

**INITIAL TECHNICAL WORKSHOP**

**IDA FLAGSHIP EDUCATION PROJECT**

**12-14 MARCH 2018 LONDON**

**UPDATE 9th March 2018**

**Background**

The Education Flagship Initiative is a component of a broader Catalyst Project (funded by DFID) which aims at framing the SDGs implementation from a CRPD and DPOs perspective while ensuring participation of most marginalised groups. The idea of the project is to maximize SDGs momentum for further implementation of the CRPD.

In the education sector, explicit references to persons with disabilities in the SDGs provide opportunities to explore connections and mutual reinforcements between SDG 4 and CRPD Article 24. However, despite some progress in international frameworks and progress in the development of more adequate education laws and policies, access to quality education for all children with disabilities is still far from being a reality. According to UNICEF, 1/3 of out-of-school children are children with disabilities. Major initiatives to improve access to education such as the Global Partnership for Education (GPE) still provide limited attention to including children with disabilities.

There is currently a lack of evidence on what works to achieve SDG 4 on inclusive quality education by 2030 for all children with disabilities, including policy scenarios that comply with the standards of the UNCRPD for all groups, and adjust to the cultural, social and economic realities of low and middle-income countries. In a context of competing priorities and limited funding, it is essential that DPOs come up with clear messages and recommendations, building on the evidence of what works and looking at mechanisms for taking good practices to scale for broader impact.

To address this, the Education Flagship Initiative aims **to develop a DPO-led, evidence-based consensus perspective on how best to achieve SDG 4/ CRPD Article 24 for all children with disabilities by 2030**,with 2 components:

1. Ensure that the Global Partnership for Education and other relevant international development agencies dedicates more attention and resources to inclusion of children with disabilities
2. Jointly develop across members of IDA, and in partnership with IDDC IE TG, realistic and evidence-based policy scenarios to be tested in 2-3 countries to ensure implementation of SDG 4 by 2030 in line with CRPD art 24 and its related general comment

A global report will be produced focused on how to achieve goal 4 on inclusive quality education by 2030 for all children with disabilities based on in depth analysis and scenarios proposal, from IDA members perspective and exchange with key stakeholders (such as UNESCO, GPE, UNICEF).

**Technical workshop, London, 12-14th March 2018**

To move forward with the second part of the Education Flagship, an initial technical workshop with members of the Flagship task team and relevant resource persons/ experts will be organized in London in March 2018.

**Objectives of the workshop:**

1. Review recent developments and key trends in education and conceptual framework for quality equitable and inclusive education, including good practices to include all children with disabilities
2. Discuss reform and development of education policies and systems towards inclusion and start exploring possible cross-disability convergences for relevant policy scenarios
3. Further define the next steps of the Education Flagship and roles, including: methodology for defining and testing policy scenarios, preselection of countries, identification of technical assistance requirements (tender); what the final global report could look like

**Methodology:**

The workshop will be participatory and relying on participant’s expertise and experience. Participants will be solicited to get involved in the delivery of some presentations during the workshop.

**Participants**:

1. Ruth Warick, IFHOH
2. Ewa Kampelmann, IFSBH
3. Diane Richler, Inclusion International
4. Setareki Macanawai, PDF
5. Dr Praveena Sukhraj-Ely, WBU
6. Joseph Murray, WFD
7. Priscille Geiser, IDA Secretariat
8. Julia MacGeown, HI and IDDC IE task group
9. Sian Tesni, CBM and IDDC IE task group
10. Marie Schoeman, LCD and IDDC IE task group
11. Alex Cote, CIP, consultant
12. Dan Mont, CIP, consultant
13. Paula Hunt, consultant
14. Ruchi Singh, consultant

DFID representatives Ian Attfield and Dorothy Makin will join on 14th March morning.

**Provisional agenda**

The content of the workshop will be fairly intensive with a lot of information. Attention will be paid to proceed as much as possible by blocks of around 50mn allowing for frequent small breaks to ensure adequate and inclusive participation of all.

**Monday 12th March 2018**

**Stock taking**

* 9.30 – Arrival and registration
* 10.00-10.45 Introduction
  + Ground rules
  + Review of agenda
  + Presentation of participants
* 10.45-12.40: Taking stock of the situation part (1) - key trends in education

(coffee break: 11.30-11.45)

* + Key global stakeholders impacting national education
  + Key highlights from
    - World Development Reports 2018 World Bank (Alex Cote)
    - Global Education Monitoring Report 2017 (TBD)
    - Global Partnership for Education (brief update replenishment conference) (Ruchi Singh)
    - UNICEF position (Paula Hunt)
    - World Bank report on Disability Gaps in Educational Attainment and Literacy (Alex Cote)
    - Key issues in High, low and middle-income countries (Paula Hunt)
* 12.40-13.40 Lunch break
* 13.40-15.45: Taking stock of the situation part (2) – review of IDA members and IDDC members’ research and initiatives
  + PDF (inclusive education INDIE report in Pacific…) (15mn)
  + Inclusion International (catalyst program…) (15mn)
  + WBU ICEVI (15mn)
  + WFD (global survey…) (15+5mn)
  + IF (NOLB…) (15mn)
  + IFHOH (NOLB…) (15mn)
  + IDDC (Costing equity…) (15mn)
* 15.45-16.00: coffee break

**Reforming education systems towards quality equitable inclusive education for all children**

* 16.00-17.30: Reviewing global normative and political frameworks framing process towards quality equitable inclusive education (Alex Cote)
  + CRPD general comment art 24
  + CESCR general comment 13
  + SDG 4 and Education 2030
  + Incheon “Make the rights real” strategy
  + IDA latest position
  + IDDC latest position

**Tuesday 13th March**

**Reforming education systems towards quality equitable inclusive education for all children** (…)

* 9.00-10.40 Key components of Education systems and policy to be considered in reforms towards quality equitable inclusive education (Paula Hunt)
  + Early Childhood education, Primary, Secondary, Tertiary education, TVET.
  + Legal framework
  + Data
  + Financing
  + Curriculum / teachers’ training,
  + Support services
  + Role of DPOs and parents’ organization…
  + …
* 10.40-11.00: Coffee break
* 11.00-13.00: Common ground to identification of good practices
  + Sharing example of good practices
    - Each participant presents briefly (5-7 mn) one good practice of her/ his choice that contribute effectively to systemic change towards quality equitable inclusive education
  + Exchange among participants about criteria to define good practice contributing to systemic change towards quality equitable inclusive education
* 13.00-14.00: Lunch break
* 14.00-15.40: Review of existing instruments and programs aiming at supporting countries to achieve quality equitable inclusive education
  + To which extend are those actors and instruments fit for purpose to support quality equitable inclusive education?
    - GPE financial and technical instruments (25mn) (Ruchi Singh)
    - UNICEF - EMIS (15mn) (Dan Mont)
    - World Bank – SABER (15mn) (Dan Mont)
    - UNESCO and OECD tools and guidelines (15mn)
  + What could be reasonably done to make those actors and instruments more inclusive?
  + What could be key message for the UK global Disability Summit in that regards?
* 15.40-16.00: coffee break

**Design of IDA Flagship project**

* **16.00-18.00: Preliminary review of the flagship (IDA Members only)**
  + **Aim of the flagship: Elaborating DPOs evidence based consensus perspective on how best to achieve Goal 4 for all children with disabilities?**
  + Project Design
    - Are the initial ideas for the flagship still valid? What should be changed if anything?
    - What should be the key features of the final report (this is a deliverable so it has to stay in the project design)?
    - What could/should be the synergies between the flagship and other IDA and IDDC members projects and activities?
    - What would be the countries of work (initial possible countries were Nepal, Fiji, Either and one eastern African countries (Kenya or Uganda)

**Wednesday 14th March**

* 09.00-10.40: Review of the flagship continuation (with IDDC)
* 10.40-11.00: Coffee break
* 11.00-12.30: Key points for UK Disability Summit / exchange with DFID Ian Attfield and Dorothy Makin
* 12.30-13.45: Lunch break
* **13.45-15.45: Flagship review: IDA members only** 
  + Next steps and roles to develop and test policy scenarios (including methodology, preselection of countries, identification of technical assistance requirements (tender)
  + Role of the IDA education task team
* 15.45-16.00: Coffee break
* 16.00-17.15 Conclusion
  + Way forward and collaboration with IDDC