the guiding principle that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The delegates to the conference agreed on a statement on the education of all children with disabilities, which called for inclusion to be the norm. The **Salamanca Statement** reaffirmed the commitment to Education for All and recognized the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system.

As we look ahead towards a post 2015 development agenda, considerable attention needs to be drawn to and clear commitments made to the inclusion of children with disabilities, who continue to remain the most excluded from education. It is estimated that there are nearly 93-150 million children with disabilities in the world.¹ Household survey data from 13 low and middle income countries show that children with disabilities aged 6–17 years are significantly less likely to be enrolled in school than peers without disabilities.² A 2004 study in Malawi found that a child with a disability was twice as likely to have never attended school as a child without a disability.³ Further an increasing number of siblings and children of persons with disabilities, especially girls, are unable to participate in school due to caregiving responsibilities.

The inclusive education parallel session at the Replenishment will be an occasion to take stock of progress and lessons learned since Salamanca, while reaffirming the right for all children, including

¹ World Health Organization (2011) World Report on Disability. Geneva: WHO/World Bank
http://www.who.int/disabilities/world_report/2011/en/index.html

² Filmer, Deon, 'Disability, Poverty, and Schooling in Developing Countries: Results from 14 household surveys', *World Bank Economic Review*, vol. 22, no. 1, 2008, pp. 141–163, as cited in World Health Organization and the World Bank, *World Report on Disability*, 2011

³ United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2010: Reaching the marginalized*, UNESCO and Oxford University Press, Paris and Oxford, UK, 2010, <<http://unesdoc.unesco.org/images/0018/001866/186606E.pdf>>, accessed 31 January 2013; Loeb, M. E., and Arne H. Eide, eds., 'Living Conditions among People with Activity Limitations in Malawi: A national representative study', SINTEF Health Research, Oslo, 26 August 2004, <www.safod.com/LCMalawi.pdf>, 31 January 2013 in UNICEF 2013 State of the World's Children; Children with Disabilities

children with disabilities, to attend school and to learn. GPE financing is crucial to the strengthening of education systems in many countries and government capacity to ensure that the needs of the most marginalized children are addressed and schools are inclusive of diverse learners. Moreover, GPE approaches to sector planning and monitoring and country-led governance, and the partnership's capacity to leverage financial and programmatic support across the education sector are seen to be key factors in achieving the transition from policies to practice on Inclusive Education.

Key Objectives:

- To launch a "Call to Action" on Inclusive Education for children with disabilities.
- To reinforce GPE's commitment to reaching all children and highlighting how the GPE partnership and financing mechanisms can contribute to achieve effective results for children with disabilities
- To demonstrate commitment/pledges by GPE partners (UN agencies, DPOs and CSOs) towards realizing inclusive education for children with disabilities and reinforce the importance of collaboration between different actors.
- To showcase good practice on Inclusive Education from a GPE Southern partner.

Expected outcomes:

- ✓ Call to Action launched/statement of commitment signed up to by key partners.
- ✓ GPE's commitment to Equity and active engagement on reaching children with disabilities reinforced.

Speakers/ key interested organizations:

- ✓ Young Person with Disability introduces the Call to Action; Youth moderator

Panelists:

- ✓ Lynne Featherstone, Minister for International Development, UK (tbc)
- ✓ Geeta Rao Gupta, UNICEF Deputy Executive Director
- ✓ Alice Albright, GPE CEO
- ✓ Vladimir Cuk, Executive Director, International Disability Alliance
- ✓ Mme Boly, Minister of Education of Burkina Faso
- ✓ Rasheda K. Choudhury, Executive Director of the Campaign for Popular Education (CAMPE), Bangladesh and Member of the GCE Board

Initial statements of commitment are expected from Director of NORAD followed by other donors and partners. A stand will be in place for the rest of the day to collect additional signatories.

Organizing partner(s) & contacts:

GPE Secretariat, UNICEF, GCE, Save the Children, UNESCO

Format & number of people:

Plenary-style panel with 6 panelists and a youth facilitator; plus up to 100 participants.