

## Call to invest in disability-inclusive education

More than 32 million children with disabilities in low and middle income countries (LMIC) countries are out of school and denied an education.

Those children with disabilities who do make it to school are mainly in segregated settings, generally receiving a poor quality education that leaves them shut out from their community and unable to pursue a decent livelihood.

The impact is devastating, not just for tens of millions children and their families, but also for whole societies and their economies.

As the #CostingEquity report highlights, this systematic neglect of children with disabilities is one of the most glaring oversights both in domestic and international education financing. Greater investment is needed to redress the neglect of the past and accelerate system-wide changes that embrace inclusion and the provision of support to meet the individual needs of learners with disabilities.

### Our commitment

We, a community of international NGOs, are committed to ensuring disability-inclusive education; making education for children with disabilities a top priority.

Our commitment is to reinforce our internal capacity to deliver disability-inclusive education and elevate the voices, strengths and positive contributions of persons with disabilities.

We will collect programmatic data to inform the development of quality interventions and respond to the data gap that currently exists. We offer our support to governments and donors on the journey to realising the right to inclusive education for girls and boys with disabilities by sharing knowledge and good practices.

### Our call to action

We cannot do this alone and **call on donors and governments** to significantly step up action and show their commitment to deliver on the promise of the Sustainable Development Goals to 'leave no-one behind'.

## **We call on donors (bilateral, multilateral and private foundations) to:**

- 1. Make disability-inclusiveness a necessary criterion for accessing funding for all education programmes/projects.** This requires specific budgets and programme allocations, disability indicators related to beneficiaries (disaggregated by type of disability and other demographic markers) and adapted materials and infrastructure.
- 2. Increase financial contributions to the Global Partnership for Education (GPE)** to fulfil the goal of increased equity, gender equality and inclusion for children with disabilities. These contributions should be **contingent on earmarked allocations to support disability-inclusive education.**
3. Ensure that **humanitarian response plans, appeal mechanisms and needs assessments adequately make provision for children with disabilities** and ensure preferential action. The Education Cannot Wait fund should promote disability inclusiveness in its disbursement criteria.
- 4. Build internal capacity on disability-inclusive education among staff** by appointing technical experts and focal persons in teams on headquarter and country level and providing mandatory training for all education staff.
5. Develop a disability policy and action plan with indicators in line with the UN Convention on the Rights of Persons with Disabilities (UNCRPD). Regularly produce and review data on education funding, disaggregated by levels of education, disability and other equity markers.
- 6. Invest in building the capacity of Disabled People's Organisations (DPOs), parent organisations and civil society organisations working in disability-inclusive education** to hold governments accountable and participate meaningfully in education sector planning processes.

## **We call on governments to:**

- 1. Allocate at least 6% of GDP and 20% of national budgets to education.** Allocation and use of existing resources must be in accordance with General Comment no. 4 on Article 24 of the UNCRPD (2016) by investing in system-wide reform alongside addressing disability-specific needs.
- 2. Develop and review resource and implement disability-inclusive education policies, plans and strategies, which align** with the General Comment on Article 24 of the UNCRPD (2016) and which respond appropriately to the scale and diverse needs of learners with disabilities. Indicators to measure progress, accountability mechanisms and a coordination mechanism for multi-sectoral collaboration must be put in place.
- 3. Prioritise early childhood development for children with disabilities, including developing professional skills and community-based approaches to early intervention.** This must include strengthening early detection and intervention services to eliminate or reduce the disabling effects of impairment.

4. **Invest in improving data and evidence** on disability-inclusive education by using the Washington Group/UNICEF Module on Child Functioning for population surveys and the UNICEF Inclusive Education Management and Information Systems guide.
5. **Engage in strategic partnerships** with NGOs, DPOs and parent organisations to overcome gaps in capacity. **Embrace transparency and participation of civil society** in developing policies, plans, budgeting and implementation.
6. **Adopt targeted strategies and put in place social protection mechanisms (e.g. support grants for poor families) to address the multiple disadvantage** faced by children with disabilities who, for example, are girls, orphans, come from pastoralist and/or migrant families, and live in remote rural regions or slums /informal settlements.

The call for action is endorsed by





[www.worldofinclusion.com](http://www.worldofinclusion.com)



LA DOULEUR N'EST PAS UNE FATALITE



NAD - The Norwegian Association of Disabled



UNESCO.no

United Nations  
Educational, Scientific and  
Cultural Organization

- Den norske UNESCO-kommisjonen
- Norwegian National Commission for UNESCO
- UNESCO

## Austria



## Bolivia



## Bosnia & Herzegovina



## Burkina Faso



## Ethiopia



## India



## Mozambique



## South Africa

