

Zero Project 2016

Inclusive Education

Research on social indicators: Results

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Zero Project Indicators - OVERVIEW

WHY?

to complement the work of national monitoring bodies, federal bureau of statistics and international organizations

WHAT?

Questionnaire: 30 questions

Indicators:

·Q1-Q15: UN CRPD

·Q16-Q30: Inclusive Education

WHO? 275 experts responded

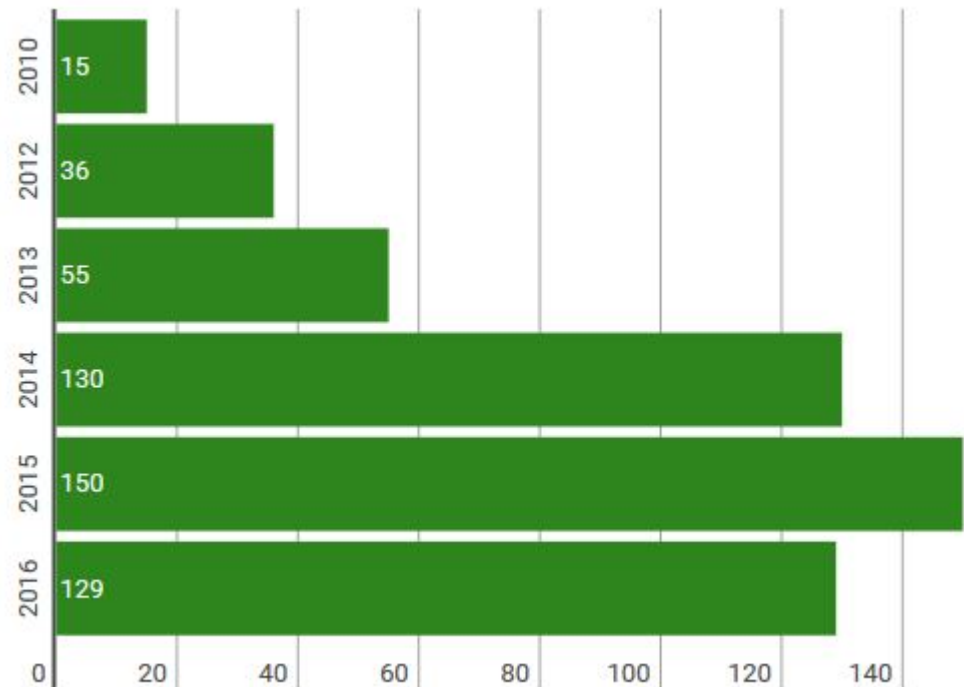
196 questionnaires used for analysis

·great support from DPI members

WHERE? Worldwide

2016: replies from 129 countries

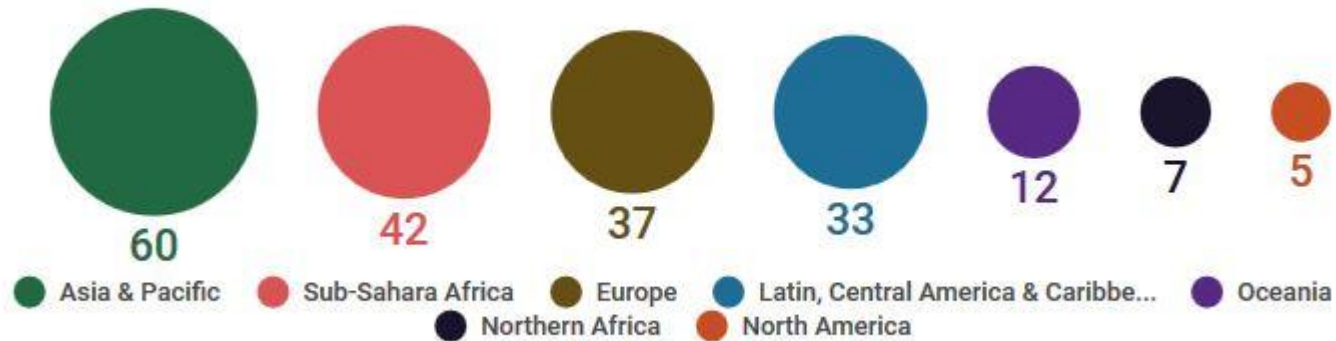
Number of countries participating per year:



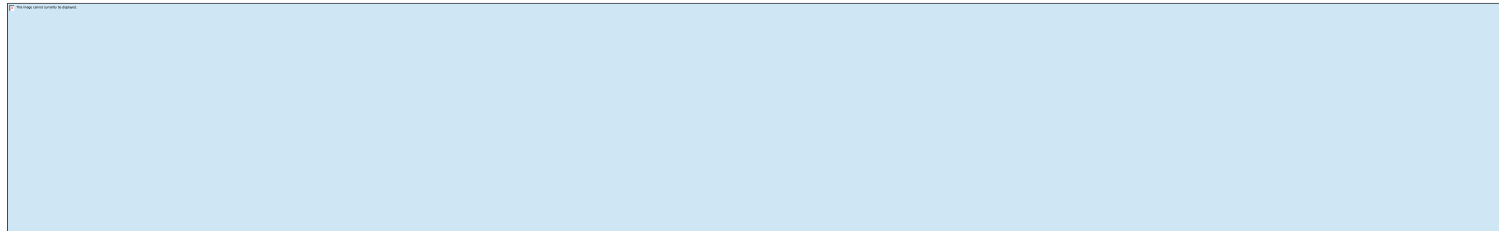
WHERE? worldwide coverage

196
in
total

Number of questionnaires received from each REGION:







COUNTRIES with the most responses received:



ANALYSIS

.Working with experts (DPOs, civil society..)

.Traffic light system + comments

-  Yes
-  Yes with Qualifications
-  No
-  N/A

.Analysis of 196 questionnaires (>10 answers)

.Quantitative and qualitative analysis

.Based on perspective and experience of the respondents

Use of Data

Website:

- Visual world maps (Zoomed in/out)
- Comments
- Summary of results

Open source database:

- Everyone can use it! (Downloads section)

ARE ALL URBAN PUBLIC TRANSPORTS (BUS, METRO, TRAM, TRAIN) ACCESSIBLE TO ALL PERSONS WITH DISABILITIES?

Explanation

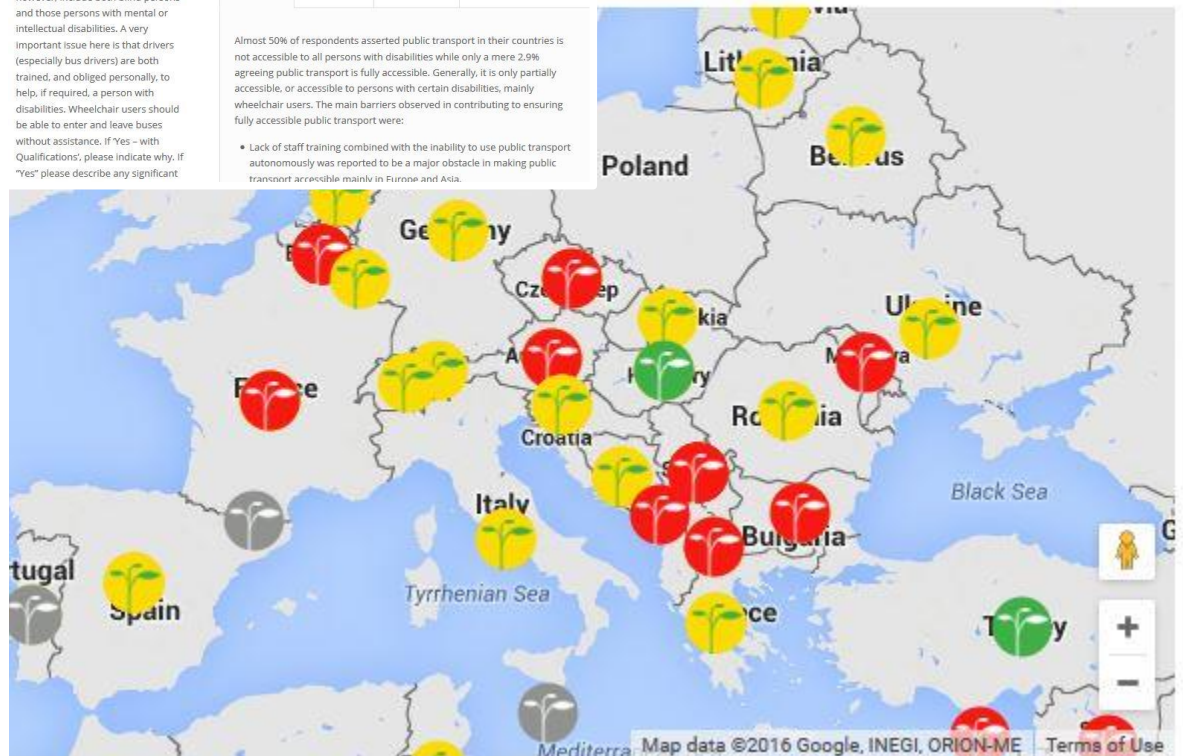
Any exceptions qualify for 'Yes - with Qualifications'. Accessibility must, however, include both blind persons and those persons with mental or intellectual disabilities. A very important issue here is that drivers (especially bus drivers) are both trained, and obliged personally, to help, if required, a person with disabilities. Wheelchair users should be able to enter and leave buses without assistance. If 'Yes - with Qualifications', please indicate why. If 'Yes' please describe any significant

In detail

Summary Comments CRPD Article

Almost 50% of respondents asserted public transport in their countries is not accessible to all persons with disabilities while only a mere 2.9% agreeing public transport is fully accessible. Generally, it is only partially accessible, or accessible to persons with certain disabilities, mainly wheelchair users. The main barriers observed in contributing to ensuring fully accessible public transport were:

- Lack of staff training combined with the inability to use public transport autonomously was reported to be a major obstacle in making public transport accessible mainly in Europe and Asia.



Themes Questionnaire

General UN CRPD

Questions covering key articles

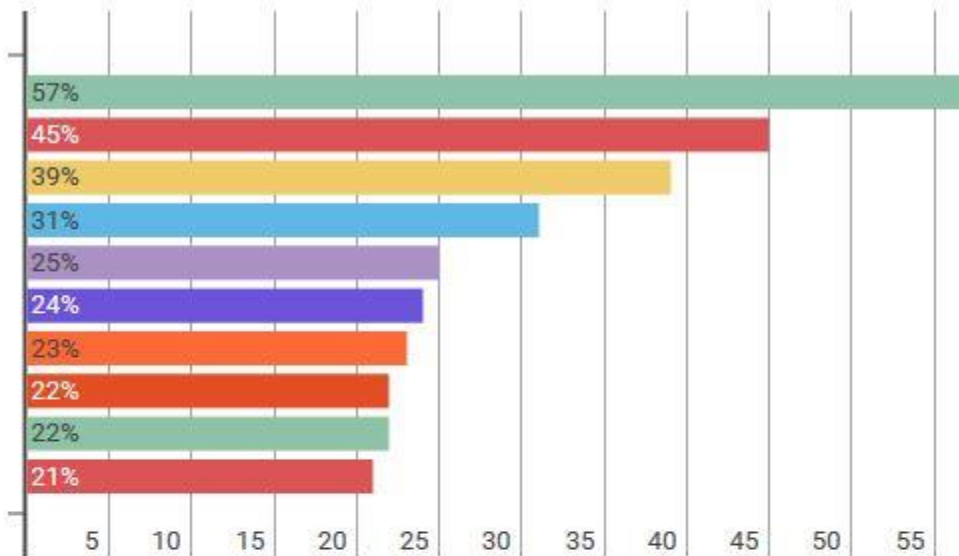
- Details on the implementation of UN CRPD regarding
- Built environment
- Transportation
- Emergencies
- Education
- Data collection
- Employment
- Independent Living /Political Participation
- CRPD implementation and monitoring

Inclusive Education

Topics included in the questionnaire:

- Legal framework for Inclusive Education
- Availability of data on Inclusive Education
- Responsible government agency for Inclusive Education
- Availability of accessible school buildings and learning materials
- Compulsory teacher training in inclusion and accessibility
- Gender equality in universities
- Treatment of foreign students with disabilities

Indicators with most „YES“ ●



● 18. Responsible Government Agency ● 1. Newly constructed buildings

● 7. Inclusive primary education

● 14. Umbrella organizations existing and funded

● 5. Sign language recognition ● 20. Stakeholder Involvement

● 17. Legal framework ● 12. Increase in employment

● 2. Time frame for existing buildings

● 10. Accommodation in the workplace

INCLUSIVE EDUCATION

Q18: considered highly important to ensure the

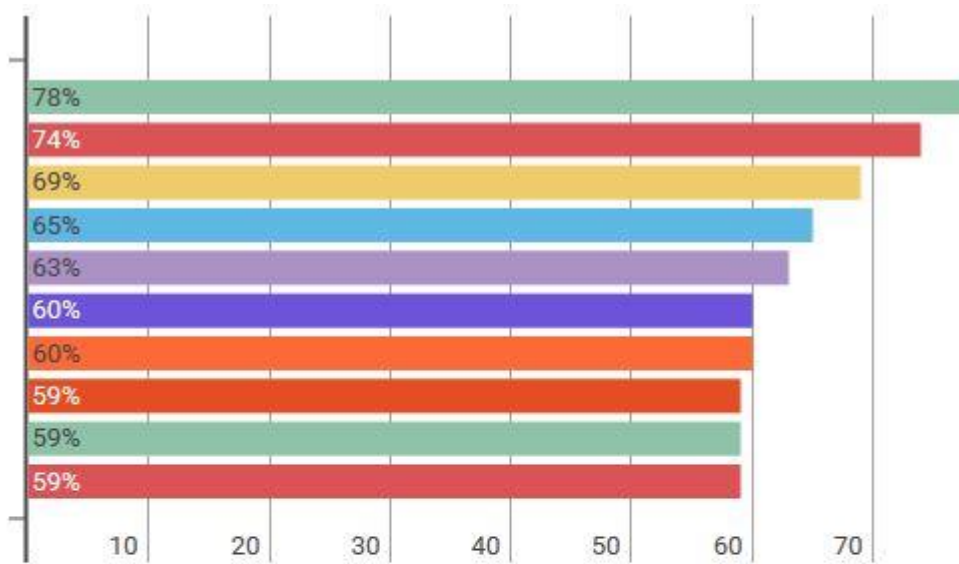
Q20: the initiative to have an active dialogue of

Social indicator: 0.5

Q17: legislation in place but often no time frame

Social indicator: 0.5

Indicators with most „NO“ ●



- 26. Compliance with ISO 21542:2011 ● 30. Data on vocational training
- 29. Female university graduates ● 9. Data on university graduates
- 4. Emergency early warning system ● 12. Increase in employment
- 16. UN CRPD accessible format ● 25. Foreign students
- 2. Time frame for existing buildings ● 6. Publicly available websites

INCLUSIVE EDUCATION

Q26: data might be collected but only for internal use
Social indicator: 0.1

Q30: available data often only for internal use
Social indicator: 0.2

Q29: this kind of data is rarely collected therefore

Q25: lack of available funds and such student c

Indicators related to inclusive Education - DATA

Is official data available on children with disabilities who are in compulsory education (normally primary and secondary schools)?



13%

Experts state that data on children with disabilities in compulsory education is available in their country.



42%

The major issue mentioned is the fact that no data on out-of-school children exist. Also not all types of disabilities are covered.

- Social Indicator: 0.36
- Overall rank of Social Indicator: 12 of 30

„Data exists on the enrolment of children with disabilities, but it is not possible to see it in relation to all children with disabilities of that age and in comparison to the out-of-school children with disabilities of that age.“ (Polish Disability Forum)

Indicators related to inclusive Education – GENDER EQUALITY

Is the total number of young women with disabilities graduating from universities equal to those of young men with disabilities?

 9%



This result may not necessarily mean that more men with disabilities are graduating, but that data is not regularly collected.



- Social Indicator: 0.20
- Overall rank of Social Indicator: 28 of 30

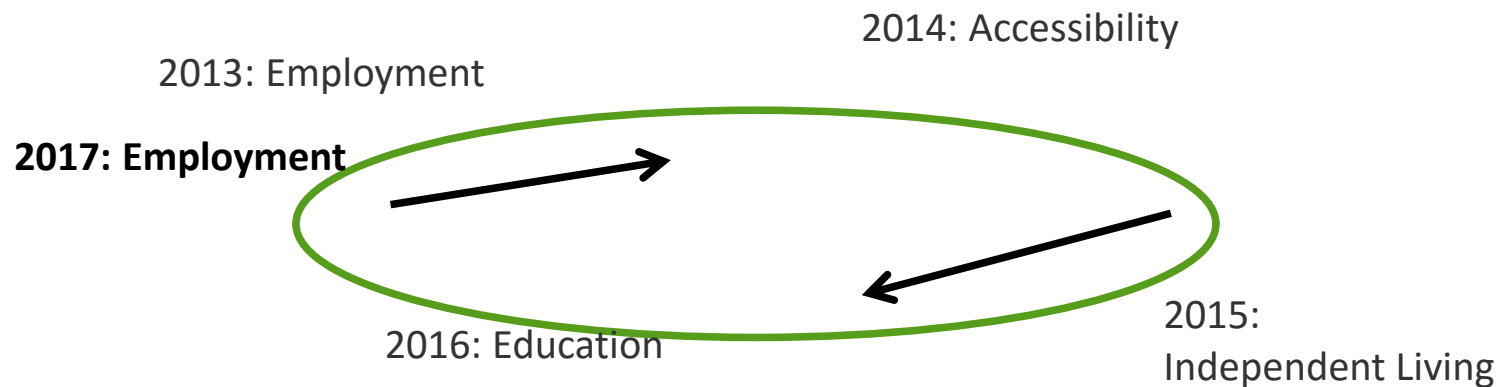
 69%

„Data only indicates disabled students in universities; data on gender differences in graduation is not available to the public.“ (National Taipei University)

Outlook: Zero Project 2017

→ Research Focus: Employment.

The Zero Project completed its first research cycle. On a four year cycle, annual research focuses on Employment, Accessibility, Independent Living, and Education.



→ Informing on data in relation to Sustainable Development Goals (SDG).

With the help of our strong network of experts we are planning to become a data resource and information hub in interpreting the SDG related data in the field of disability. The questionnaire will be adapted to the SDGs accordingly (as already done slightly in 2016).

Thank you!

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