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Leaving No Child Behind: Inclusive Education in International Development



DESPITE INCREASED GLOBAL COMMITMENT TO PROMOTING UNIVERSAL EDUCATION, WHICH INCLUDES ENSURING EQUITABLE QUALITY EDUCATION IN MARGINALIZED COMMUNITIES, PEOPLE WITH DISABILITIES CONTINUE TO BE DISPROPORTIONATELY DENIED ACCESS AND INCLUSION IN EDUCATION.

SDG 4

“ENSURE INCLUSIVE EDUCATION AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING”

QUICK FACTS

> 21% of persons with disabilities live under the national poverty rate on average.

> Children with disabilities are far less likely to start school and have lower rates of staying and being promoted in school. especially in low-

Issue Statement

Education for all is a central element of the 2030 Agenda for Sustainable Development. Education is also a basic human right. Despite increased global commitment to promoting universal education, which includes ensuring equitable quality education in marginalized communities, people with disabilities continue to be disproportionately denied access and inclusion in education. According to the 2011 *World Report on Disability*¹, children with disabilities are far less likely to start school and have lower rates of staying and being promoted in school, especially in low-income countries. In low-income countries, for example, less than a third of girls with disabilities complete primary school, in comparison to 42% of girls without disabilities. Boys with disabilities are similarly denied their equal right to education in comparison to boys without disabilities. The continued exclusion of persons with disabilities, who make up an estimated 15% of the global population, means that the Agenda for Sustainable Development Goals will not be fulfilled.

Universal and quality education is key to achieving almost all other sustainable developmental outcomes. Education increases human capital and therefore contributes to the reduction of poverty, economic growth, employment opportunities, industrialization, and innovation^{2,3,4}. Education also plays a crucial role in enhancing individual wellbeing and social equity among marginalized groups; health, community inclusion, gender equality, and other positive outcomes all depend on education. Numerous research has consistently shown that people

¹ World Health Organization. (2011). *World report on disability 2011*. World Health Organization.

² Haldar, S. K., & Mallik, G. (2010). Does human capital cause economic growth? A case study of India.

International Journal of Economic Sciences & Applied Research, 3(1).

³ Gyimah-Brempong, K., Paddison, O., & Mitiku, W. (2006). Higher education and economic growth in Africa. *The Journal of Development Studies*, 42(3), 509-529.

⁴ Boris, P., & Lin, Y. (Eds.). (2008). *Annual World Bank Conference on Development Economics 2008, Regional: Higher Education and Development*. The World Bank.

with disabilities are more vulnerable to poverty, unemployment, or underemployment, and health inequality as a result of systemic and institutional discrimination. For example, a recent UN Flagship research report on Disability and Development in 2018 shows that 21% of persons with disabilities live under the national poverty rate on average as compared to 13% of those without disabilities, and only 21% of persons with disabilities perceive their health as very good or

good as compared to 80% of persons without disabilities⁵. As such, including people with disabilities in the global initiatives promoting education will not only enhance the individual wellbeing of this marginalized group, but also facilitate the fulfillment of the Sustainable Development Goals (SDGs).

Sustainable Development Goal 4: Education

Target 4.5: “Ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities”

Target 4.a: “Build and upgrade education facilities that are child disability and gender sensitive and provide safe non-

Standards

Equal access to high-quality education is a basic human right. The right for every person to enjoy education is rooted in Article 26 of the 1945 Universal Declaration of Human Rights, which states: “Everyone has the right to education.” Furthermore, the right to education is clearly stated in Article 13 of the 1996 International Convention on Economic, Social, and Cultural Rights. Although persons with disabilities have held the formal right to education since 1945, additional human rights instruments that more clearly articulate this group’s right to education have been implemented in recent years. Most prominently, the CRC, which was adopted in 1990 and has been ratified by 141 countries, and the CRPD, which was adopted in 2006 and ratified by 181 countries, specify the right to education for persons with disabilities. Sustainable Development Goal 4, which expresses the need to achieve inclusive and quality education for all by 2030, includes specific those with disabilities in all levels of education.

Convention on the Rights of the Child (CRC)

Article 23

1. State Parties recognize that children with disabilities should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child’s active participation in the community....
2. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive

Convention on the Rights of Persons with Disabilities (CRPD) Article 24

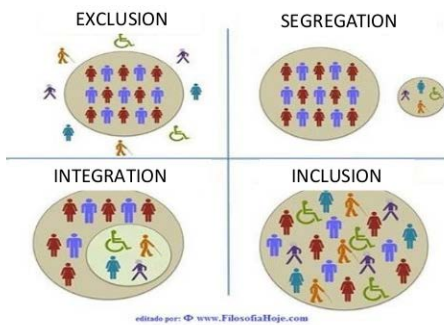
1. State parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, State Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b) The development by persons with disability of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, State Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the

Promising Practices

What Does Inclusive Education Look Like?

⁵ United Nations Department of Economic and Social Affairs (2018). *Realization of the Sustainable Development Goals by, for and with Persons with*

Disabilities. UN Flagship Report on Disability and Development 2018.



students⁶. The first important step in moving towards inclusive education is to recognize that students are not the problem but rather the education systems. Service

Case Example from Save the children Report: A project focused on access to quality preschool and primary education for children with disabilities in the Republic of Kosovo. The project implemented integrated activities in 17 schools across eight municipalities.

Program objectives:

- Increase awareness of the rights of persons with disabilities to education and a full social life.
- To support the demand and supply of services for inclusive education as well as enabling inclusive learning environments from a structural point of view and from personnel's professional skills.

By raising awareness, training, and provide networking opportunities for families, professionals, communities, and local authorities the program achieved the following:

- 149 new children with disabilities were enrolled in regular classes.
- 509 children with Special Education Needs (SEN) were provided class assistants and physical rehabilitation.

Students with disabilities are not the problem but rather the education

Segregation: Students with disabilities learn in separate environments from their peers.

Integration: Students with disabilities are in the same learning environments as their peers but receive no accommodations.

Inclusion: Students with disabilities have access to education and can learn in the same environments as other students with

inclusive education; trained teachers, the accessible learning materials such as Braille, alternative scripts are critical in accommodating to service delivery, the curriculum, student should accommodate students with disabilities. and People's Organizations (DPOs) and persons critical.

Students, parents, and teachers understand that

Inclusive education is about schools creating an environment where all students, including students with disabilities, can learn in the same environment, with reasonable accommodation and teaching curriculums designed to meet the individual needs of

children with disabilities have a right to inclusive education and that disability-inclusive education in mainstream schools is important for promoting the full potential of children with disabilities.

Inclusive Education for ALL Students with Disabilities

In order to create effective inclusive educational spaces for people with disabilities, it is important to first acknowledge that PWDs are not a homogeneous group. The diversity in the types of disabilities and the identities amongst PWDs i.e. gender, race, sexual orientation, may influence their ability to access education and therefore require models of inclusivity that cater to the needs of such a diverse population as well as models that acknowledge their unique lived experiences. With regard to deaf students, inclusive education will mean access to high-quality instruction in sign language. For instance, deaf learners should have opportunities to learn with other deaf students and deaf teachers who are also fluent in sign language The World Federation Of The Deaf has identified two effective models of inclusive education for deaf learners: (1) quality deaf schools with high proportion of deaf teachers that also provides support and resources to deaf students in mainstream schools, (2) co-enrolment models where deaf and hearing teachers simultaneously instruct in sign language and spoken languages to a mixed class of deaf and hearing students.⁸

⁶ UNESCO. (2019, December 11). *On the road to inclusion*. Retrieved from <http://www.iiep.unesco.org/en/road-inclusion-13270>

⁷ UNESCO. (2019, December 11). *On the road to inclusion*. Retrieved from <http://www.iiep.unesco.org/en/road-inclusion-13270>
⁸ WFD. (2018). *World Federation of the Deaf Position Paper on Inclusive Education*.

It is also imperative to acknowledge the unique barriers girls and women with disabilities face particularly those from marginalized communities and low-income communities face. Still Left Behind estimates that about “1% of women worldwide with disabilities are literate.”⁹ Gender and disability stereotypes coupled with poverty often leave girls and women without access to education. Additionally, the exclusion of young women and girls with disabilities from education increases the risk of gender-based violence, and the failure to apply a gender lens to education leads to discrimination and school-related gender-based violence (SRGB).¹⁰ Therefore, implementing inclusive education models that are intersectional such as gender-response models, will be a necessary step to ensure all persons with disabilities have equal access to inclusive education that addresses and responds to the diverse needs of all students with disabilities.

Who Is Involved in Inclusive Education?

Inclusive education requires the synergy of many working parts. It is not only essential to ensure that schools are physically accessible, but just as fundamental to unite people with disabilities and Disabled Persons Organizations (DPO'S), teachers, families, and community members into one cohesive team. This team must be trained and prepared to cater to each child's individual needs in order to safeguard their access to an equal education.

People with disabilities and Disabled Persons Organizations (DPO's)

- The process of implementing inclusive education should first and foremost include the participation of people with disabilities and disability advocacy organizations in order to ensure that these programs meet the community's needs.

Teachers

- Barriers include not being properly equipped with tools to promote disability inclusion within their classrooms; this especially manifests the need for training programs, 'reasonable accommodation' (ongoing support with individual accommodations), and instruction on how to manage a non-discriminatory classroom.
- Local mainstream primary school teachers benefit from training that focuses on the facilitation of acceptance and de-stigmatization inside the classroom.
- Teachers will feel confident when they are coupled with the support of a team from the outside community. This may include close relatives, community members, and professional workers.

Families

- Barriers regarding both with and without children with disabilities include lack of knowledge on student needs necessities and stigma surrounding disability. Partnering with family members can promote advocacy and consequently reduce stigma in communities. It can also help teachers and community members uncover the best plan of action catered to each individual student's specific needs.
- Parents and family members of children with disabilities can assist teachers in generating a distinct plan of action for each individual child.
- Continuous communication with all parents can help address false beliefs and misinformation fears relating to disability as “contagiousness”.

Community members

- Lack of community and cultural understanding often creates a barrier to dynamic communication. Community members are well-versed in their knowledge of the community, culture, families, and of

⁹ Diamond, G., & Winfield, S. (2020). “Gender and Inclusive Education: The Weak Link in Girls’ Education Programming.” Medium. United Nations Girls Education Initiative.

¹⁰ Diamond, G., & Winfield, S. (2020). “Gender and Inclusive Education: The Weak Link in Girls’ Education Programming.” Medium. United Nations Girls Education Initiative.

the general physical area that is in focus. Thus, their involvement in the education system is crucial to promoting disability inclusion.

- Community worker involvement addresses and supports the locals needs and strengthens participation of the community in its entirety.
- Cultural awareness plays a significant role in and is essential to disability inclusion.

Case Study example:

In *A journey towards inclusive education; a case study from a 'township' in South Africa*, The Chaeil Campaign, a non-profit that supports children with disabilities in South Africa endorses a team composed of families, teachers, community members, and rehabilitation specialists supports two young boys with physical disabilities in their journey through the early childhood education system in the region. As reiterated in the study, "it is important to recognize the diverse ideas on what is best for the child, respect each person's part in the decision-making process and arrive at a consensus" (Luger et al., 2012).

Recommendations for Teachers:

- Prior to students' arrival in the classrooms, teachers were thoroughly prepared. Specifically, teachers were given information regarding each child's conditions, their difficulties, strengths, abilities to interact with their classmates and in which areas they needed the most additional support. This pre-arrival preparation comes highly recommended.
- Teachers need more formal curriculum and training in the social aspect of their students' lives
- Need more knowledge on the suitability of teaching materials for students with disabilities
- Mandate training sessions on how to properly use assistive devices
- Encourage teacher positivity towards inclusive education

Recommendations for families:

- Ongoing parental involvement is key
- Give parents updates on their children's progress in either weekly reports sent home or via continuous in-person meetings

Recommendations for community members:

- Local community worker engagement is essential. Having a community worker being from the same township, with a similar background, and being able to translate language all made communication between parents and teachers much more efficient
- In South Africa, community members informed teachers of how important family is in this township's culture. With this knowledge, they were met with much more collaboration

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Getting Started on Inclusive Education

It is necessary to acknowledge the fact that just because an institution is not actively excluding children with disabilities, that does not mean that it is automatically inclusive. True inclusion means intentionally and proactively working to reduce exclusion within and from education. Two of the most significant barriers to disability inclusion in education are found in enabling widespread access for children with disabilities and ensuring that the education these individuals receive is of a high quality. The following section will provide a set of guidelines to help address the issues of access and quality.

Access

- **Awareness Raising and Advocacy**
 - Negative attitudes that are often held by parents and other community members present substantial barriers to disability inclusion in education. Any initiatives aimed at forging inclusive education at the school level will not be sustainable if the surrounding environment is not supportive of inclusion. Advocacy, awareness, and attitudinal change efforts at a community level will help to create a supportive environment for children with disabilities to thrive. Involving

¹¹ Luger, R., Prudhomme, D., Bullen, A., Pitt, C. & Geiger, M., 2012, *A journey towards inclusive education: A case study from a 'township' in South Africa*, *African Journal of Disability* 1(1), Art. #15, 5 pages. <http://dx.doi.org/10.4102/ajod.v1i1.15>

community-based NGOs, disability organizations, public service organizations, and local government officials may bolster advocacy efforts, and distributing material that spreads ideals of inclusion in locations where parents receive services for their children with disabilities as well as where community members congregate will help to target the most important stakeholders.

- **Movement Towards Inclusive Education**

- Many regions face considerable struggles in finding, identifying, and encouraging children with disabilities to attend school. In order to increase general participation, schools and communities can implement school mapping or child search activities in the school catchment area to locate children who are not receiving education.
- Some children are denied access to education entirely, but there are also issues of inclusion when children with disabilities are segregated into separate “special schools.” Special schools tend to perpetuate discrimination and stigmatization of children with disabilities, and there are challenges with embedding these schools in a wider educational context. Integrating children with disabilities into mainstream schools is the most effective way to foster inclusive societies and ensure that children with disabilities receive the best education possible. Furthermore, the cost of educating students with disabilities in mainstream schools tends to be much lower than the cost of educating these students in special institutions. In order to interrupt the process of automatically enrolling children with disabilities in special schools, it is necessary to target teacher associations, school boards, parent teacher associations, and other school support groups with informational campaigns to generate understanding and acceptance of inclusive education. This is important to build confidence among educators and administration to welcome children with disabilities into their institutions, as well as to correct any misconceptions that parents may have about inclusion. In situations wherein children with disabilities cannot be fully integrated into general classrooms, a multi-track system that allows students to receive services particular to their needs in self-contained classrooms attached to mainstream schools may be beneficial. In a multi-track system, children with disabilities are able to receive the services they need while still having the opportunity to interact with their other peers in certain educational or extracurricular activities.
- While special schools can often be counterproductive to inclusion, the reality is that for certain students in certain contexts, specialized institutions may be the best option. In these cases, it is important to ensure that these students have opportunities to interact with other children in their communities outside of an educational setting.

- **Infrastructure**

- Outdated, inaccessible physical environments in educational institutions act as barriers to inclusion as well. Creating an enabling environment requires ensuring that all individuals are able to easily and safely approach, enter, exit and maneuver a building and its services and facilities. Renovating entryways, bathroom facilities, doorways, and recreational areas so that they are accessible for all potential users will increase the feeling of inclusion for students. Purchasing specialized desks and furniture may be necessary as well. Involving parents of children with disabilities and students themselves in infrastructure improvements is recommended in order to correctly gauge the most pressing needs.

- **School Materials and Virtual Accessibility**

- Expanding virtual accessibility and acquiring specialized materials is important to ensure that students are able to fully participate within mainstream schools. Accessible learning materials may include assistive technologies, adapted computers, and textbooks or assessments in appropriate formats such as audio, braille, or sign language.

Quality

- **Teacher and Staff Training**

- Adequately training and educating not only teachers, but educational support personnel working on all levels of education- such as administrators, psychologists, nurses, and social workers- will help

build faculty-wide confidence to welcome children with disabilities into mainstream schools. Integrating disability inclusive education courses or workshops into the professional development curriculum of all educational staff will provide faculty members with the skills and experience needed to ensure that children with disabilities receive a high-quality education. Furthermore, providing staff members with training or support to integrate any newly acquired specialized technology or materials may be necessary.

- Employing teachers or staff members that have received intensive disability education training or that are qualified in sign language/braille will help all teachers to provide high quality education. The addition of support staff or assistant teachers with specialized experience will also increase the effectiveness of inclusive education efforts.

- **Curriculum Adjustments**

- Instituting specialized curricula or updating current curricula will create a school environment that is accepting of students with a wide range of abilities. School curriculums are often characterized by uniformity, presenting the same programs and standards for all students and providing little room for adjustment or accommodation. An overloaded curriculum that focuses too heavily on purely academic skills can often be counterproductive to inclusive education. A learner-centered curriculum that focuses on how students learn and how they can achieve their maximum potential is incredibly important in forging inclusive education systems. An inclusive curriculum emphasizes the fact that every student has unique needs that can be accommodated through a wide range of teaching approaches, and it allows for flexible schedules and workloads when necessary. Effective curriculums will also include more authentic and performance-based assessment methods, rather than measuring all students using a single, standardized scale. All students within a school will benefit from changes to make curricula more tolerant and accepting.

- **Inclusion Within Schools**

- Promoting inclusion within the general population of mainstream schools will make the shift to inclusive education more valuable for all students. School wide initiatives geared towards awareness and acceptance of people with disabilities will generate a more tolerant environment among students. Educating students about the proper ways to address those with disabilities while avoiding reinforcing negative stereotypes will foster a more inclusive environment. Providing opportunities for increased interactions with programs such as buddy systems, peer support groups, and mutual play opportunities are useful in any inclusive education context, but these are especially important to include in schools that are utilizing a multi-track arrangement that requires some level of separation among classrooms.

- **Partnerships and Coordination**

- Creating partnerships and encouraging coordination between different agencies, organizations, and stakeholders may improve education quality as well. Partnering with neighboring schools promotes the sharing of knowledge, experience, and best practices regarding disability inclusion and eases the transfer of students between institutions. Furthermore, working with local disability organizations as well as the families of students with disabilities will help to ensure that these programs are appropriate for those who have the greatest stake in their provision.

The Benefits of Inclusive Education

Although the human rights case for disability inclusive education is more than enough to necessitate action, the economic argument should be mentioned as well. There is substantial evidence that advancing the rights of people with disabilities- both in education and in society-is economically beneficial. A disability inclusive approach includes people with disabilities in the development process by “recognizing their potential, valuing and respecting their contributions

and perspectives, honoring their dignity, and effectively responding to their needs.”¹² These aspirations can only be realized through acknowledgement of the potential of people with disabilities to participate in and contribute to the economy.

It is also important to acknowledge the economic advantages of inclusive education despite the common perception that the implementation of inclusive education measures is not financially feasible, particularly in resource-constrained settings. While the upfront costs of implementing inclusive education measures may seem substantial, the economic benefits are likely to outweigh the costs in the long term. Inclusive education has proven to generate substantial wage increases: in China, estimates indicated that each additional year of schooling for people with disabilities lead to a wage increase of 5% for rural areas and 8% for urban areas, and in Nepal, the inclusion of people with sensory or physical disabilities in schools was estimated to generate wage returns of 20%.¹³ Exclusion, on the other hand, may pose substantial costs: in Bangladesh, reductions in wage earnings attributed to lower levels of education among people with disabilities were estimated to cost the country’s economy \$54 million per year.¹⁴ Exclusion of individuals with disabilities from educational institutions threatens to limit work opportunities and subsequent lifetime earning potential. This injustice not only threatens to make individuals and families vulnerable to poverty- it threatens to limit national economic growth.

The international labour organisation suggested that the cost of exclusion could be up to 7% of GDP in some low-

Ensuring that individuals with disabilities have access to education is a major prerequisite to ensuring their access to the workforce. The recognition of the productive potential of people with disabilities is not only just, it is

Inclusive education provides individuals with disabilities a greater opportunity to enter the workforce, and inclusion of people with disabilities within the workforce is a major catalyst for economic growth. The international labour organisation suggested that the cost of exclusion could be up to 7% of GDP in some low- and middle-income countries.¹⁵ In Bangladesh, it is estimated that exclusion of people with disabilities from the labor market resulted in a total loss of \$891 million per year, and that income losses from adult caregivers adds an additional loss of \$234 million per year.¹⁶ By excluding people with disabilities from the labor market, often due to

¹² Walton, O. (2012). *Economic Benefits of Disability-Inclusive Development* (pp. 1-20, Rep.). Governance and Social Development Resource Center.

¹³ Banks, L. M., & Polack, S. (2015). *The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities: Evidence from Low and Middle Income Countries* (pp. 1-59, Rep.). CBM.

¹⁴ Banks, L. M., & Polack, S. (2015). *The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities: Evidence from Low and Middle Income Countries* (pp. 1-59, Rep.). CBM.

¹⁵ Backup, S. (2009). *The price of exclusion: The economic consequences of excluding people with disabilities from the world of work* (pp. 1-76, Working paper No. 43). Geneva: International Labour Organization.

¹⁶ Banks, L. M., & Polack, S. (2015). *The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities: Evidence from Low and Middle Income Countries* (pp. 1-59, Rep.). CBM.

their lack of access to a quality education, countries risk major losses of productivity and tax revenue. Furthermore, the inclusion of people with disabilities has proven to forge more economic self-sufficiency and therefore less reliance on social assistance.¹⁷ This has the potential to decrease overall demand on often constrained social welfare programs. And on a smaller scale, inclusion of people with disabilities in the workforce is often beneficial for businesses. Companies in high income countries have found that efforts to employ significant numbers of people with disabilities has generated major profits: in the US, such efforts generated a 20% increase in productivity for Walgreens and a 67% return on investment for Verizon.¹⁸ The international labor organization has outlined a business case for promoting the employment of people with disabilities, which includes the following points: people with disabilities make good, dependable employees; this group represents an untapped source of skills and talent; people with disabilities, as well as their families and friends, are often an overlooked market segment; and hiring people with disabilities can contribute to the overall diversity, creativity and morale of the workplace, all while enhancing a company's image.¹⁹ Ensuring that individuals with disabilities have access to education is a major prerequisite to ensuring their access to the workforce. The recognition of the productive potential of people with disabilities is not only just, it is economically viable for individuals, families, businesses, as well as countries at large.

But simply educating all individuals with disabilities is not enough: "educating disabled people will not result in their becoming productively employed if they are denied access to the workforce, transportation to the workplace, or the personal assistance they need".²⁰ Inclusive education measures need to foster a widespread atmosphere of acceptance and inclusion. This is why inclusion schools, rather than segregated or integrated education for individuals with disabilities, is not only cost-effective- it provides more beneficial economic outcomes in the long run as it successfully brings people with disabilities into the social and economic mainstream.

Additional Resources

Research in inclusive education in the Global South

- [UNICEF: Towards Inclusive Education The impact of disability on school attendance in developing countries](#)
- [Save the Children: Every Last Child: The children the world chooses to forget](#)

Standards and legal framework

- [Convention on the Rights of Persons with Disabilities](#)
- [Convention on the Rights of the Child](#)
- [International Covenant on Economic, Social and Cultural Rights](#)

¹⁷ Banks, L. M., & Polack, S. (2015). *The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities: Evidence from Low and Middle Income Countries* (pp. 1-59, Rep.). CBM.

¹⁸ Banks, L. M., & Polack, S. (2015). *The Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities: Evidence from Low and Middle Income Countries* (pp. 1-59, Rep.). CBM.

¹⁹ Walton, O. (2012). *Economic Benefits of Disability-Inclusive Development* (pp. 1-20, Rep.). Governance and Social Development Resource Center.

²⁰ Walton, O. (2012). *Economic Benefits of Disability-Inclusive Development* (pp. 1-20, Rep.). Governance and Social Development Resource Center.

- [Sustainable Development Goal 4](#)

Getting Started on Inclusive Education and Best practices:

- [Focus: Education and Information & Communication Technologies](#)
- [Learning Together: Programmatic approaches, methodologies, and best practices for inclusive education](#)
- [Inclusive Education | CEEDAR - The CEEDAR Center](#)
- [Inclusive Education- TASH](#)
- [Making Schools Inclusive How change can happen Save the Children's experience](#)
- [Educating Towards Inclusive Education: Assessing a Teacher-Training Program for Working with Pupils with Special Educational Needs and Disabilities \(SEND\) Enrolled in General Education Schools](#)
- [A journey towards inclusive education; a case study from a 'township' in South Africa](#)
- [Including Children with Disabilities in Quality Education: What Needs to Be Done?](#)
- [Teachers for All: Inclusive Teaching for Children with Disabilities](#)
- [INCLUSIVE EDUCATION: WHAT, WHY, AND HOW \(A Handbook for Program Implementers\)](#)
- [World Federation of The Deaf on Inclusive Education](#)
- [STILL LEFT BEHIND](#)
- [Girls' Education Challenge](#)

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