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UNESCO-EERA Panel: The role of research in advancing the Education 2030 Agenda

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The Incheon Declaration and Framework for Action acknowledged that, by 2015, some progress had been made in relation to the creation of more inclusive systems of education and lifelong learning. However, much remained to be done and new goals have been set for 2030 to ensure that, globally, no groups are left behind. People with special educational needs and disabilities represent a particularly vulnerable group in both the developing and the developed world. In the context of austerity and economic retraction, there is a tendency to redraw the boundaries of disability, making it more difficult for many groups to achieve the support they need. This tends to entrench the position of disabled people within the global precariat. This presentation uses examples from different national contexts to illustrate the problems faced by people with special educational needs and disabilities at different points in the life course and makes some suggestions about the research which is needed and the measures which would help to improve their position.