

Children with disabilities have an equal right to an inclusive, quality and free primary and secondary education.⁽¹⁾ However in most low and middle income countries, they are **ten times less likely to attend school than non-disabled peers and are more likely to drop out than any other group of children.**⁽²⁾

The inclusion of children with disabilities involves them being welcomed and supported within their local mainstream school.

GAPS IN THE PROVISION OF AN EQUITABLE EDUCATION SYSTEM

The barriers preventing disabled children from accessing quality basic education:

Political and system-wide:

- **Divided ministerial** responsibility for addressing disability often housed within separate ministries.
- **Lack of (or poor quality) legislation, policies, targets and plans.**
- Poor monitoring and follow-up of national policies and plans.
- **Inadequate resources** and capacity to implement on the ground.

School-level:

- **Curriculums only utilising passive learning** such as oral repetition, dictation and copying from the blackboard.
- **Inadequate training** and on-going support for mainstream teachers.
- **Physical barriers** both in getting to school and accessing facilities once there, such as toilets and even the classrooms themselves.

Home/community-level challenges:

- **Attitudinal barriers** with negative attitudes amongst teachers, parents and communities.
- **Labelling** children by health condition can lead to stigmatisation, peer rejection, and poor self-esteem.

WHAT ARE THE BENEFITS OF INCLUSIVE EDUCATION?

An **Inclusive Education (IE) approach** ensures that schools and local **education systems are responsive** to the needs of all children, including children with disabilities. Inclusive education that addresses the needs of children with disabilities plays a positive role in helping address community stigma related to disability, demonstrating that children with disabilities can have a positive future and contribute to society.



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Handicap International currently runs projects in 24 countries worldwide. In 2010 in Kara, northern Togo, one of the approaches used to facilitate inclusive education was to introduce the "itinerant teacher" model as part of our regional West Africa Inclusive Education Programme funded by AFD. The project provided mobile, itinerant teachers trained in disability-specific teaching skills. The teachers visit different schools and work with specific students while simultaneously providing ongoing support and advice to mainstream teachers. Sign language is used during classes at the school in the photo which is now fully inclusive.

Handicap International and the Regional Directorate for Education (DRE) in Togo jointly run this scheme. We have also been involved in national advocacy and teacher training and are currently rolling out Inclusive Education modules in six teacher training institutes. The impact of this intervention has been that Inclusive Education is now embedded in the Education Sector Plan (2014-2016) and the Ministry of Education has validated HI's braille, sign language and Inclusive Education manuals for use nationwide.

QUICK FACTS

- 1 in 20 children under 14 years old has a moderate to severe disability. (UNICEF, World Report, 2013).
- 1/3 of the 58 million children who are out of school are disabled. (Oslo Summit on Education Paper, 2015)
- The estimated return on the education investment for schooling disabled children in Nepal and the Philippines is 25%. (ILO, Lamichhane and Sawada, 2013 and Mori and Yamagata, 2009).
- In some developing countries, the proportion of disabled children receiving any form of education is as low as 13%. (UN, 2007)

References ⁽¹⁾ UN Convention on the Rights of Persons with Disabilities, Article 24 | ⁽²⁾ Plan International, Data across 56 Countries

⁽³⁾ World Education Forum, Incheon Declaration | ⁽⁴⁾ Transforming Our World: The 2030 Agenda for Sustainable Development, Goal 4, 2015

⁽⁵⁾ "Send All My Friends to School", Global Campaign for Education.

LEGAL AND POLICY FRAMEWORK

Human rights provision: UN Convention on the Rights of Persons with Disabilities (UNCRPD, Article 24). 155 countries have signed and ratified since 2007, which has been reflected in the education plans and policies of some national governments and key bilateral and multilateral education donors.

International Frameworks: Education For All in their revised framework for action⁽³⁾ outlined in Incheon May 2015 call for inclusive and equitable education for all which is now enshrined in Goal 4 of the Sustainable Development Goal 2015-2030 in New York.⁽⁴⁾

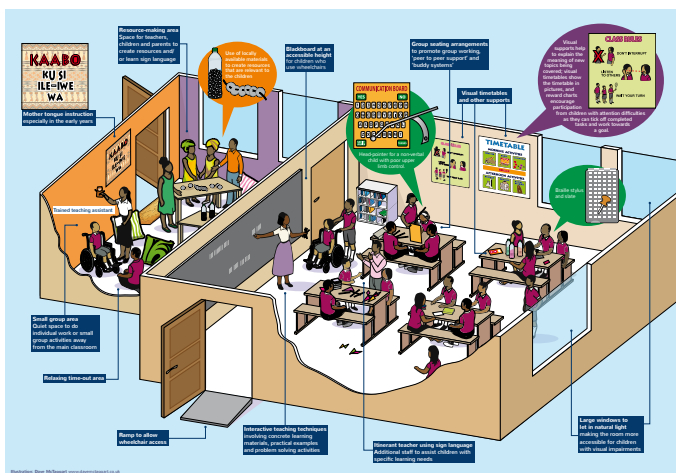
WHAT CAN EDUCATION ACTORS DO?

States

- Embed disability into the State's education strategy and policies making disability a core requirement for State country education plans and business cases.
- Increase targeted resources to enable children with disabilities to access quality inclusive education.
- Strengthen the capacity of States to deliver system-wide reforms in education, in order to address the multiple barriers (attitudinal, institutional, physical, transportation, information or communication based) that currently inhibit access to quality education for children with disabilities.
- Strengthen the capacity of personnel to gather research and evidence about education for children with disabilities.

Donors

- Embed and prioritize disability as a core indicator into education funding programmes with reporting requirements within programme monitoring and evaluation.
- Provide funding to Disabled Persons Organisations (DPOs) in the South to enable them to conduct advocacy and actively participate in national policy development, implementation and monitoring.



The UK Government's Department for International Development (DFID) is the largest bilateral donor to basic education, providing over £400 million in 2011 and is also the largest contributor to the Global Partnership For Education (GPE) giving £357.3 million between 2010 and 2015 (UNESCO, 2014) In recent years, particularly at the ministerial level and in some programmes, DFID has increased its focus on education for children with disabilities and their commitment to this is highlighted in the Disability Framework 2014. Recommendations made in the "Send All My Friends To School"⁽⁵⁾ document by the Global Campaign for Education called on DFID to "embed disability throughout its development programme to achieve long-term change, even as government changes and key individuals move on." and this still continues to be the case. Handicap International is actively involved with all GCE initiatives to push the inclusive education agenda forward at DFID.

Practitioners

- Implement an 'inclusive' classroom as per recommendations outlined in the GEC report "[Send All My Friends To School.](#)" (See pages 51 & 52 for larger version of image)
- Group seating arrangement to promote group working, peer to peer support and buddy systems.
- Use visual supports eg, timetable in pictures.
- Accessible and child friendly classroom: ramps, low reach blackboards, large window to let in light, easy maneuverability, accessible teaching and learning materials.
- Interactive teaching methods, supported by a specialist itinerant teacher (eg sign language or braille experts).
- Resource room for small group teaching.

HOW TO MEASURE PROGRESS?

Access to services

Local mainstream schools are physically accessible for children with disabilities • Mainstream teachers have received training on the IE for children with disabilities and on going support • Information, teaching and materials are available in accessible formats for children with sensory and learning impairment • Improved attitudes and reduced stigma within the community enabling children with disabilities to freely attend school.

Legislation and policies

Shared inter-departmental guidelines and strategies exist ensuring IE at all stages of design and implementation.