



research  
for inclusive  
education  
in international  
cooperation

Hannover, Germany  
Guatemala City, Guatemala  
Zomba, Malawi  
December 2014

Ladies and Gentlemen,

We are happy to present our 5th newsletter and hope you will enjoy reading through it. Please also visit [www.refie.org](http://www.refie.org) regularly.

## Team Greetings

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Dear colleagues,

From the German coordination office in Hanover we are sending out our warmest seasonal greetings to all of you who have supported the *refie* project in the past year through participating in the study or one of our workshops, giving feedback or simply being interested in the research progress. We wish you a happy and healthy new year 2015 – the year where the international community will be hold accountable for the achievements of the Millennium Development Goals and will commit itself to a new global development framework.

We hope for many future opportunities to further support the idea of inclusion worldwide.

Yours, *refie* team

## An Expert Interview

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**Dr Reinhard Markowetz** is a professor at the Ludwig-Maximilians-Universität Munich.

Before Markowetz received his Ph.D. at Hamburg University, he was a special-education teacher in southern Germany. Hereafter, he became a lecturer at the Department of Special Education at the University of Koblenz-Landau and the Institute of Special Education at Basle University. From 1998 onwards, Markowetz worked at the Pädagogische Hochschule in Heidelberg (University of Education) and in 2002 he took up teaching at the Catholic University of Freiburg as a professor for Special Education/Inclusive Education. Subsequently, he was Visiting Professor of Social and Inclusive & Education at the Alpen-Adria University in Klagenfurt. Until his appointment to Munich University, he was Dean in Freiburg.

Besides numerous other professional activities, Professor Markowetz is a member of the *refie* scientific advisory board.

**refie coordinator (rc):** Professor Markowitz, thank you for taking the time for our interview. To start with, we would like to know how you, as a member of the advisory board, would judge the *refie* project's progress up to now?

**Reinhard Markowitz (RM):** Before going into detail: very positively! First of all, the international *refie* team had very limited time for planning and organizing the collaborative research with the local colleagues. After this came a short period for data collection in Malawi and Guatemala, followed by data cleaning and analysis. In the light of this tight schedule, the achievements of the team must be very highly recognized. The data analysis has not been finalized and the final report is not yet available, but the preliminary findings are very promising. Strongly based on the qualitative research paradigm, the findings of nearly 250 interviews and 10 case studies with random field observations in Malawi and Guatemala will enable an internationally comparative discussion. Together with analysed data material on inclusive education in both countries, the results were carried over to a meta-level and grouped into seven main theses. Of course, as a scientist, I would always wish for more empirical data and statistics from the sphere of action. This additional data could reflect even better the social reality and the strengths and weaknesses of inclusive education. However, dynamic-procedural monitoring and evaluation would have been required over a longer period; and this time was not available for the *refie* project.

Read the full interview

German: [http://www.refie.org/fileadmin/user\\_upload/Documents/2014-11-30-interview-markowitz.pdf](http://www.refie.org/fileadmin/user_upload/Documents/2014-11-30-interview-markowitz.pdf)

English: [http://www.refie.org/fileadmin/user\\_upload/Documents/2014-11-30-interview-markowitz-en.pdf](http://www.refie.org/fileadmin/user_upload/Documents/2014-11-30-interview-markowitz-en.pdf)

## Team Insights

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Anderson and Evance, *refie* team members from Malawi spent the months of October and November in Germany. At the University of Hanover they worked together with the German team on the analysis of the Malawian data. For both of them it was the first time to travel to Europe so we asked them to share some of their experience. Please to take 10 minutes to <http://youtu.be/oBEdkS6Ae2I/>.

## From the *refie* Scientific Advisory Board

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A while ago we asked the members of the *refie* Scientific Advisory Board about their ideas and positions of inclusive education. Today we would like to present you the first six statements we received:

» In the education-policy discourse, inclusion is often ideologically overcharged and exploited. This is unfortunate. A thorough, objective and exploratory look beyond the obvious for methods of comparative education research can show that a diversified inclusive education system can counteract the evils of inequality and unfairly distributed educational opportunities better than education systems where inclusion focuses entirely on disability.«

Prof. Dr Cristina Allemann-Ghionda, Universität Köln

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» Cooperation between research and practice in inclusive education: for me, this means that scientific research is rooted in reality, and research results are transferred effectively into practice. New knowledge about practical applications for inclusive education can change the lives of many children by influencing the relevant socio-political conditions, as well as the operational framework and action skills in practice. «

Dr Christiane Noe, CBM International

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» Cooperation between research and practice in inclusive education: for me, it means the foothold for the pedagogy of diversity, to embrace all students – with and without disabilities. «

Dinah Radtke, Interessenvertretung Selbstbestimmt Leben in Deutschland e.V." (ISL)

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» Cooperation between research and practice in inclusive education: for me, this means paving a good, well advised path towards customised solutions. «

Prof. Dr Matthias von Saldern

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» Cooperation between research and practice in inclusive education: for me, this means that we do not act prematurely, but carefully consider what action really make sense for increasing the educational opportunities of excluded children. This research can provide significant food for thought, which we also should consider in the planning and implementation of inclusive projects in non-governmental development cooperation. «

Dorothea Schönfeld, Kindernothilfe e.V.

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» Cooperation between research and practice in inclusive education: for me, this raises a claim to reflect on international development cooperation in its tendencies towards hegemony in educational policy and pedagogical issues. It is about defending positions that demand the historical placement of education policy, the social setting of educational institutions, and cultural contextualisation of educational opportunities. «

Prof. Dr Joachim Schroeder, Universität Hamburg

The German original statements can be found on the <http://www.refie.org/about/advisory-board/> .

## News & Events

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### **Policy must provide the framework for Inclusion - Secretary of State confirms commitment to the inclusive development agenda**

#### **Development cooperation excluding people with disabilities?**

Uwe Kekeritz (Alliance '90/The Greens - Bündnis 90/Die Grünen) has visited many development programs in the world, but rarely encountered people with disabilities in those projects. Apparently they are not really considered in these programs. "This is a terrible conceptual error", he supports the demand of the CBM, to systematically include disabled people in development cooperation.

#### **Development agenda as an opportunity for the implementation of inclusion**

Therefore CBM Chairman Dr. Rainer Brockhaus called Hans-Joachim Fuchtel, State Secretary of the German Federal Ministry for Economic Cooperation and Development (BMZ), to lobby within German development policy for an inclusive global development agenda in the forthcoming negotiations. "The goals have to have a consistent background of indicators for people with disabilities. "

Hans-Joachim Fuchtel explained that the BMZ already use its influence for people with disabilities. However, he was aware that the goals need to have binding indicators. He agreed to take steps to ensure that people with disabilities are taken into account systematically and consistently in the development agenda.

<https://www.cbm.de/unsere-arbeit/politische-arbeit/Politik-muss-Rahmen-fuer-Inklusion-schaffen-477162.html>

### **Addressing the challenges of measuring inequality in education**

*by Aaron Benavot in the World Education Blog*

Social exclusion and the unfair distribution of the benefits of development and public services have become a serious concern for the international development community as it prepares to adopt a new agenda post-2015. In the field of education, despite notable progress in some areas, there continue to be sharp inequalities by poverty status, household location, gender, disability and ethnicity, with many marginalized groups remaining invisible to governmental officials and development planners. Scarce economic resources, the lack of 'voice' and power imbalances exacerbate the sense of social injustice among millions. In this context, equity has become an important guiding theme of the current proposal of the Open Working Group

for Sustainable Development as well as in the formulation of the education goal.

Today we are introducing a new blog series that will look at the framing and measurement of inequalities in post-2015 education targets. An equity perspective has been, and will continue to be, an overriding concern in the EFA Global Monitoring Report. Assessing progress in global education goals based solely on changes in national averages clearly fails to account for the discrimination and exclusionary practices faced by many marginalized groups, especially the poorest and most vulnerable.

### **Creating robust equity-oriented indicators**

Although the principle of equity has gained traction in development circles, there is considerable work to be done in creating robust equity-oriented indicators of education priorities, which allow for monitoring national progress over time. Several key questions need to be addressed:

- What are the limitations of existing data sources and what can be done to improve them?
- Since summary measures of inequality are yet to be routinely used in education, what indicators would be both robust and easy to communicate to the broader community?

Read more of this post

<http://efareport.wordpress.com/2014/12/03/addressing-the-challenges-of-measuring-inequality-in-education/#more-5370>

### **Monitoring progress in education among individuals with disabilities**

*By Daniel Mont in the World Education Blog*

*Daniel Mont is an Honorary Senior Research Associate at the Leonard Cheshire Disability and Inclusive Development Centre at University College London. During his ten years at the World Bank he co-chaired the analytical working group of the UN Washington Group on Disability Statistics, and has published widely in the area of disability and poverty. He is currently working with UNICEF on getting disability into Educational Management Information Systems and with UNESCAP on operationalizing the indicators in the Incheon “Making the Right Real” Disability Strategy.*

Equity is a guiding theme of the proposals in the Open Working Group ([http://www.un.org/ga/search/view\\_doc.asp?symbol=A/68/970&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/68/970&Lang=E)) outcome document on the global development agenda post-2015. The report explicitly recognizes people with disabilities in 5 of the 17 goals, including education. In order to effectively monitor and evaluate progress towards achieving this vision we need timely, high quality data on both people with disabilities and the environmental barriers they face. In general, this has not been possible in most countries. In fact, until recently there were no generally agreed upon questions for identifying people with disabilities that had been tested widely in developing countries.

Fortunately, this situation is changing. Drawing upon the framework of the International Classification of Functioning, Disability and Health, the UN Statistical Commission's Washington Group on Disability Statistics (WG), comprising representatives from dozens of national statistical offices across the globe, has developed and tested a short set of six questions for identifying people with disabilities.

The main aim is to include these questions as a regular part of every national census and survey – for example, household income and expenditure surveys, labour force surveys, demographic and health surveys. This will allow all currently constructed indicators to be disaggregated by disability status. If accomplished, this will be a major achievement, allowing us to produce timely, high quality indicators to monitor progress on the post-2015 priorities.

<http://efareport.wordpress.com/2014/12/04/monitoring-progress-in-education-among-individuals-with-disabilities/#more-5381>

## Contact

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If you have any questions about the project and its research, please be invited to contact our research coordination office:

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With best regards,  
The *refie* Team

If you received this newsletter as an email forward from a colleague please be sure to sign up for future issue of the *refie* newsletter at [www.refie.org/newsletter](http://www.refie.org/newsletter). The newsletters will provide you with detailed information on *refie*, including research design, progress and results, and will also give you insight into experiences, episodes and particularities of the on-going work. In addition, you will be able to read about events, publications and important news in the field of inclusive education.

A note to those who subscribed to the newsletter already: We had to rebuilt the newsletter tool and moved you to our new subscriber list without asking you for an additional confirmation. We hope you agree with this procedure. However, if you change your mind about your subscription you always can unsubscribe : <http://www.refie.org/?id=45> .

