

Management Capacity Needs and Finance Systems for Inclusive Education



Welcome

Details

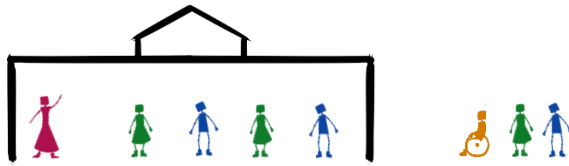
AGENDA

- **Conceptual Framework** **Mark Waltham**
- **Education Sector Analysis** **Natasha Graham**
- **Applying the ESA-IE in Ghana** **Rhoda Enchil**
- **Costing and Financing IE** **Beifith Kouak Tiwab**
- **Questions and Answers** **All**

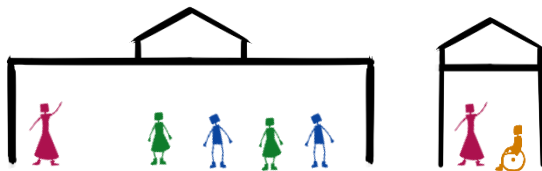
HOUSEKEEPING

- **Closed captioning: <https://c2cc.1capapp.com/event/unicef>**
- **Use chat bar for questions or comments**

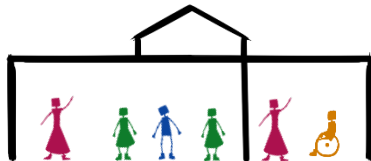
Definition of Inclusive Education



Exclusion



Segregation

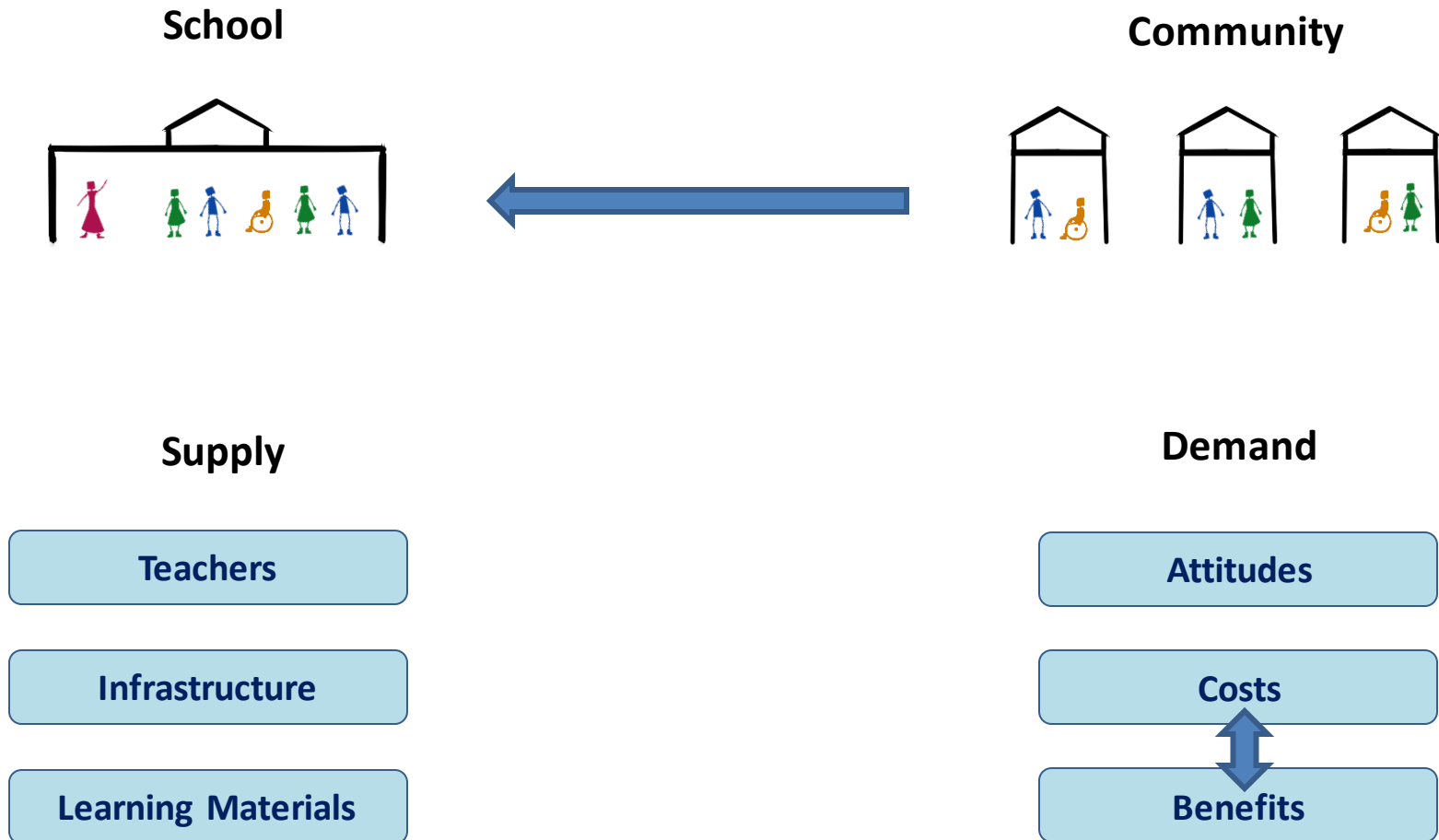


Integration

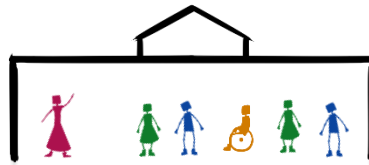


Inclusion

Getting all children into school



Enabling all children to learn



Quality

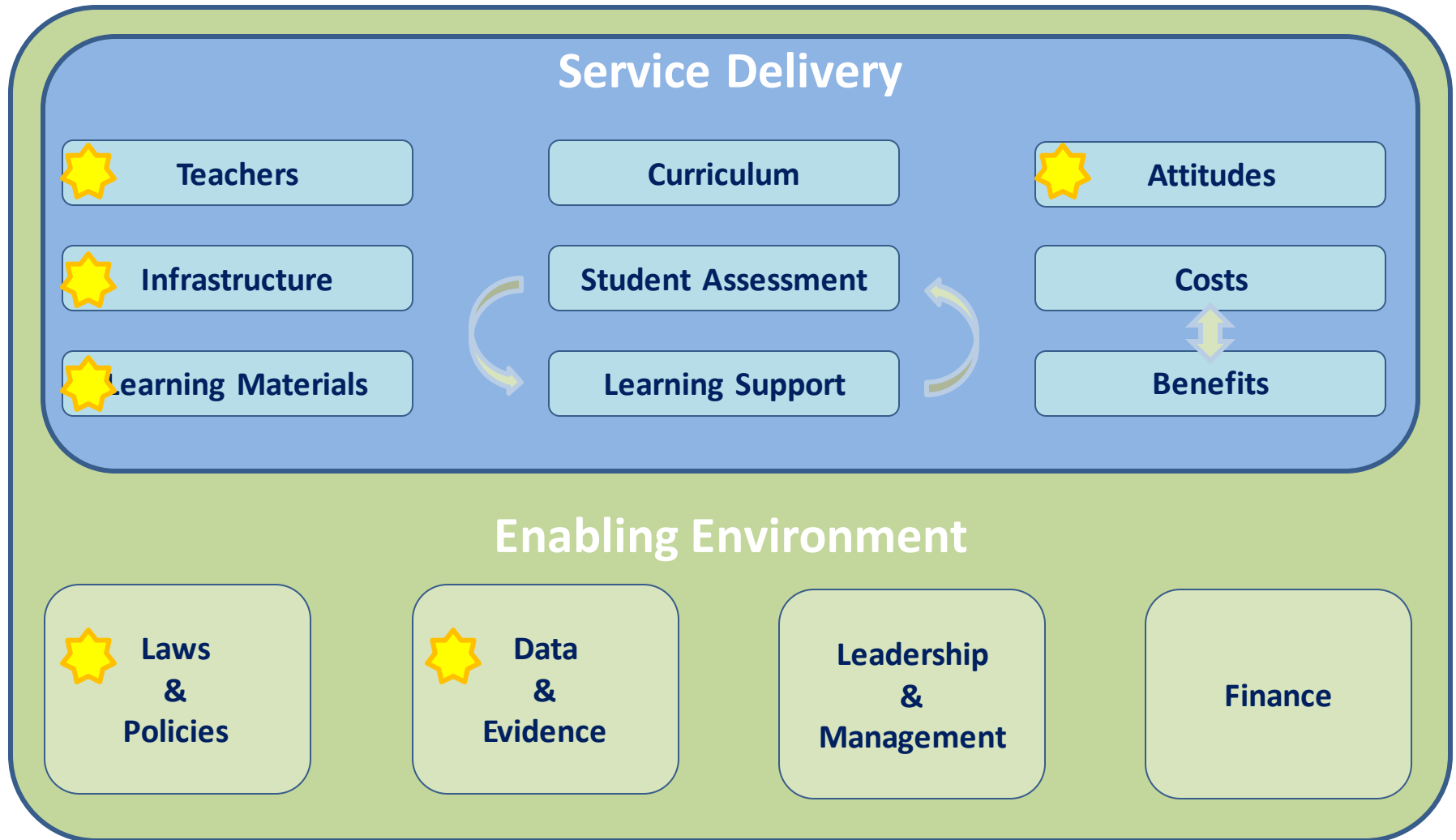
Curriculum

Student Assessment

Learning Support

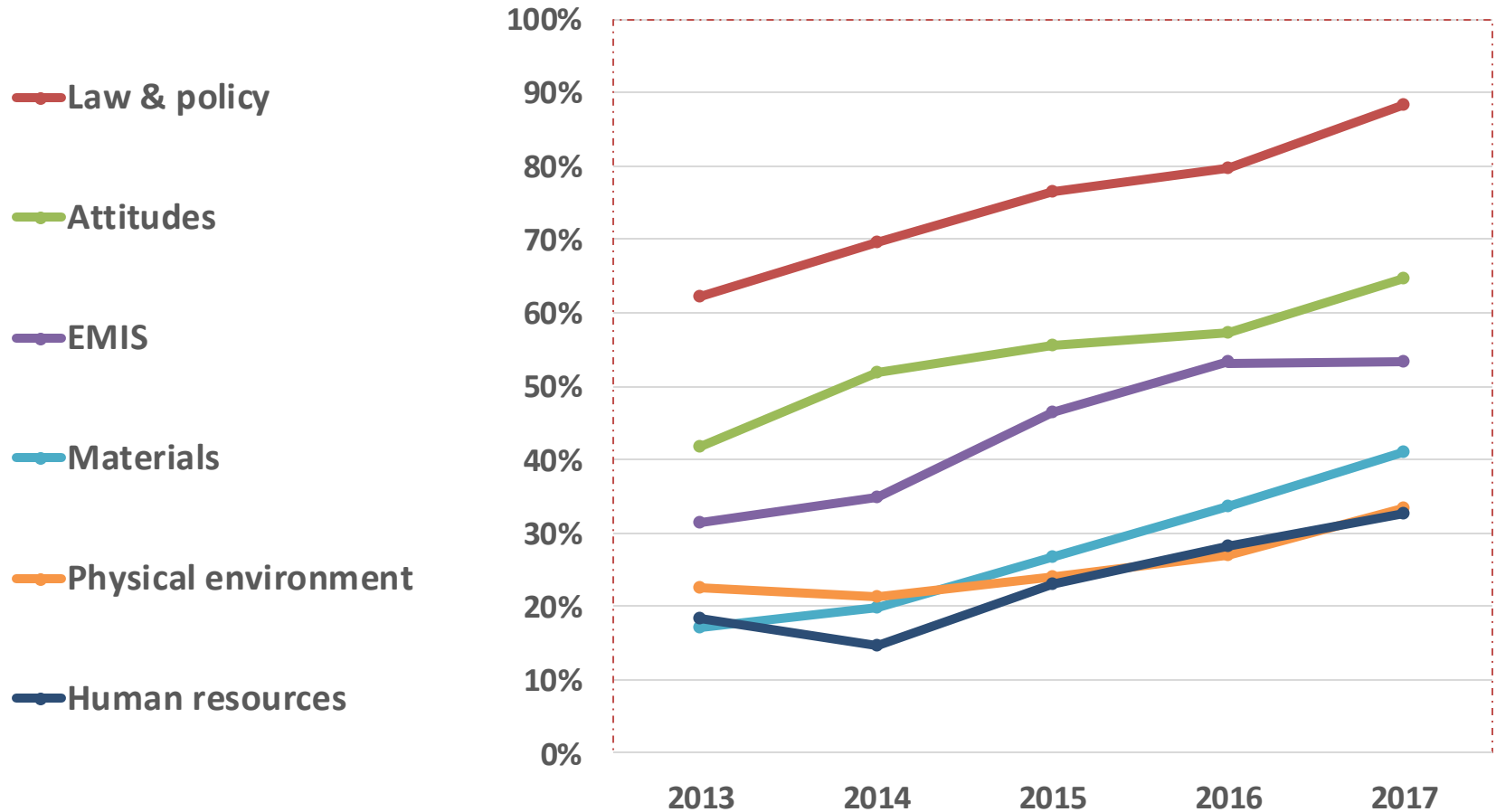


Conceptual framework



Data on progress

Annual UNICEF survey of over 150 countries



Webinar Series: Disability-Inclusive Education in Africa



Education Sector Analysis
Chapter on Inclusive Education

What is Education Sector Analysis?

A SOUND AND COMPREHENSIVE EXAMINATION OF THE EDUCATION SECTOR, AIMING TO INFORM SECTOR POLICY DIALOGUE AND PLANNING



Provides **evidence** on the **strengths** and the **weaknesses** using data/statistics from different sources



Identifies the **main challenges** for the sector and provides ways for improvement



Incorporates **all stakeholders** in order to build **consensus** on key issues pertaining to education sector

Core Dimensions Covered by ESA

Context issues

- 👉 **Review of existing policies**
- 👉 **Review of main context issues that (may) affect education**

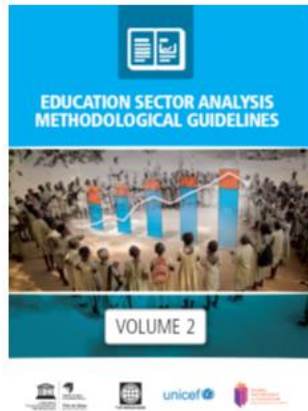
Education sector performance

- 👉 **Analysis of the sector performance**
- 👉 **Identification of main educational challenges**
- 👉 **Review of cost and financing issues**
- 👉 **Analysis of the system's capacity to deliver results**

External efficiency

- 👉 **Analysis of the social impact of education**
- 👉 **Analysis of the economic impact of education**

Core Dimensions Covered by ESA



👉 **Volume 1 covers six sector-wide chapters:** 1/- context; 2/- enrollment, internal efficiency and OOSC; 3/- costs and financing; 4/- quality, system capacity and management; 5/- external efficiency; 6/- equity

👉 **Volume 2 covers four sub-sector chapters:** 1/- ECD; 2/- Higher education; 3/- Literacy and non-formal education; 4/- TVET

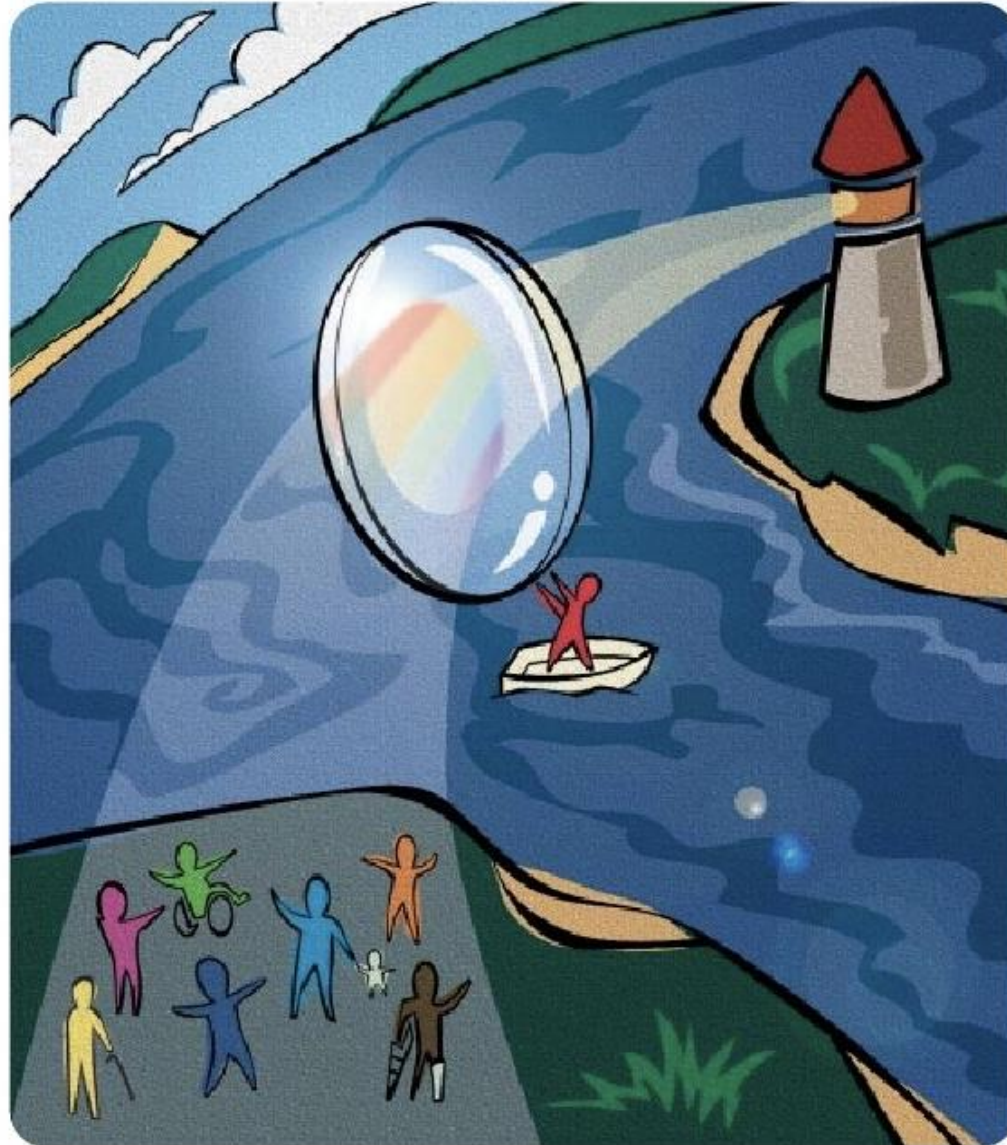
👉 **Volume 3 covers four thematic chapters**

1. **Inclusive education analysis (focusing on children with disabilities)**
2. Risk/vulnerability analysis
3. Political economy/governance
4. Institutional capacity analysis

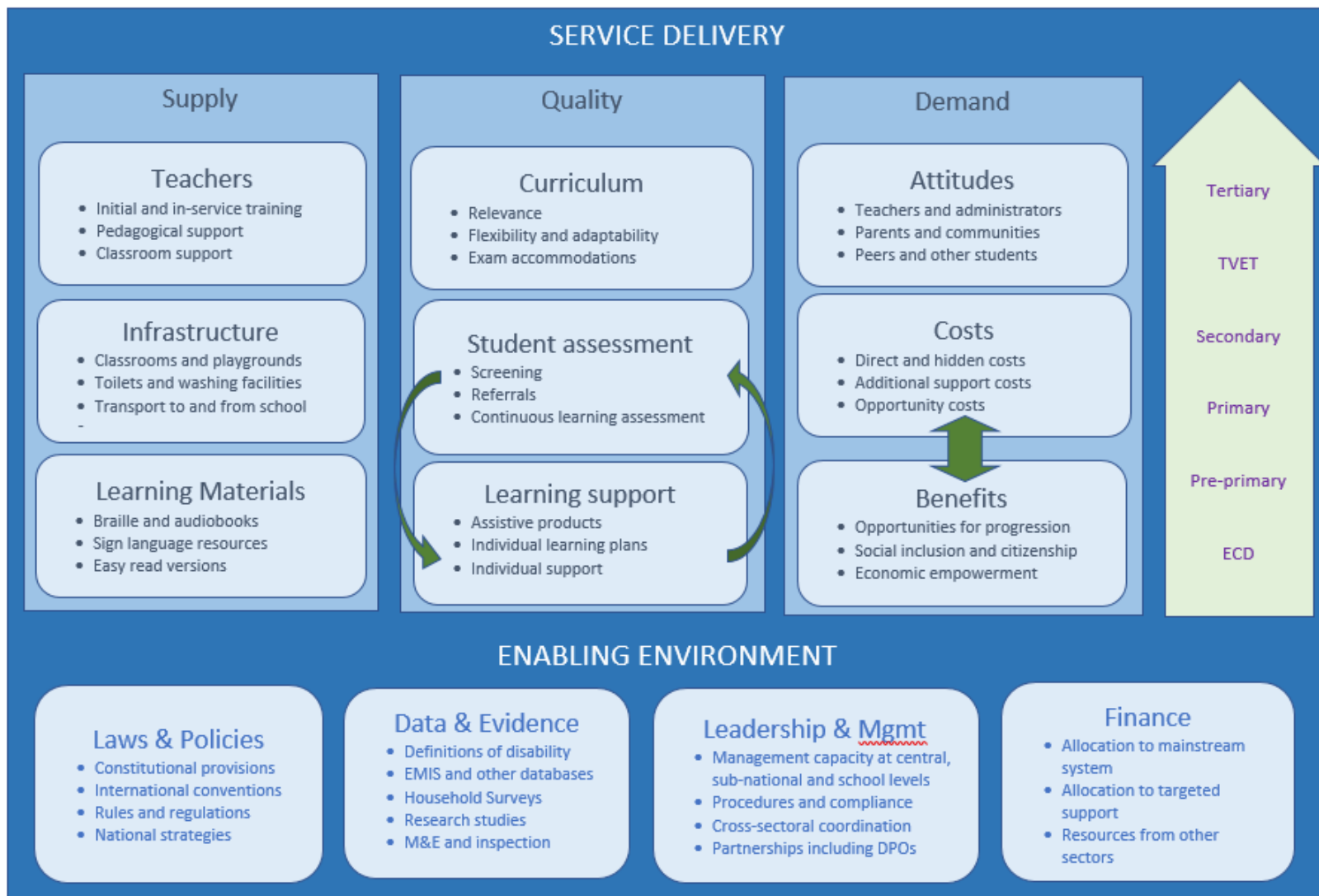
👉 **Countries are NOT expected to develop the 10 chapters!** Chapters should be chosen “a la carte” based on the country needs/context and timeline in mind

Jointly developed by UNESCO-IIEP, the World Bank, UNICEF and GPE Secretariat

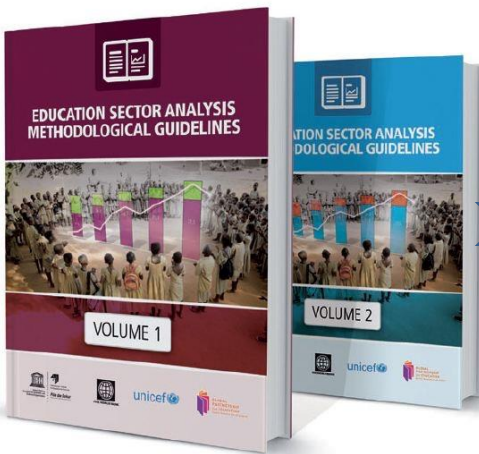
Education Sector Analysis – INCLUSIVE EDUCATION



Inclusive Education Conceptual Framework

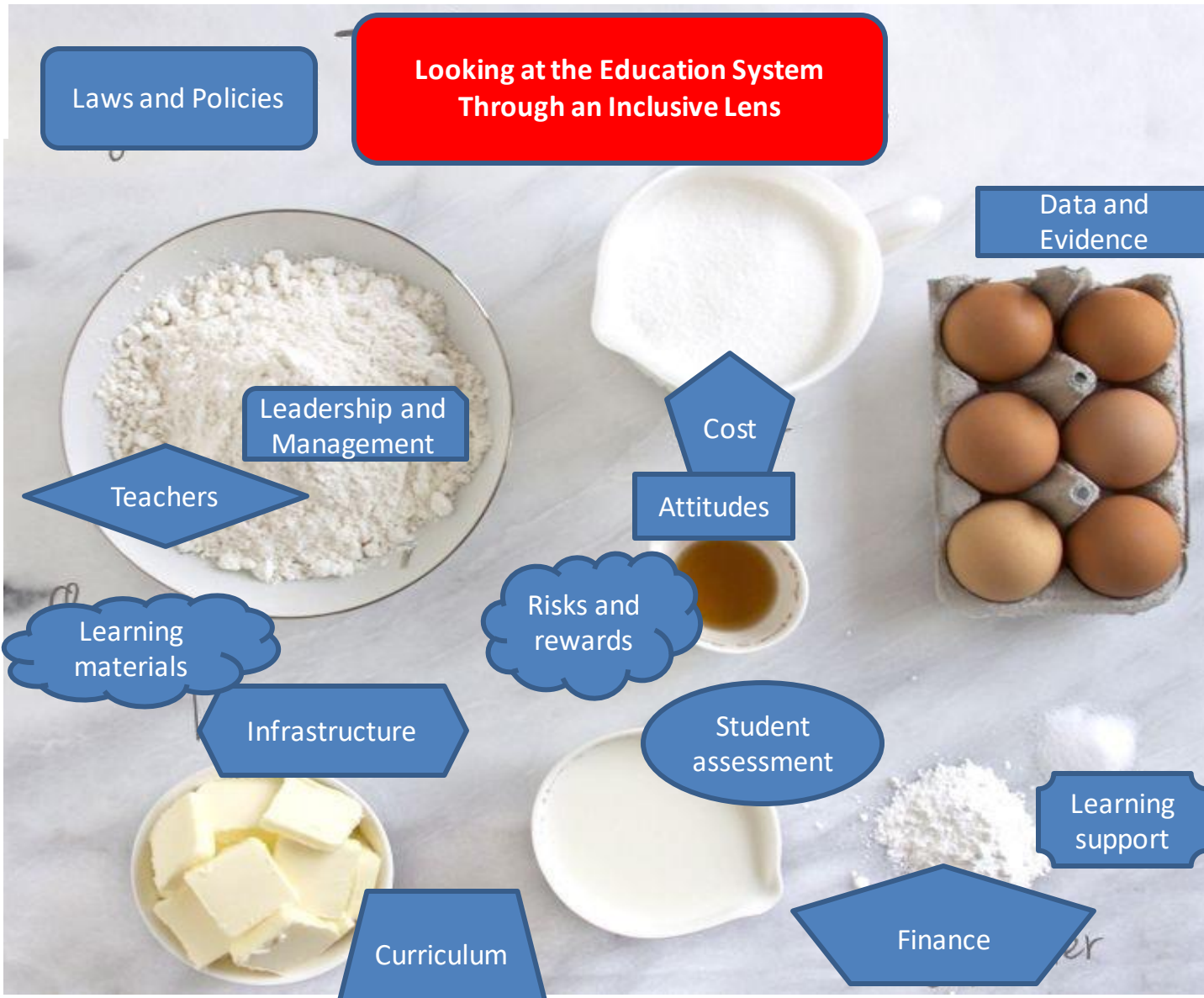
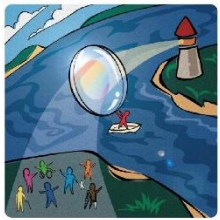


BAKING A CAKE VS. ANALYZING EDUCATION SYSTEM

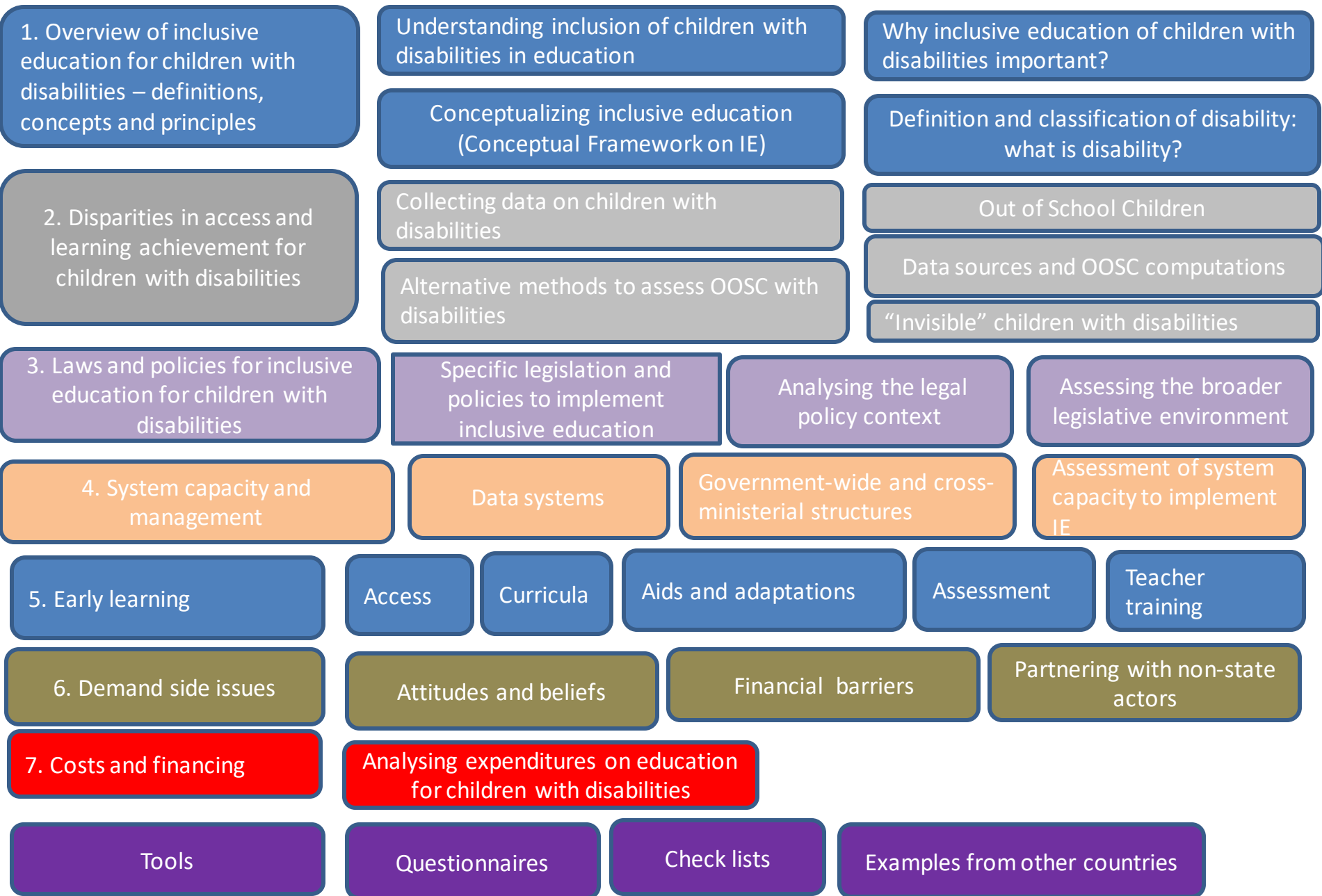


Education Sector Analysis Core Components

- Context
- Existing Policies
- Cost and Finance
- Education System Performance
- System Capacity



Education Sector Analysis – Inclusive Education



ESA-IE Ghana Pilot - Why Ghana?

1. **Timing** – in line with development of the new Education Section Plan;
2. **Commitment** – Ghana had a newly developed IE policy and showed strong commitment to do more;
3. **‘Learning by doing’** - the global team worked closely with the Ghanaian MOE to validate, test and adapt the ESA approach and methodology.

GHANA: ESA-IE Analytical Domains



Policy & System Capacity

- Assessment of national laws and policies on inclusive education
- ***Assessment of system capacity to implement the law and policies***



Capturing “disability” in data

- EMIS
- Population Census 2010
- Living Standard and Measurement Survey 2013
- Data collected by Inclusive Education Monitoring Tool in 20 UNICEF project districts



Costing & Finance

- Current financing of inclusive education
- Current cost of inclusive education



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Applying the ESA-IE in Ghana

PRESENTED BY: RHODA ENCHIL , UNICEF (GHANA)

unicef  for every child



GHANA: ESA-IE Analytical Domains



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Costing & Finance

- Current financing of inclusive education
- Current cost of inclusive education

ESA-IE in Ghana: Highlights

- Ghana is transitioning from the segregation model to an inclusion model.

Enabling Environment (different levels of progress and achievements across key elements)

- Ghana's IE Policy is one the best in sub-Saharan Africa
- Data is available but can be strengthened (EMIS and Household surveys captures some level of data on CwD)
- Weak system capacity – when supported can be strengthened
- Financing is inadequate to support the implementation of Ghana's IE Policy

Legal and Policy Framework

Ghana's legal and policy framework presented a good entry point for the ESA -IE work and had **an overall score ranging between 3 (well established) and 4 (champion)!!**

The policy is currently aspirational and is formulated with an ideal system capacity in mind

The overall legislative environment is conducive for the implementation of inclusive education.

Ghana's IE policy has been domesticated from international conventions

Availability of data/Trends

- Overall Prevalence Rates (KG-SHS)

Population census= 1.6%

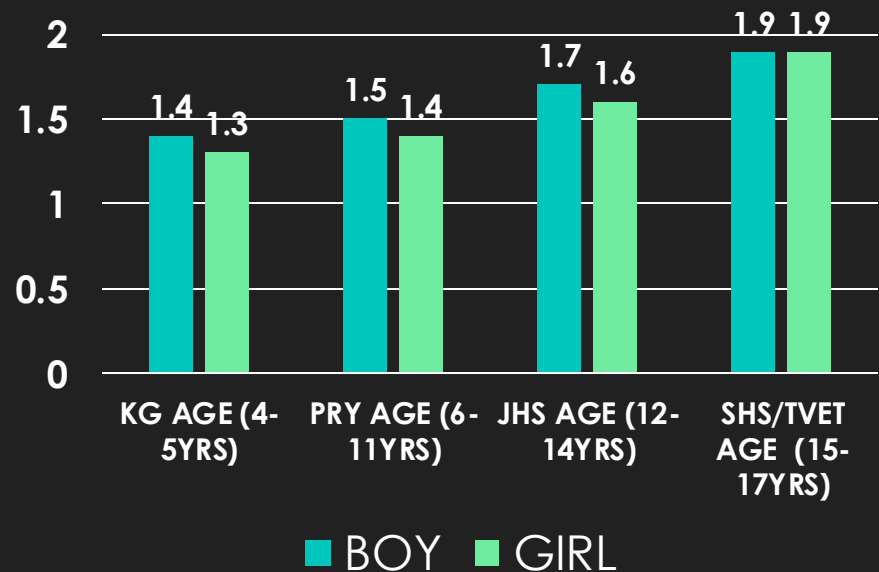
EMIS =0.4%

- There are large number of children with disabilities already studying in regular schools (1.7% of total students screened in KG and Primary) in 20 districts

- Types of Disabilities captured by EMIS :

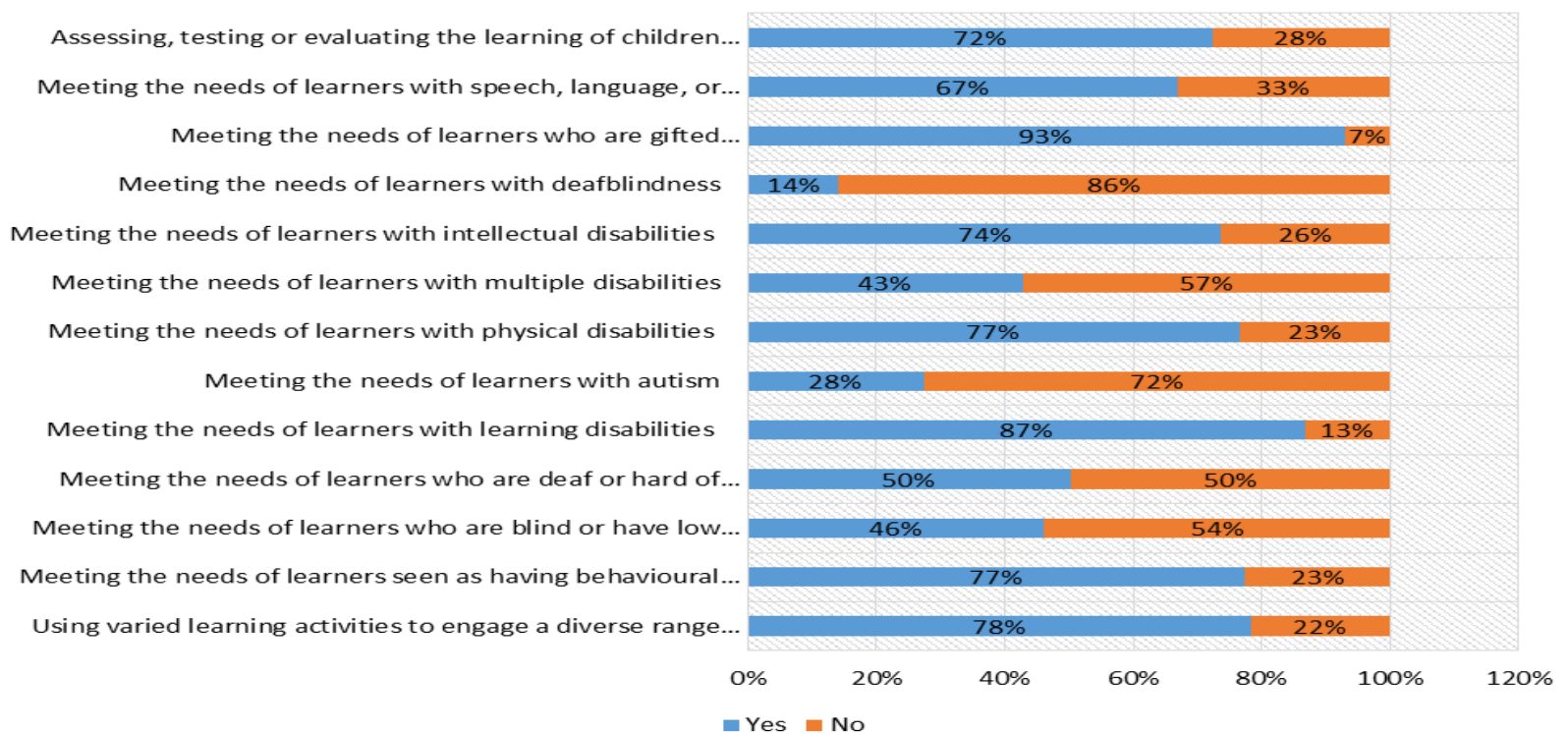
Visual, Hearing, Physical, Intellectual, Multiple Disabilities

Prevalence rate by age-group/gender



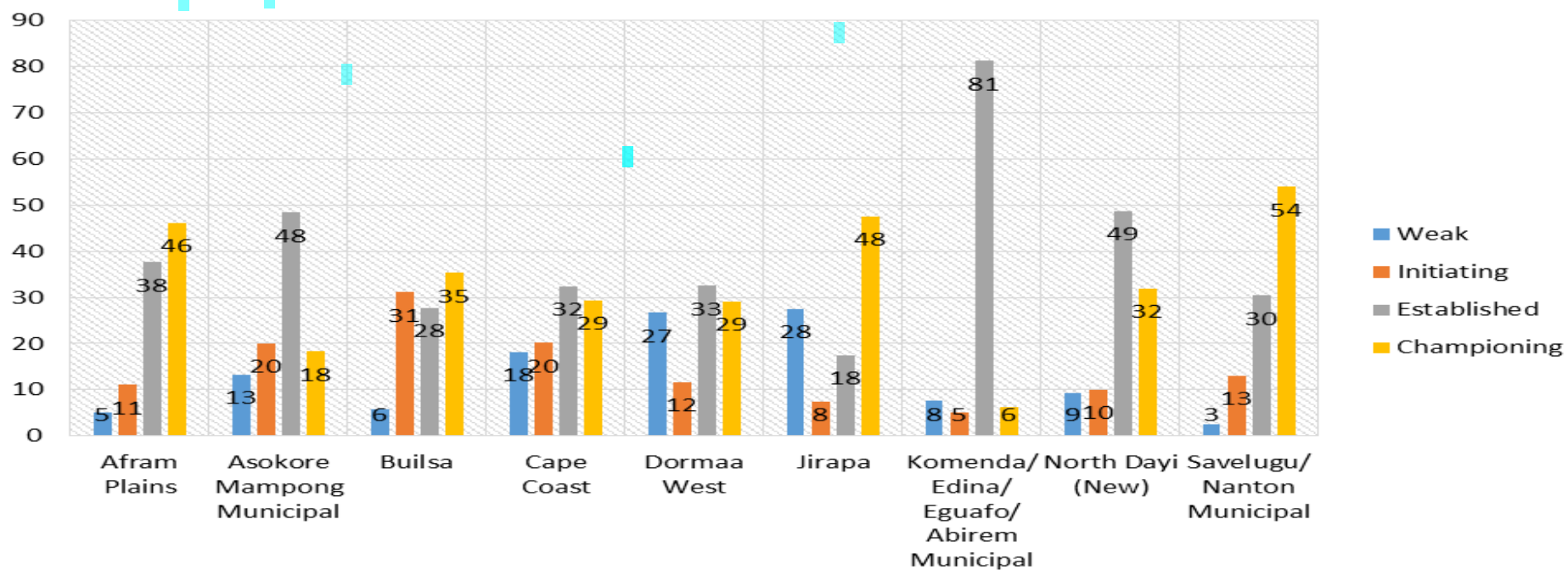
Source: Population Census 2010

Teachers knowledge on Inclusive Education: survey in 9 selected Districts

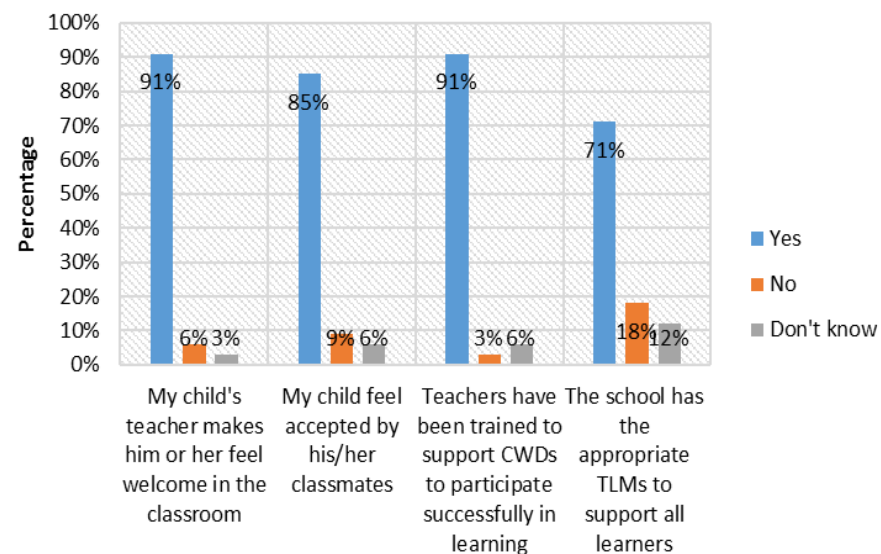
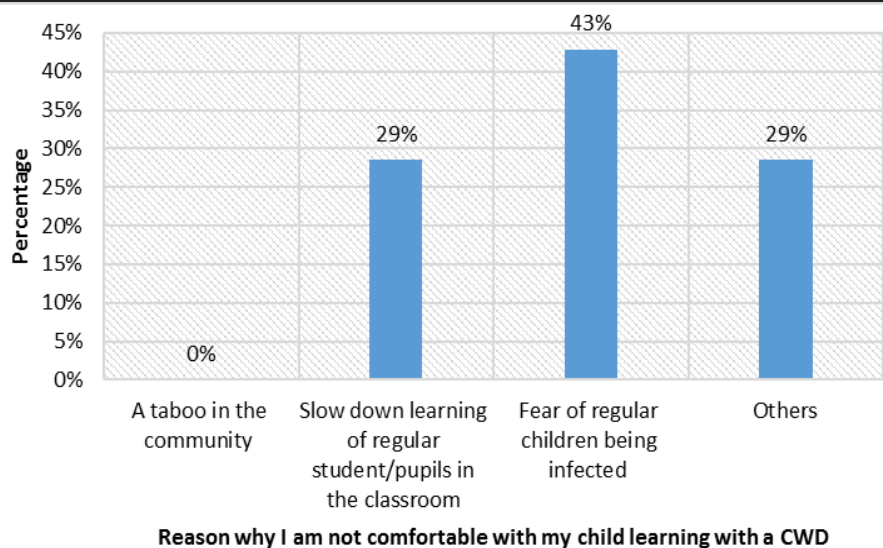


District GES officials knowledge on IE

District officials knowledge on IE policies



Perception of Parents



Glaring gaps and next steps.....

GAPS

- Weak system capacity to support IE implementation
- Inadequate quality data impedes implementation plans
- Findings of ESA –IE mainstreamed in Ghana's 2018-2030 ESP.
- Inadequate resource allocation

Next Steps

- Supporting CSOs/NGOs on advocacy on IE policy and engagement with government on improved resource allocation.
- Bridging the gap between segregation and inclusion
- Curriculum reforms (tertiary and pre-tertiary) addresses inclusivity issues

'ALL MEANS ALL.....EVERY CHILD MATTERS'

THANK YOU



COSTING AND FINANCING INCLUSIVE EDUCATION:

An overview

Presented by:

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Why it is important to cover financing issues

- 👉 **IMPLEMENTATION PURPOSE** – Difficult to promote implementation of IE without knowing:
 - How much it costs
 - How it gets funded

- 👉 **BUDGET CONSTRAINTS** – Education budgets often limited, and in less developed education system (such as in Africa), priorities may be elsewhere than on IE, children with disabilities being often last in line for support.

Why it is important to cover financing issues

- ☞ **EDUCATION BUDGETS NOT SENSITIVE TO INCLUSIVE EDUCATION**
 - More than half of LMICs (45 out of 76) do not have specific budget allocation for children with disabilities or for special education (*Review from Development Finance International, 2016*)
- ☞ **SUSTAINABILITY CONCERNS** – While providing IE is the responsibility of the States, reviews show that in a great number of developing countries, development partners are the major source of funding via projects, questioning then the sustainability of the supports

How to cost disability-inclusive education?

TWO MAIN ASPECTS TO CONSIDER

Requirements for Inclusive Education

- ☞ Early Assessment
- ☞ Assistive devices
- ☞ Teaching and learning materials
- ☞ Teachers training or capacity building
- ☞ Infrastructures upgrading
- ☞ Etc.

Unit cost attached to each item

- ☞ Cost of early assessment per child
- ☞ Unit Cost of assistive devices by type of disability
- ☞ Unit cost of teaching & learning materials for all children, including the additional ones resulting from the inclusion of CwD, by type of disability
- ☞ Etc.

TOTAL COST OF DISABILITY-INCLUSIVE EDUCATION

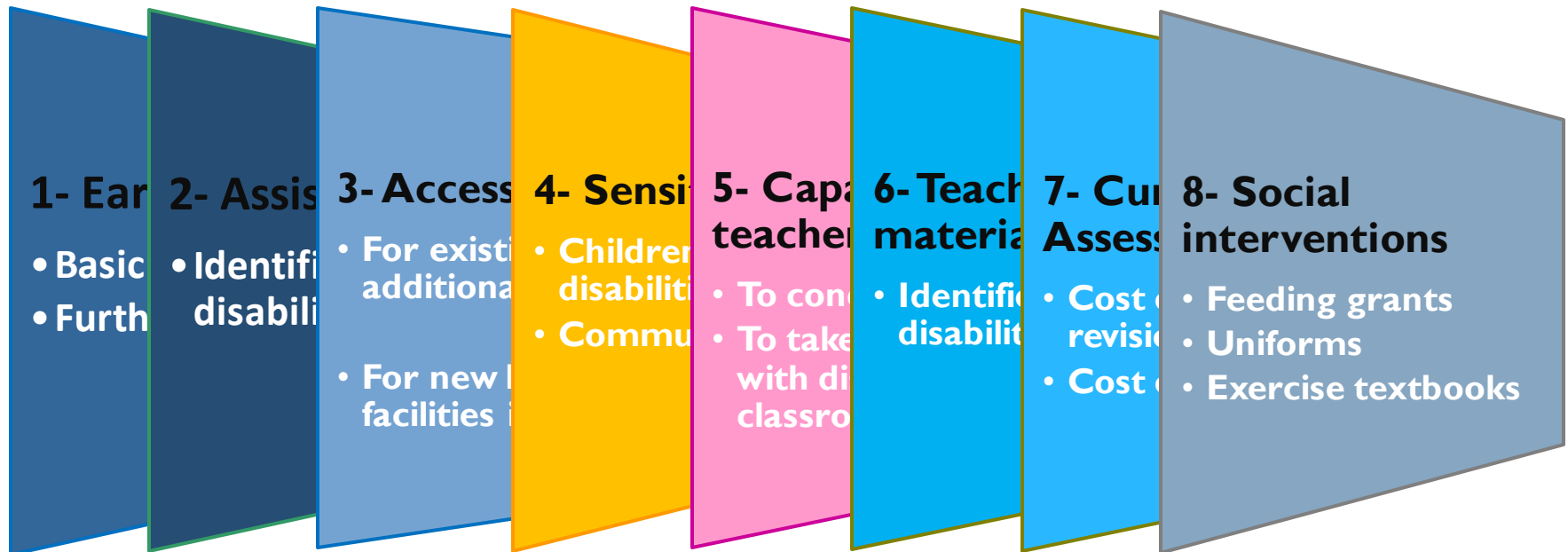
- ☐ Recurrent cost
- ☐ Capital cost

How to cost disability inclusive education?

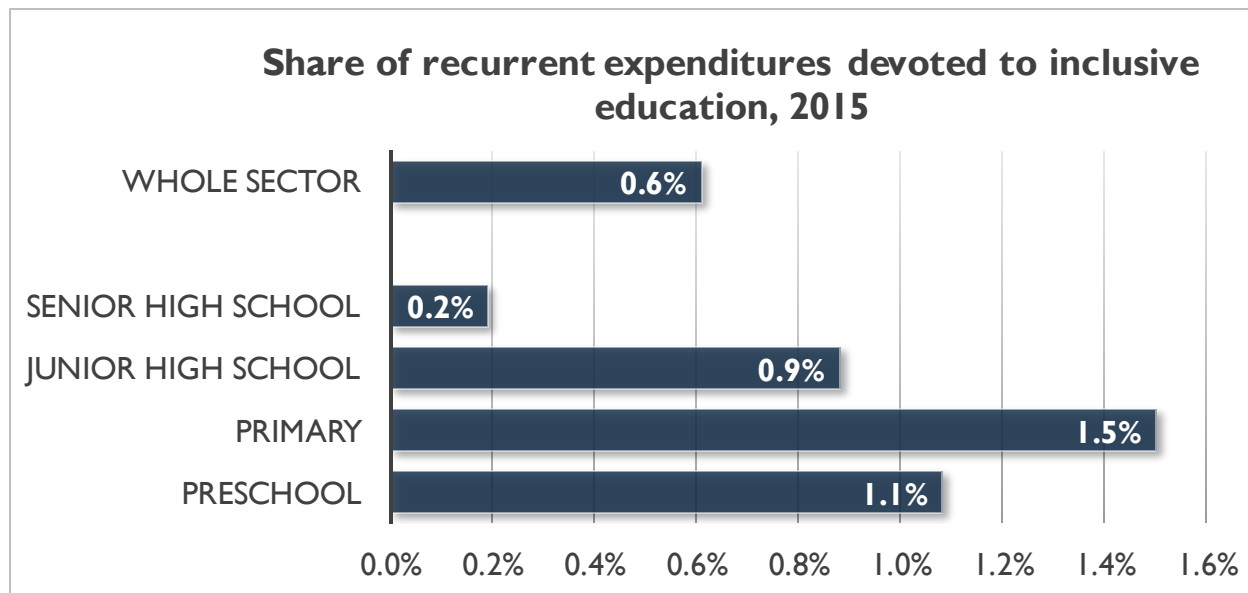
- ☞ Important to have a comprehensive picture of requirements for inclusive education, so as to not underestimate the costing
- ☞ Important to ensure that unit costs reflect reality and take into account context specificities, so as to make the costing reliable. May be useful to cross :
 - Standardized and official unit cost
 - Market prices
 - Unit cost from pilot experiences

How to cost disability-inclusive education

REQUIREMENTS TO DISABILITY-INCLUSIVE EDUCATION, BASED ON GHANA EXPERIENCE...



However, financing is not yet adequate to support full implementation of IE policy



In 2015, inclusive education accounted only for 0.6% of the total education recurrent expenditures, while the needs are much higher as per IE policy.

How to finance inclusive education?

Government budget

Targets recommended: At least:

- ☞ 4-6% of GDP to education
- ☞ 20% of public expenditure to education

BUT many SSA countries are still far from these targets

External funding

Targets recommended:

- ☞ 0.7% of GDP for Official Development Assistance

BUT International aid to education is declining...

Private funding (HH, communities, companies, etc.)

Not target, but HH = significant contributor to education financing

However, expanding their contribution can affect negatively IE, as CwD come from the poorest HH.

TOTAL RESOURCES FOR EDUCATION

Need of sustainable and innovative financing for education, reaching all and leaving no one behind...

How to finance inclusive education?

- ☞ Common agreement that **NOT POSSIBLE TO ENSURE SUSTAINABLE FINANCING OF INCLUSIVE EDUCATION WITHOUT:**
 - **Increasing domestic financing:** *sustainable financing of IE needs to come from domestic resources*
 - **Evolving towards inclusive-responsive budgeting:** *education budgets should be aiming to improve and maintain the whole system with inclusive lens*
 - **Ensuring efficient use of existing resources:** *a greater financing of IE is not only the result of increasing resources, but also a strategic use of existing resources*
 - **Ensuring budget transparency and accountability mechanisms:** *Better accountability provide credibility for other stakeholders (private sector, donors, etc.) on where and how to invest to fill the funding gaps for inclusive education*



IIEP – POLE DE DAKAR

MERCI BEAUCOUP



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