

Recommendations for the New GPE Strategic Plan

The Global Partnership for Education (GPE) has worked to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. **It is vital that GPE's new strategic plan directly calls for the promotion of inclusive education to support children with disabilities, and in particular girls with disabilities, who are often the most marginalized of populations. The new GPE strategic plan should also ensure that GPE efforts start when education is most effective: early childhood.**

In order to realize SDG 4.A, to provide inclusive and effective learning environments for all, and SDG 4.2, to ensure that all that all girls and boys have access to quality early childhood development, necessary investments must be made to the pre-school years which provide a strong foundation for lifelong learning and offer early opportunities to discover developmental delays which can be accommodated to improve education throughout life. GPE's strategic plan should directly state the importance of early childhood education, as supported by research,ⁱ and establish the goal of expanding its availability and quality to improve educational outcomes for generations to come.

Following *CSO1's Top-line Recommendations for GPE's Next Strategic Plan* point number 4, *"Scale-up focus and investments in disability inclusive education and ensure that all GPE operations, consultation processes, systems and technical support are oriented toward that goal,"* as well as number 5, *"Renew a targeted focus on improving holistic learning outcomes (i.e., literacy, numeracy, social and emotional skills), with a focus on inclusive, learner-centered approaches, by: a. Increasing the GPE's programmatic focus and investments in early childhood education and development (ECED) and by adopting the Nurturing Care Framework,"*ⁱⁱ we propose the following specific recommendations for the **new GPE Strategic Plan, Operations and Results Frameworks**, which are derived from the *Leave No Child Behind* research and GPE Donor Report,ⁱⁱⁱ the Convention on the Rights of Persons with Disabilities Article 24: Right to Inclusive Education,^{iv} the IDA Inclusive Education Global Report,^v and the UNESCO Global Education Monitoring (GEM) Report 2020.^{vi}

GPE should:

1. Play a leading role in scaling up funding to early education by increasing disability-inclusive early education and pre-primary funding for all countries in need, including those affected by humanitarian crises and including all children at risk of being excluded.
2. Ensure that GPE's new Results Framework includes clear inclusive early education indicators, including:
 - a. "Increased participation rate in organized learning (one year before the official primary entry age)" as per SDG 4.2.2.^{vii}
 - b. "Increased number of children with disabilities enrolled and supported with adapted infrastructure and materials for students with disabilities at every level of education beginning with pre-primary" as per SDG 4.A.1,^{viii} using the Washington Group Set of

Questions and the Child Functioning modules^{ix} to collect disaggregated data on inclusion of children with disabilities.

- c. Making sure GPE's teacher development indicators show the reach of inclusive education and early education training, the content and benefit of the trainings, and that GPE and partners promote implementation of inclusive pedagogies.
3. Work with country governments and Local Education Groups (LEGs) to prioritise inclusive, pre-primary and early education in sector planning and implementation, with a strong focus on equity, by fully including children with disabilities.
4. Develop tools and sector guidelines to help countries plan and implement inclusive early education with stronger collaboration with health and social protection sectors to promote early detection and intervention.
5. Incentivise investments in disability inclusion and early childhood education by prioritising equity throughout Education Sector Programme Implementation Grants (ESPIGs).
6. Establish a GPE Focus Group on Disability Inclusive Education, which would support the delivery of the Implementation Plan by leading and contributing to the realization of relevant outcomes and develop tools and methodologies and assess their impact and collaborate in the development of knowledge products related to inclusive education. Civil society partners could support this work.

In each of these actions, it is vital to ensure that:

- The voices of learners, organisations of parents of children with disabilities and all marginalised groups are heard – nothing about us without us.
- All learners feel valued and respected, and can enjoy a clear sense of belonging.
- All learners means everyone, regardless of their disabilities, gender, race, identity, cultural or socio-economic backgrounds.

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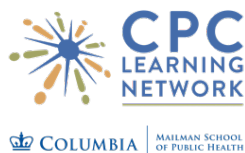
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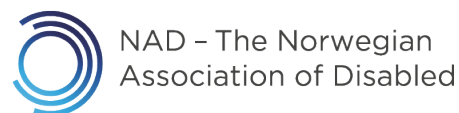
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References

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- ⁱⁱ WHO (2018). Nurturing Care for Early Childhood Development <https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf?ua=1>
- ⁱⁱⁱ Light for the World, Open Society Foundations, the International Disability and Development Consortium, the Early Childhood Development Action Network, the Global Campaign for Education, and Global Campaign for Education-US. *Leave No Child Behind: Invest in the Early Years. Donor Report, Global Partnership for Education*: https://www.light-for-the-world.org/sites/lfdw_org/files/download_files/lftw_country_profile_gpe_0122019.pdf
- ^{iv} The Committee on the Rights of Persons with Disabilities (2016). *The Convention on the Rights of Persons with Disabilities (CRPD) Article 24: Right to Inclusive Education and General Comment No. 4*: <https://www.right-to-education.org/resource/general-comment-4-article-24-right-inclusive-education>
- ^v International Disability Alliance (2020). *What an Inclusive, Equitable, Quality Education Means to Us*: <https://www.internationaldisabilityalliance.org/ida-inclusive-education-2020>
- ^{vi} UNESCO (2020). *Global Education Monitoring (GEM) Report 2020*: <https://en.unesco.org/gem-report/report/2020/inclusion>
- ^{vii} SDG Target 4.2 – Quality early childhood development, care and pre-primary education <http://tcg.uis.unesco.org/sdg-4-toolkit-target-4-2/>
- ^{viii} SDG Target 4.a – School Environment <http://tcg.uis.unesco.org/target-4-a-school-environment/>
- ^{ix} The Washington Group has developed a series of question sets on disability that are recommended to be used for disaggregating the Sustainable Development Goals by disability status: <http://www.washingtongroup-disability.com/washington-group-question-sets/>

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