

#CostingEquity

How education financing falls short for learners with disabilities



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The IDDC research into equitable education financing for children with disabilities will be launched in September 2016

For a more detailed introduction visit:

www.iddcconsortium.net/resources-tools/costing-equity





International commitments to inclusive education specifically mention supporting children with disabilities (Sustainable Development Goal 4).



Aid to basic education has declined, donors are deprioritising education in aid budgets and States are failing to finance their commitments to children with disabilities.

The most marginalised children are paying the price

- Boys and girls with disabilities are more likely to be out of school.
- Children with disabilities receive inadequate support in school and are most likely to drop out.
- Financing approaches do not support inclusive education.
- Few countries commit enough resources to inclusive education.
- Donors are not actively supporting inclusive education.

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Our recommendations

Domestic efforts, international cooperation and public-private partnerships should ensure the costs associated with inclusion of learners with disabilities are represented in education budgets. Better coordination is needed at national and global levels, along with stronger cooperation on implementation, monitoring and accountability.



At country level

- Close persistent gaps between inclusive education policy and practice.
- Provide adequate domestic financing for this.
- Use twin-track approaches to systemic reform to move towards full inclusion of all children, alongside using expertise from special services.
- Support implementation of national inclusive education policy/strategy.
- Have focal points within government who ensure coordination and cooperation between ministries, agencies, civil society.
- Have adequately resourced action plans for policy implementation.
- Report on gender and disability disaggregated education indicators.



At global level

Multilateral and bilateral donors

- Take a twin track approach: fund disability specific education initiatives and mainstream inclusion for children with disabilities.
- Encourage inclusive approaches through education policy dialogue.
- Prioritise results-based financing and promote the use of disability and gender disaggregated data in reporting.
- Fund research on practices and approaches in resource-poor settings.
- Appoint disability focal points/champions within technical teams and senior management.

Philanthropic foundations and private sector need to:

- Fund innovative approaches to inclusive education aligned with national sector plans and with the aim of scaling up.
- Strengthen civil society capacity to hold governments to account on inclusive education and to share knowledge and advocacy strategies.



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