The promise and limitation of the SDGs: Moving beyond access to education

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Outline of Argument

- The Sustainable Development Goals (SDGs) incorporate 'disability' and 'inclusiveness' much further than the Education for All (EfA) or Millennium Development Goals (MDGs);

- It is also promising to see 'inclusion' used in a broader definition than just pertaining to persons with disabilities;

- However, the SDGs focus mostly on equal access and participation;

- What is missing is an acknowledgement of inclusive education as a system comprised of not only inputs, but also process and outputs as well

Inside SDG 4

- Goal 4: Ensure inclusive and quality education for all and promote lifelong learning
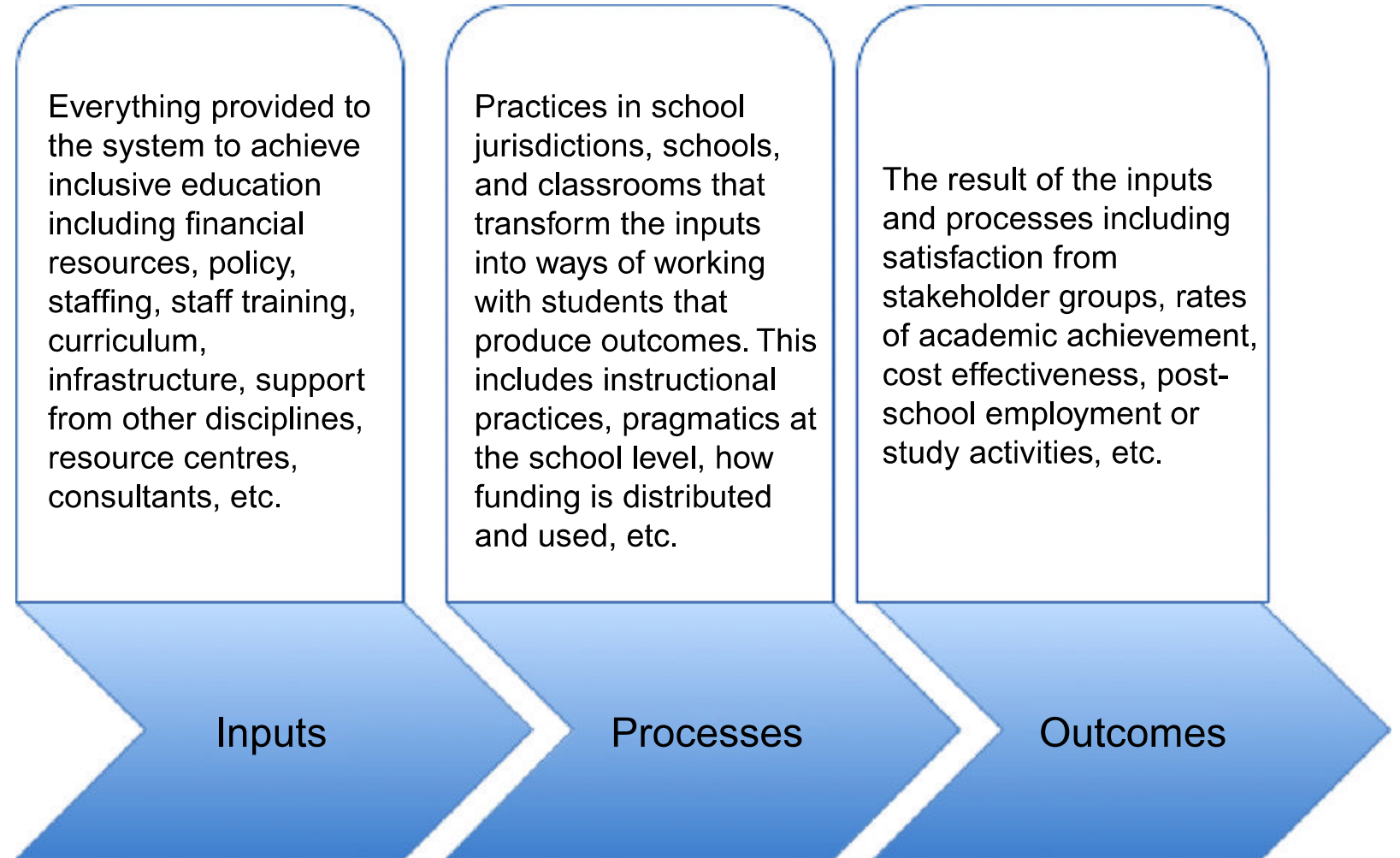
Inside SDG 4 (Targets)

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes

- By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

Some targets are focused on access & participation, some targets focus on outcomes, but ALL indicators feature "number of…" ways of knowing.

Disaggregating by constructed categories like 'disability' are conceptually challenging as a statistic indicator of progress.

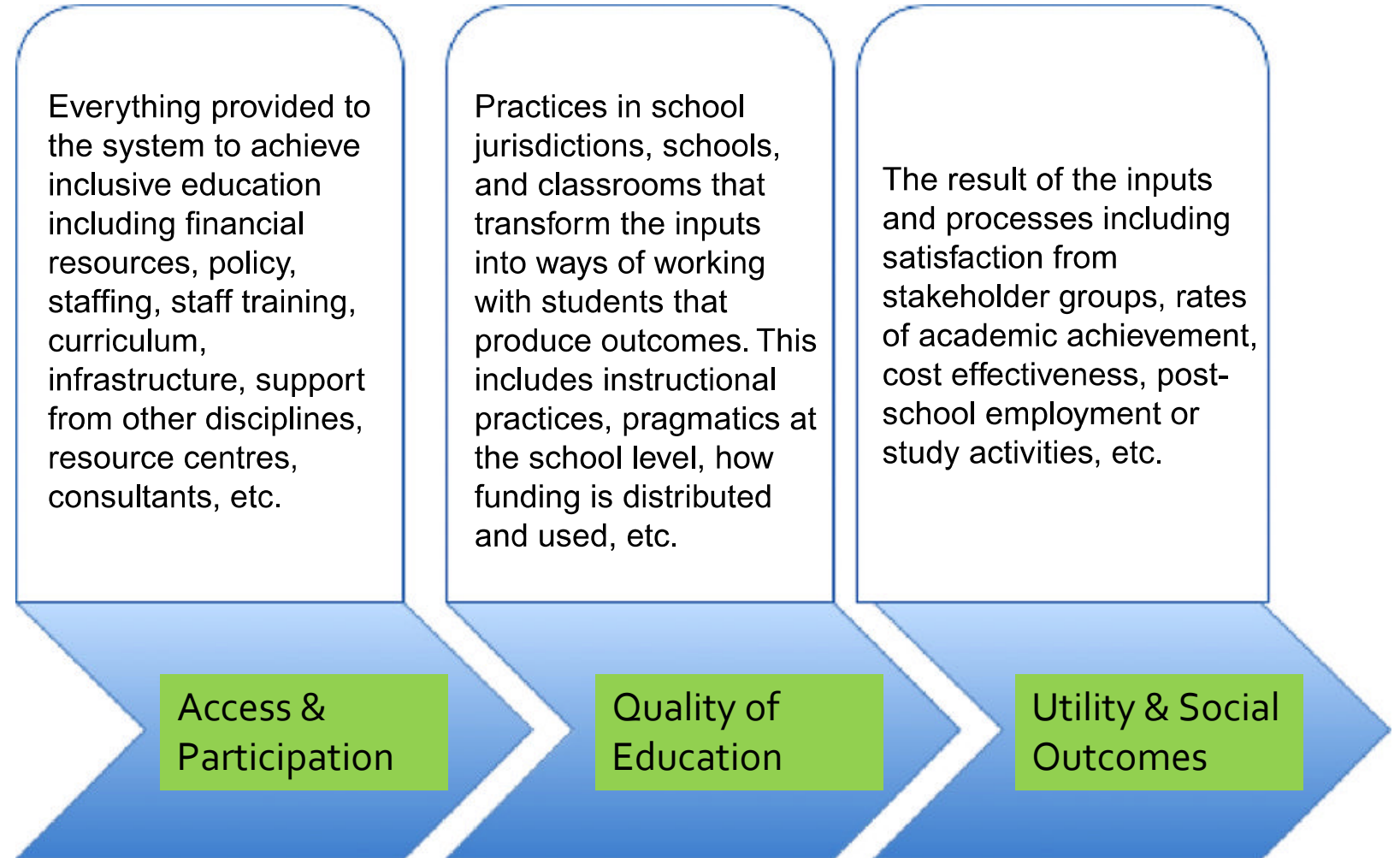# The Input-Process-Output Model of Inclusive Indicators

Everything provided to the system to achieve inclusive education including financial resources, policy, staffing, staff training, curriculum, infrastructure, support from other disciplines, resource centres, consultants, etc.

Practices in school jurisdictions, schools, and classrooms that transform the inputs into ways of working with students that produce outcomes. This includes instructional practices, pragmatics at the school level, how funding is distributed and used, etc.

The result of the inputs and processes including satisfaction from stakeholder groups, rates of academic achievement, cost effectiveness, post-school employment or study activities, etc.

Inputs

Processes

Outcomes

(Loreman, Forlin & Sharma, 2014, p. 169; originally from Kyriazopoulou & Weber, 2009)

Adding Levels to the Input-Process-Output Model

Level	Inputs	Processes	Outcomes
Macro	– Policy – Staff PD & teacher education – Resources and finances – Leadership	– Climate – School practice – Collaboration and shared responsibility – Support to individuals – Role of special schools	– Participation – Student achievement – Post-school options
Meso	– Policy – Staff PD and teacher education – Resources and finances – Leadership – Curriculum	– Climate – School practice – Classroom practice – Collaboration and shared responsibility – Role of special schools	– Participation – Student achievement – Post-school options
Micro	– Resources and finances – Leadership – Curriculum	– Climate – School practice – Classroom practice – Collaboration and shared responsibility – Support to individuals	– Participation – Student achievement – Post-school options

(Loreman, Forlin & Sharma, 2014, p. 169)

Enhancing the model

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The result of the inputs and processes including satisfaction from stakeholder groups, rates of academic achievement, cost effectiveness, post-school employment or study activities, etc.

Access & Participation

Quality of Education

Utility & Social Outcomes

(Loreman, Forlin & Sharma, 2014, p. 169; originally from Kyriazopoulou & Weber, 2009)

Utility and Social Outcomes of Inclusive Education

- The usefulness of education to the life of the student into adulthood

- The connections between educational content and learning and adult-life/employment outcomes

- *Bildung* (German: self-cultivation; formation and maturation of identity, mind, heart, humanity)

- The inherent interconnectedness between the purposes of schooling, societal structures, culture(s), and outcomes

Utility and Social Outcomes of Inclusive Education (Indicators)

- Example domains and indicators from NLTS2:
  - Postsecondary education enrollment and educational experiences, such as major field of study and support services received.
  - Employment status and characteristics of youth's current or most recent job.
  - Productive engagement in school, work, or preparation for work.
  - Residential independence; the prevalence of marriage, parenting, and sexual behavior; and aspects of their financial independence.
  - Social and community involvement, including friendship activities and community participation in both positive and negative ways. (National Longitudinal Transition Study II, US Dept of Ed; Newman et al., 2011)

- Post-school outcomes go beyond just employment and training

Improving SDG 4.5

- Target: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

- Indicators:
  - **4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated**
  - 4.5.2 Percentage of students in primary education whose first or home language is the language of instruction
  - 4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
  - 4.5.4 Education expenditure per student by level of education and source of funding
  - 4.5.5 Percentage of total aid to education allocated to least developed countries

Improving SDG 4.5

- **Target: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**
  - Focus not <u>only</u> on access parity;
  - What about outcome parity?
  - More important, what is the movement and experience of children and youth <u>between</u> levels of education and transitioning into post-school adulthood
  - Research and Development activities can support a better focus on how inclusive education not only functions as a dynamic system, but also on how children themselves *experience* inclusion

Indicators of Inclusive Education Development

- All pupils feel welcome in the school **Quality**
- All students support each other in their learning **Quality**
- All students are well supported by school staff **Quality**
- Teachers and parents cooperate well. **Quality**
- All students are treated equally as valued members of the school **Quality**
- All students feel that their opinions and views are valued. **Quality**
- All students can access learning in all lessons. **Access**
- All students can access all parts of the school building. **Access**
- All students attend school every day. **Access**
- All students enjoy lessons **Quality**
- All students are engaged in all lesson activities. **Quality**
- All students achieve their learning in all subjects according to their individual ability **Utility**
- All students learn together. **Quality**
- All students have access to appropriate health services as necessary. **Access**
- School ensure that the all students enter the school **Access**
- All vulnerable children are successful in their learning **Utility**
- School creates a school environment which supports all students' learning **Quality**

(Grimes, 2010, p. 44)

References

- Grimes, P. (2010). *A Quality Education for All. A History of the Lao PDR Inclusive Education Project 1993-2009.* Oslo: Save the Children Norway.

- Kyriazopoulou, M., & Weber, H. (Eds.). (2009). Development of a set of indicators For inclusive education in Europe. Odense, Denmark: European Agency for Development in Special Needs Education.

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- Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., Shaver, D., Wei, X., with Cameto, R., Contreras, E., Ferguson, K., Greene, S., and Schwarting, M. (2011). *The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School. A Report From the National Longitudinal Transition Study-2 (NLTS2)* (NCSER 2011-3005). Menlo Park, CA: SRI International.