5 Lessons from the Multi-Country Study on Inclusive Education (MCSIE) Evaluation

What works to sustainably advance teaching and learning outcomes for learners with disabilities?

EQ1. Process

As a globally emerging field of practice, it is important that disability-inclusive education programs are designed and implemented in alignment with national context and that actors involved have shared definitions of disability and inclusive education. Collaborating across all levels of government and with organizations of persons with disabilities is critical to support capacity strengthening, resource availability, and buy-in for sustainability.

EQ2. Screening & Identification

Work related to screening, identification, and data on disability must be conducted ethically and grounded in the social model of disability. Given the nuanced and emerging work in this area, actors must establish shared terminology. Mapping disability supports and services can leverage the lived experiences of persons with disabilities and inform data collection and management.

EQ3. Teacher Training

The best approach to support disability-inclusion efforts is to use a twin-track approach leveraging Universal Design for Learning (UDL) principles to support all learners, coupled with specific inclusive pedagogy to support learners with disabilities. Both general and special education teachers should be trained on practical and concrete classroom strategies. Follow up training with coaching and mentoring supports is vital for capacity building and sustainability. To have a positive impact on disability perceptions, collaborate with and use organizations of persons with disabilities (OPDs) as training facilitators .

EQ4. Instructional Approaches

Training in evidence-based literacy and/or inclusive education instruction significantly increases the number of strategies teachers use to support all learners in their classroom and their access to and use of Teaching and Learning Materials (TLMs). Train general education and specialist teachers on Individualized Education Programs (IEPs) together and encourage close collaboration during implementation for sustainability. More support developing assessments for learners with disabilities is needed.

EQ5. Unintended Consequences

When selecting the activity model, consider the opportunities and limitations of disability-specific or embedded program activities to ensure they align with country-level goals. Future activities should allocate significant resources for sign language or deaf education interventions. To help implementers best support deaf education, assess sign language usage and available resources within a country.

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