

What do we need to do to Promote Increased Inclusion in the Early Years?

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What do the reviews tell us about evidence gaps?

- More and better quality studies are needed, that explore **system- and school-level interventions**, rather than focusing on improving the skills of individual children.
- A lack of evidence was lacking on the **effectiveness of interventions by gender**;
- Lack of evidence from **humanitarian** settings;
- Lack of evidence regarding outcomes other than educational skills, such as **academic achievements** (e.g. high school graduation achieved), **social inclusion at school, and stigma**.
- No evidence on interventions to improve outcomes in lifelong learning or **non-formal education**

(Kuper et al 2018)

System and school level...

- Our chapter explores the role teachers have in delivering inclusive primary school education programmes for children with disabilities in Kenya, Zimbabwe and Sierra Leone
- Highlights substantial gaps between policy and practice, attributable to a lack of training policies, resource gaps; and a disconnect between the implementing partners and ministries around the scale, scope and sustainability of education projects.
- Finds striking similarities across all three country settings

(Kett et al 2019)

What specific measures should be undertaken to ensure teachers feel motivated and capacitated?

- Skills and salaries – remuneration
- Address wider systemic challenges (e.g. overcrowding - use of classroom assistants)
- Standardise (but IE as *transformative*, not just technical exercise) and professionalise
- Increased communication and interaction between parents and teachers (e.g. open evenings)



Humanitarian settings...

In Darfur:

- Only 41.3% of children between 6 and 18 years old had received any education.
- The three main reasons given why children could not go to school were:
 - absence of school (28%);
 - lack of means (25.7%);
 - the need to help at work or in the house (18.1%)
- Education for a child with disabilities depended largely on parental attitudes, proximity and physical access to the structure and likelihood of acceptance in class
- Exclusion went beyond the classroom, including in non-formal education structures, such as child-friendly spaces or children's clubs, which have protective as well as education functions (e.g. feeding and vaccination programmes)



(Trani et al 2011)

Longer term impacts - Liberia

- ESRC/DFID Liberia research:
- Women with disabilities had the lowest literacy/numeracy rates of sample populations (86% compared to 77% non-disabled women).
- Disabled women were much more likely to be completely unsatisfied with their lives (65% compared with 42% of non-disabled women)
- Disabled women were more likely to have experienced crime or violence in the previous year (26% compared to 18% of non-disabled women)
- Significantly more disabled women reported never feeling safe outside the home compared to non-disabled women (17% compared to 7% non-disabled women).
- Strikingly, 22% of disabled women never voted, compared with 8% of non-disabled women.

(Kett et al 2018)



Beyond education – formal, non-formal and otherwise

- Need for comparable data – increased focus and use of the WGSSQ in EMIS etc
- Focus on measuring learning outcome, but less progress on measuring wider - or longer-term outcomes
- Need to shift focus beyond the education sector to foster stronger links e.g. with health, social protection etc



Some Issues to Consider...

- Need both specific and targeted ('twin track') *research*, as well as programmes
- There is a need to better understand the differences between 'formal' and 'non-formal' setting on education outcomes – some emerging evidence linking high self esteem to improved education outcomes;
- Also some evidence from our DFID/ESRC research from Liberia on the importance of *trust*;
- Still need to agree evidence-based targets and indicators around inclusion and empowerment in education settings
- Political will

