United Nations

Division for Social Policy Development (DSPD)
Department of Economic and Social Affairs (DESA)

Toolkit on
DISABILITY for AFRICA

INCLUSIVE EDUCATION

Toolkit on disability for AFRICA

INCLUSIVE EDUCATION

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Acknowledgements

List of acronyms

AT	Assistive Technology
CEDAW	Committee on the Elimination of Discrimination against Women
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CESCR	Committee on Economic, Social and Cultural Rights
CRPD	Convention on the Rights of Persons with Disabilities
CRPD	Committee on the Rights of Persons with Disabilities
CRC	Committee on the Rights of the Child
CRC	Convention on the Rights of the Child
CRC	Convention on the Rights of the Child
DFIs	Development Financing Institutions
DPOs	Disabled Persons Organizations
DSPD	Division for Social Policy and Development/UNDESA
EC	European Commission
G3ICT	Global Initiative for Inclusive ICTs
HIV/AIDS	Human Immunodeficiency virus / Acquired Immunodeficiency Syndrome
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic and Cultural Rights
ICF	International Classification of Function, The World Health Organization
ICT	Information and Communication Technology
ILO	International Labour Organization
ITCILO	International Training Centre of the ILO
IPU	Inter-Parliamentary Union
ITC	Information and Communication Technology
ITU	International Telecommunication Union
MDGs	Millennium Development Goals
MFIs	Microfinance institutions
MSPs	Multi-stakeholder Partnerships
NAPs	National Action Plans
NGO	Non-Governmental Organization
NVDA	Non Visual Desktop Access
OHCHR	Office of the High Commissioner for Human Rights
OSISA	Open Society Initiative for Southern Africa

PCM	Project Cycle Management
PRP	Protracted Relief Programme
SABE	Self-Advocates Becoming Empowered
SDGs	Sustainable Development Goals
UDHR	Universal Declaration of Human Rights
UN	United Nations
UN DESA	United Nations Department of Economic and Social Affairs
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VOCA	Voice Output Communication Aids
WHO	World Health Organization

1. OVERVIEW

The overview provides information on the objectives, the target audience, the module content, learning outcomes and the module map.

Module objectives

▶ To highlight the importance of inclusive education for persons with disabilities, particularly children, on the basis of equality and non-discrimination; to explore the barriers to inclusive education faced by learners with all types of disabilities; and to consider actions for removing them.

Who is this module for?

This module is relevant to everyone who has an interest in disability or a responsibility for addressing issues of disability because of the nature of their work, including persons with or without disabilities in civil society, civil and public service, national human rights institutions, parliaments, development agencies, universities and the private sector.

What is this module about?

This module:

▶ introduces basic concepts on inclusive education for persons with disabilities, particularly children;

▶ reviews legal obligations set forth in the Convention on the Rights of Persons with Disabilities (CRPD), including Article 24;

▶ explains measures that may be undertaken by African governments, educators, administrators and DPOs to ensure access to education for persons with disabilities;

▶ includes learning exercises to accompany the material;
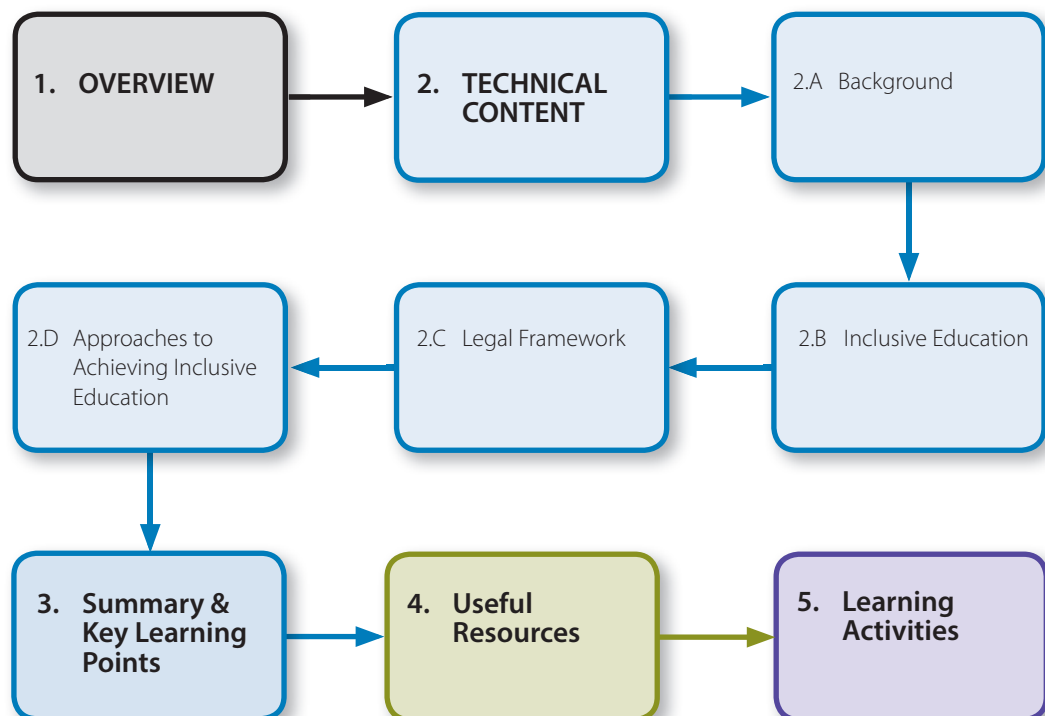
▶ lists key resources for additional reference.

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Learning objectives

On completion of this module, participants will have:

1. reviewed the main provisions of CRPD Article 24, including the need to ensure that persons with disabilities are not excluded, isolated and marginalized from formal education at all levels;

2. identified barriers to access to education for children and other learners with disabilities;

3. devised a number of strategies for addressing and removing barriers to access to education for persons with disabilities.

Module map

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2.   TECHNICAL CONTENT

2.A   Background

The present module focuses on access to inclusive education for children with disabilities in Africa, for whom marginalization within the education system often marks the beginning of a lifetime of marginalization in mainstream society, contributing also to the disproportionate representation of persons with disabilities among the poor.

The exclusion of children with disabilities from education has historically been rooted in false assumptions about their ability to benefit from and effectively participate in education. Attitudinal barriers created by negative beliefs, including among teacher and school administrators, parents, and peers, persist in all societies and continue to hamper the effective inclusion of persons with disabilities in education.[1]

> The full inclusion of persons with disabilities in education is critical for a number of reasons, including the following:
> - Education contributes to personal well-being and is the gateway to full participation in society.
> - Education is an investment in the future and contributes to both social development and human capital formation;
> - inclusive education promotes inclusive and tolerant societies, with benefits for students with and without disabilities, families of students with disabilities, and the larger community;
> - excluding persons with disabilities, particularly children with disabilities, from education has high social and economic costs that endure for a lifetime;
> - countries cannot achieve the Sustainable Development Goals and the 2030 Agenda for Sustainable Development without ensuring access to education for children with disabilities;
> - states are legally obliged to include children with disabilities in education under international human rights law, in particular Article 24 of the Convention on the Rights of Persons with Disabilities.
>
> Including children and adult learners with disabilities in education is both an end in itself and also a means to an end, ensuring a life of participation and inclusion in the broader community.

Historically, efforts to provide education for children with disabilities focused on separate schools, in some cases targeting specific impairments. Such institutions have tended to serve only a small proportion of those in need and have not been found to be cost-effective. They have often been located in urban areas, consequently isolating many students from their families and communities.[2] Today it is still too often assumed that segregation, whether in separate schools or separate classrooms within regular schools, is the best option for educating learners with disabilities. As will be explored below, however, the right to an international human rights law and internationally-agreed development goals reflect a strong preference for inclusive education.

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[1]   For more information on overcoming harmful believes regarding persons with disabilities, see the Module entitled "Culture, Beliefs and Disability."

[2]   World Health Organization. World Report on Disability, p. 205 (2011)

2.B   Inclusive Education

> Inclusive education, as defined in the Salamanca Statement[3] entails "recognition of the need to work towards "schools for all" - institutions which include everybody, celebrate differences, support learning, and respond to individual needs."

Inclusion in the context of education is based on the idea that all children should learn3 together, regardless of differences or disability.[4] Inclusive education begins with the premise that all learners have unique characteristics, interests, abilities and particular learning needs and, further, that learners with special education needs must have equal access to and receive individual accommodation in the general education system. Inclusive education approaches differences and diversity affirmatively, recognizing the value of such differences and the learning opportunities that such diversity offers. Inclusion implies transition from separate, segregated learning environments for persons with disabilities reflected in the "special education" approach, to schooling in the general education system. Effective transitions from special education approaches to inclusive education requires careful planning and structural changes to ensure that learners with disabilities are not placed within the regular or mainstream school system without the appropriate accommodation and supports that ensure an inclusive learning environment.

It is now understood that inclusive education benefits communities, families, teachers, and students by ensuring that children with disabilities attend school with their peers and providing them with adequate support to succeed both academically and socially.5 It is also understood that communities benefit from inclusion because the introduction of children with disabilities into mainstream schools introduces children with disabilities into local communities and neighbourhoods and helps break down barriers and prejudice.6Communities become more accepting of difference, and everyone benefits from a friendlier, open environment. Finally, maintaining separate schooling for children with disabilities is not cost-effective or sustainable over the long term; all too often segregation leads to inferior education for children with disabilities.

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3   The Salamanca Statement emerged from the 1994 the Salamanca World Conference on Special Needs Education and is available at: http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf

4   UNESCO Salamanca Statement on Principles, Policies and Practice in Special Needs Education, World Conference on Special Needs Education: Access and Quality, para. 3, 7-10 June 1994, Salamanca, Spain, http://www.unesco.org/pv_obj_cache/pv_obj_id_8678C38B771FE2B34D07C1D03C94529011180300/filename/SALAMA_E.PDF

5   Richard Reiser, *Implementing Inclusive Education: A Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities* (2008).

6   Janet E. Lord et al., Human Rights. YES! *Action and advocacy on the rights of persons with disabilities* (2d ed., 2012).

Key Elements of Inclusive Education

Inclusion: All children should have the opportunity to learn together, should have equal access to the general education system, and should receive individual accommodation where needed based on disability or other difference. Inclusion in the CRPD favours transition from separate, segregated learning environments for persons with disabilities to schooling within the general education system with the necessary supports to make inclusion meaningful. The principle of inclusion is a component of accessibility, availability, acceptability and adaptability.

Accessibility: Educational institutions and programmes must be accessible to persons with disabilities, without discrimination. Accessibility, reflected in Article 9 of the CRPD, has three overlapping dimensions, including non-discrimination together with reasonable accommodation; physical access; and economic access.

Non-discrimination and reasonable accommodation in education requires that education be accessible to all persons, including the most vulnerable persons with disabilities, without discrimination on the basis of disability. Non-discrimination also requires that persons with disabilities be accommodated in accessing their right to education at all levels (primary, secondary and university education, along with tertiary education.

Reasonable accommodation is defined in the CRPD as "necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."[7] In the context of education, an example would be developing an independent education plan that lays out the reasonable accommodations needed by a particular student.

Physical accessibility as applied to education means that schools must be within safe physical reach and they must be accessible for persons with disabilities, both in terms of getting to the school, and moving around within the school building and all facilities. Physical reach may mean access through attendance at some reasonably convenient geographic location (e.g. a neighbourhood school) or, provided not used as a means of segregation, it can encompass access via modern technology (e.g. access to a "distance learning" programme provided by a university).

Education must be economically accessible in the sense that it must be affordable to persons with disabilities. International law requires that primary education be available "free to all," which must apply equally to students with disabilities. In the case of secondary and higher education, States are required to achieve access on the basis of progressive realization.

Availability: the concept of availability in securing the right to education implies that functioning educational institutions and programmes for students with disabilities must be available in sufficient quantity within the jurisdiction of a State. This is often a problem for students with disabilities who may need to travel to a distant urban area to find a school that is able to accommodate their needs.

Acceptability: The concept of acceptability relates to the form and substance of education. As emphasized by the Special Rapporteur on the right to education, the realization that socialization is a key element of an acceptable education means that inclusiveness is highly prioritized over segregation. Other aspects of acceptability include choice of the language of instruction. For children with disabilities this could include, for example, provision of sign language. It could also encompass the provision of instructional materials in alternative formats such as Braille or plain language or easy-to-read formats.

Curricula and teaching methods must be provided in the most appropriate languages and modes and means of communication for the individual student. This might include, for example, teaching in sign language for students who are deaf or providing educational materials in Braille or audio formats for students who are blind.

Adaptability: The concept of adaptability as applied to education for persons with disabilities pertains to flexibility to meet the needs of students with disabilities. At least two aspects of adaptability are essential in order to meet the needs of students with disabilities. These include: (1) the provision of reasonable accommodation, where needed, to meet individual student needs; and (2) the provision of support within the general education system to facilitate education. Adaptability also requires responsiveness to the changing nature of education. For example, in the transition to inclusion, adaptability would mean recruiting teachers with disabilities.

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[7] CRPD, at art. 2.

2.C   Legal Framework

The right to an inclusive education for persons with disabilities is a fundamental human right. It emerged first in general guarantees set forth in the Universal Declaration on Human Rights[8] and then in more detailed expression in the International Covenant on Economic and Cultural Rights (ICESCR).[9] Other international instruments express the link between the right to education and the needs of persons with disabilities. Thus, in 1994 UNESCO's Salamanca Statement on Principles, Policies and Practice in Special Needs Education[10] was adopted and asserts that education for all must encompass the inclusion of all types of learners in a single learning environment. It further provides that "regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming environments, building an inclusive society and achieving education for all."[11] The Convention on the Rights of Persons with Disabilities is the first human rights treaty to explicitly call for inclusive quality education, as set out below.

CRPD – Article 24: Education
1) State parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, State parties shall ensure an inclusive education system at all levels and lifelong learning directed to: a. the full development of human potential and a sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;   b. the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;   c. enabling persons with disabilities to participate effectively in a free society.   2) In realizing this right, State parties shall ensure that: a. persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;   b. persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;   c. reasonable accommodation of the individual's requirements is provided;   d. persons with disabilities receive the support required, within the general education system, to facilitate their effective education;   e. effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

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[8]   Universal Declaration of Human Rights, art. 26, G.A. Res. 217 (III), A, U.N. Doc. A/RES/217(III), (Dec. 10, 1948).

[9]   International Covenant on Economic, Social and Cultural Rights, art. 13, G.A. Res. 2200A (XXI), U.N. GAOR, Supp. No. 16, U.N. Doc. A/6316 (1966).

[10]   UNESCO Salamanca Statement on Principles, Policies and Practice in Special Needs Education, World Conference on Special Needs Education: Access and Quality, 7-10 June 1994, Salamanca, Spain, http://www.unesco.org/pv_obj_cache/pv_obj_id_8678C38B771FE2B34D07C1D03C94529011180300/filename/SALAMA_E.PDF

[11]   UNESCO Salamanca Statement on Principles, Policies and Practice in Special Needs Education, World Conference on Special Needs Education: Access and Quality, 7-10 June 1994, Salamanca, Spain, http://www.unesco.org/pv_obj_cache/pv_obj_id_8678C38B771FE2B34D07C1D03C94529011180300/filename/SALAMA_E.PDF

3) State parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, State parties shall take appropriate measures, including:

   a. facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

   b. facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

   c. ensuring that the education of persons, and in particular children, who are blind, deaf or deaf and blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4) To help ensure the realization of this right, State parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5) State parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, State parties shall ensure that reasonable accommodation is provided for persons with disabilities.

At regional level the right to education is recognized in Article 11 of the African Charter on Human and Persons' Rights,[12] which provides that every child has the right to education and requires States to take all appropriate measures to achieve the full realization of that right. Free and compulsory basic education is required. The African Charter on the Rights and Welfare of the Child (ACRWC)[13] protects children from discrimination and addresses the right of the child to education (art. 11), as well as the rights of children with disabilities (Art. 13).

The right to inclusive education is also reflected in some instances in national law and policy. South Africa's Ministry of Education, for example, in 2001 published the Education White Paper 6, entitled "Special Needs Education: Building an Inclusive Education and Training System." The White Paper commits South Africa to the achievement of equality, non-discrimination and the maximum participation of all learners in the education system as a whole, and requires education and training systems to accommodate the full range of learning needs, with particular attention to strategies for instructional and curriculum transformation.[14] In 2016 Ghana's Ministry of Education launched an Inclusive Education Policy, which "aims to create learning environments that are responsive to all learners' needs and conducive to all to ensure successful educational outcomes, and ultimately to achieve a more equitable society."[15]

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[12] African Charter on Human and Persons' Rights, art. 11, OAU Doc CAB/LEG/67/3 rev. 3, 26 June 1981.

[13] African Charter on the Rights and Welfare of the Child, art. 13, OAU Doc CAB LEG/24.9/49, 11 July 1990.

[14] Directorate Inclusive Education, Department of Basic Education (South Africa), Guidelines for responding to Learner diversity in the Classroom through curriculum and assessment policy statements (2011).

[15] Ghana News Agency, *Ministry of Education launches Inclusive Education Policy*, 4 May 2016.

Progressive Realization of Inclusive Education

States are required to take steps with a view to achieving progressively the full realization of the right to inclusive education. The concept of progressive realization acknowledges that there are resource implications for fully implementing economic, social and cultural rights, including the right to education. It is essential to put mechanisms in place to plan, benchmark and monitor progress in achieving goals which are SMART: Specific, Measurable, Attainable, Realistic and Timely. It is important to note that while the right to inclusive education is subject to progressive realization, some elements of the right have immediate effect, namely:

▶ the obligation not to discriminate in the exercise and enjoyment of the right to inclusive education, together with the obligation to ensure that reasonable accommodation is provided to facilitate inclusive education;

▶ the obligation for States to implement the right to education "to the maximum of [their] available resources" means that States must ensure that resources are being allocated to inclusive education and that due priority to the realization of the right to inclusive education is required;

▶ the obligation to pursue the full realization of the right to inclusive education "by all appropriate means" which means that while States have wide discretion in deciding what measures to take, a standard of "appropriateness" is established.

As with all human rights, the right to an inclusive education is interrelated with other human rights, such as the right to equality and non-discrimination, the right to participate in decision-making, and the right to employment.

Inclusive Education and the Sustainable Development Goals

In September 2015, the Member States of the United Nations adopted the 2030 Agenda for Sustainable Development, which includes seventeen Sustainable Development Goals (SDGs)[16] to guide international development efforts from 2016 to 2030. The SDGs represent a significant step forward in terms of the inclusion of disability in internationally-agreed development goals. An emphasis of the SDGs, which include 17 goals and 169 targets, is to "leave no one behind." The Agenda makes numerous references to persons with disabilities, including in relation to education. Goal 4 of the SDGs calls upon States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Targets for Goal 4 include the commitment to ensure by 2030 equal access to all levels of education and vocational training for persons with disabilities, among others.

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[16]   A/RES/70/1, Transforming our world: the 2030 Agenda for Sustainable Development

2.D   Approaches to Achieving Inclusive Education

The following section sets out a number of actions that can be taken by governments and other stakeholders towards achievement of inclusive education. Consistent with the CRPD's guiding principles (Art. 3) and general obligations (Art.4), all measures should be taken with the full and effective participation of persons with disabilities. In the development and implementation of legislation and policies relating to inclusive education and in other relevant decision-making processes, State parties must closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.

See Learning Activity 2.D.1 titled
Understanding Barriers to Inclusive Education

Legislative and Policy Frameworks

States have specific obligations under international law to respect, protect and fulfil the right to inclusive education for persons with disabilities. The obligation to respect requires States to refrain from denying or limiting equal access to inclusive education for persons with disabilities. This right should be guaranteed by law. The obligation to protect means that States should take steps to prevent third parties from interfering with the right to inclusive education; the private delivery of education facilities does not nullify government obligation to regulate those services. The obligation to fulfil requires governments to adopt all necessary measures, including legislative, administrative and budgetary measures, to ensure the full realization of human rights, including the right to inclusive education (e.g., access to free primary education in the general school system with adequate support).

As an initial step, State parties to the CRPD should, in cooperation with persons with disabilities and their representative organizations, conduct a review or scoping of all relevant legislation and policy that touches on the right of persons with disabilities to education. Through this process State parties can identify areas in need of reform or development, which can provide a foundation for establishing a comprehensive legislative and policy framework for inclusive education. In developing new legislation and policy frameworks it is essential that an implementation plan[17] be established and that monitoring and evaluation processes are included.

Overcoming Barriers to Inclusive Education
In formulating policies in this area, countries must take into account the fact that ensuring access for persons with disabilities to education and information requires various accommodations and modifications. Variables such as language, literacy, urban versus rural, cultural traditions and gender all must be taken into consideration in planning for effective inclusive education promotion and outreach. In addition, policy measures should seek to dismantle the heightened levels of exclusion from education faced by persons with particular impairments, such as intellectual or sensory impairments.
To be successful, legislative and policy measures should specifically seek to dismantle each of the many barriers to inclusive education faced by persons with disabilities.

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17   See Module on National Action Plans of the present Toolkit.

The Committee on the Rights of Persons with Disability: Concluding Observations on Inclusive Education

The United Nations Committee on the Rights of Persons with Disabilities has issued concluding observations to the initial country reports of several Africa State parties. Several of them have touched on issues relating to inclusive education, where the Committee in one case expressed concern about the slow implementation of an official policy on inclusive education, resulting in the education system remaining mostly segregated and many children with disabilities being completely deprived of any form of education. In another country it noted with deep concern that the inclusion strategy was not equally implemented in schools; rules relating to the number of children in mainstream schools and to the management of inclusive classes were commonly breached; schools were not equitably distributed across the country; and the training of teachers to receive children with disabilities was deficient; and many integrated schools were not equipped to receive children with disabilities.

In another country, the Committee called upon the country to:

(a) establish a time frame for the transition process from segregated to inclusive quality education and ensure that budgetary, technical and personal resources are available to complete the process, and collect disaggregated data on the advancement of the inclusive education system;

(b) immediately adopt a non-rejection policy for children with disabilities enrolling in regular schools, and provide reasonable accommodation;

(c) ensure that school facilities are accessible for deaf-mute children, and provide materials and curricula adequate to their needs;

(d) undertake measures, including by encouraging public-private partnerships, to ensure the provision of assistive technologies in education;

(e) ensure the training of all teachers in inclusive education and establish a programme for continuous training in sign language in mainstream schools and universities.

These paragraphs highlight the complex challenges on the ground in giving practical effect to Article 24 on inclusive education.

Institutional Structures to Support Inclusive Education

Institutional structures at governmental level must work to put into place policies to support inclusive education for persons with disabilities. In many cases disability issues are addressed primarily by a focal ministry, often a ministry for social affairs or health. It is critical, however, that disability be recognized as a cross-cutting human rights and development issue, and be mainstreamed across all relevant ministries. In the case of inclusive education, the Minister for Education and the Ministry or Department of Education must play a central role in developing and implementing concrete policies, plans and strategies to make inclusive education a reality. However, inclusive education also requires action from other relevant Ministries. Ensuring a holistic and comprehensive approach will require action from ministries focused on other sectors, for example, transportation, planning and human resource development.

The CRPD calls for the establishment of a national framework for its implementation and monitoring (art. 33), consisting of one or more 'focal points' within government, the possible establishment of a 'coordination mechanism' to promote, protect and monitor implementation, and the designation or establishment of an independent monitoring mechanism. This framework, which must also include the participation of persons with

disabilities and their representative organizations, should be harnessed to ensure the advance of implementation of inclusive education and to ensure that efforts in this regard are harmonized across the government.

Budgeting for Inclusive Education

Budgeting for the education of persons with disabilities is fundamental to the fulfilment of their right to education and to ensuring their rights to participate in development and society. Moreover, education spending is an investment in the human capital formation of future generations, and should be seen as such, rather than a cost. Conversely, the exclusion of persons with disabilities from education may result in considerable costs for states, limiting national economic growth.[18]

In budgeting for inclusive education, the following points may be relevant:

▶ Many governments face resource-related challenges in allocating the funding necessary to deliver on education responsibilities. In the face of such challenges and competing demands for limited resources, there often exists a misperception that funding inclusive education is simply too expensive. However, in terms of providing equitable access to education for persons with disabilities, research suggests that inclusive education, rather than segregated schools, is cost-efficient and cost-effective.[19]

▶ Allocating funding to inclusive education can present challenges, as it is much broader than the older, narrower approach of special needs education. Since the concept of inclusive education often needs more clarity at operational level, governments often have yet to allocate resources to it. One way of addressing this is for governments to create, within their education sector budgets, separate budget lines for inclusive education which allow for targeted approaches to addressing the needs of students with disabilities and also allow monitoring and evaluation of educational spending. At the same time the needs and rights of students with disabilities should be taken into consideration in planning and budgeting for other relevant sectors (for example, transportation and infrastructure) to ensure a holistic approach to inclusive education.

▶ Primary education is critical. A key focus of efforts to achieve inclusive education must therefore be at the primary school level, and later in secondary-level schools. Budgets for primary education have to support the additional demands placed on the system through an inclusive education approach. These resources are needed for the adaptation of schools, supportive devices and the proper establishment of district-based support teams, which are some of the most immediate funding pressures.

In many countries current budgetary allocations are not enough to make significant impacts in the field of education. Unless governments invest and allocate sufficient funds for inclusive education, it will be difficult to achieve the goal of universal primary education because some children with disabilities will continue to remain outside the reach of primary education.

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18 Ann-Marit Saebones, Towards a Disability Inclusive Education: Background Paper for the Oslo Summit on Education for Development (2015), citing to Banks & Polack, the Economic Costs of Exclusion and Gains of Inclusion of People with Disabilities Evidence from Low and Middle Income Countries (2014)

19 UNESCO, Towards Inclusive Education for Children with Disabilities: A Guideline (2009), citing to: Peters, S. Inclusive Education: Achieving Education for All by Including those with Disabilities and Special Education Needs. World Bank, 2003. P. 47.

Collecting Data on Disability Inclusion in Education

Data on the extent to which persons with disabilities have been included or excluded from education is often not readily available. While basic education programmes have long measured school enrolment and have disaggregated that data on the basis of sex and other factors, the enrollment of children with disabilities is rarely measured in African countries. Disability has proved, however, to be a stronger correlate of non-enrolment in school than either gender or class.[20] International evidence shows that persons with disabilities are less likely to be literate, face barriers in accessing mainstream education systems, and consequently have little or no education.[21] General population surveys do not fully or consistently disaggregate data on the basis of disability for a distinct analysis of the demographic factor of disability in education to be possible. The CRPD requires States to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to inclusive education and other rights guaranteed in the treaty.

Country Checkpoint

The percentage of children with disabilities who actually complete their primary education is a key performance indicator. What percentage of children with disabilities in your country completes their primary education?

What percentage of teachers in primary schools have completed disability awareness and disability inclusion training?

Overcoming Challenges within Schools

In many countries a range of measures will be necessary to dismantle barriers that students with disabilities face in their pursuit of education. They will include actions in relation to the following:

The role of teachers and educators. Teachers are critical actors in inclusive education and have a tremendous influence on the quality of education that a child receives. In many cases teachers are under-resourced, working in over-crowded classrooms and lacking the capacity to adequately address the needs of all students. Inclusion requires sufficient numbers of teachers who are adequately prepared and trained. Teachers should receive support to make possible inclusive approaches, with specialist teaching support where necessary. Teachers should also receive training, including on policies and strategies to promote the right of persons with disabilities to participate in the educational process at all levels, to enable them to adapt the educational environment to meet a range of learning needs. Such training may include, as relevant, a focus on utilization of accessible technology, where available, to enhance the educational experience of students with disabilities. Ensuring that persons with disabilities can become teachers can both bring in specialist skills and understanding, and can make a strong contribution to reducing discrimination, giving all children role models of inclusion.

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[20]   Deon Filmer, 'Disability, Poverty and Schooling in Developing Countries: Results From 14 Household Surveys', *World Bank Economic Review*, Vol. 22, No. 1, pp. 141-163 (2008).

[21]   UNESCO (2010), Education for All Global Monitoring Report: Reaching the Marginalized (Oxford: Oxford University Press). See also UNICEF, *Children Out of Sight, Out of Mind, Out of Reach* (UNICEF, 14 December 2005) <http://www.unicef.org/media/media_30453.html>.

Curriculum: The curriculum at all levels must be made disability-inclusive, ensuring that the voice and image of persons with disabilities as participants in curricula is reflected in it. Educational materials should be made available in accessible formats, such as Braille and in easy to read and understand forms. Differences in communication and information needs must also be taken into account in order to accommodate the diversity of learners with disabilities. The development of standards and guidelines for inclusive education can support a coherent country-wide approach to inclusive education.

Education and ICT: Modern information technology is rapidly transforming the way teaching and learning takes place. A wide range of new tools and technologies is changing education and helping to make it more accessible for everyone, including persons with disabilities. These include real-time student information systems which facilitate checking attendance, monitoring progress, examining disciplinary records and the educational timetable; cloud-based learning platforms for teachers and students to store class notes, research resources and assignments; video-sharing websites in the classroom such as YouTube or Vimeo; remote learning through a second wave of massive open online courses; digitized libraries and archives from Google books and e-books to journal articles and newspaper digital archives; new assessment and formative assessment tools for students; a new range of plagiarism-detection services; and finally voice-recognition and speech-recognition technology.

Case Study: Kenyatta University and Thika School for the Blind
Working together in partnership, Syracuse University School of Education in the United States and Kenyatta University and Thika School for the Blind in Kenya undertook an assessment of the needs of students with visual impairments and determined what supportive technology would be feasible to enable them to access course curricula at university and high school levels. Following the needs assessment, Syracuse provided iOS technology, donated iPADs and keyboards and then trained students with visual impairments to use them effectively. Training included basic skills in using VoiceOver (the built-in screen reader on iOS devices). The training programme includes follow-up assessments and advanced training. The project has enabled learners with visual impairments to access learning materials without requiring the assistance of a reader, thus significantly expanded the scope and depth of their access to their education programmes.

Accessibility of information. Lack of sign language interpreters or accessible educational materials can pose an insurmountable barrier for deaf or blind persons.

Physical accessibility. Students cannot attend school if buildings are physically inaccessible to them. To ensure enjoyment of the right of persons with disabilities to an education, accessibility must, therefore, be addressed broadly, in relation to, for example, entranceways to buildings and classrooms, appropriate seating, restroom facilities, and transportation to the educational facility. Lack of accessible transportation is frequently also an impediment.

Attitudinal barriers. Negative attitudes and harmful beliefs create significant barriers to the education of persons with disabilities. In some instances, as a result of misguided beliefs children with disabilities are not permitted to attend school. For example, fear and ignorance about the causes of epilepsy can result in exclusion from school for children with seizure disorders.[22] Advocates in Gabon report that persons who are deaf are

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[22]   A. Baruchin, "Stigma is toughest foe in epilepsy fight," New York Times 29 August 2011, http://www.nytimes.com/2011/08/30/health/30epilepsy.html?pagewanted=all

considered incapable of pursuing an education.[23] Persons with disabilities who do attend schools may face low expectations or other forms of negative belief. In some instances students may also face violence, abuse or social isolation.[24] Measures to achieve genuinely inclusive education must, therefore, address attitudinal barriers, including by educating parents, teachers and students on the rights of persons with disabilities.[25]

Example: The Importance of Advocates with Disabilities in Overcoming Negative Beliefs

Supported by the Leonard Cheshire Disability Young Voices programme, young campaigners with disabilities from Zimbabwe went on a speaking tour of six secondary schools, reaching over 12,000 school children over the course of two months in 2014. The campaigners reported that "by speaking from their own experience and showing that people with disabilities can be inspirational role models, [they] transformed the way the school children and their teachers see disability." Reportedly, many of those who attended the tours are going on to raise further awareness of disability within their families and communities.[26]

Economic Barriers. Where required to be paid by families, school fees and indirect costs of schools, such as books and uniforms, constitute a barrier to the achievement of universal primary and secondary education. Fees and expenses pose a particular burden for those living in poverty, which is experienced in disproportionately high rates by persons with disabilities and their families. In some cases the families of children with disabilities must contend with fees because of their disability. For example, those who attend special schools may have to pay fees not required of children attending mainstream schools. In some cases children with disabilities at mainstream schools are asked to pay for their own class attendance as a pre-condition for their attendance. To address this, Governments must guarantee that primary education is free for all children, and should ensure that fees are not charged for special public schools, and that under no circumstances do children with disabilities incur fees in relation to their education that are different from those incurred by children without disabilities. Costs associated with reasonable accommodation for students with disabilities, including assistants, should be included in regular school budgets.[27]

Introduction to Disability Inclusive School Monitoring and Evaluation

Monitoring and evaluation are essential to ensure the success of efforts towards inclusive education. Schools and educational institutions at all levels must be included in both monitoring efforts and the development of tools used in monitoring efforts.

Monitoring and evaluation should include participation of persons with disabilities and representative organizations.

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[23] Serge Ogoko, Interview on Disability Rights in Gabon, Harvard Project on Disability (HPOD), June 27, 2013 (on file with HPOD).

[24] World Health Organization, World Report on Disability, p. 216 (2011)

[25] Approaches to overcoming negative attitudes are discussed further in the Module on Culture, Beliefs and Disability in the present Toolkit.

[26] Leonard Cheshire Disability Young Voices, "Young Voices campaigners from Zimbabwe on the road!" available at: http://youngvoices.leonardcheshire.org/category/Zimbabwe/

[27] Human Rights Watch, Complicit in Exclusion: South Africa's Failure to Guarantee and Inclusive Education for Children with Disabilities (2015)

The materials developed to guide education monitoring and evaluation of schools should incorporate a disability dimension. This might include, for example, checklists and reporting forms that provide specific guidance on disability access.

Questions that could be included in an assessment include:

► Physical accessibility:
- Was the school accessible to a person using a wheelchair or someone with a mobility impairment? Were there physical barriers to reaching the school (e.g., stairs)? Were there barriers inside the school (e.g. limited space for movement)? Were the bathrooms/restrooms/toilets accessible?

► Assistance:
- Were students with disabilities requiring assistance provided with support?
- Were teachers familiar with strategies of disability inclusion?

► Harassment/impermissible exclusions:
- Did you observe cases of disability-related harassment, especially in relation to students with mental disabilities, students with albinism, and students with intellectual disabilities?

Ensuring DPO Participation

To promote a fully inclusive education process it is essential for government officials to consult with DPOs. In particular government officials should ensure the participation of DPOs that represent various disability groups. DPOs are perhaps best placed to serve as resources on accessibility regarding education reform processes and public decision-making more generally. Teacher training schools, teachers and administrators should likewise regard DPOs as key partners in advancing inclusive education.

DPOs may have valuable contributions to make in areas including the following:

► training of teachers;

► designing accessible curricula;

► advising on accessibility to the created environment;

► advising on communications access;

► identifying strategies for inclusion;

► providing support to families of children with disabilities.

A disability access focal point could be designated within a school to serve as a resource and to interface with the disability community, families of students with disabilities, and others. DPOs should be included in all outreach to civil society organizations relating to school attendance.

Highlighting the Essential Role of Parents
Parents are the first educators of the child. Parents play an important role in inclusive education and in preventing violations such as the confinement of children with disabilities to separate rooms. Parents of children with disabilities also play many other roles, from providing accessible transport to raising awareness, becoming involved in civil society organisations and liaising with schools and the health sector so that children have access to appropriate equipment and support to allow them to continue to attend school. Parents have an important contribution to make and it is important that this contribution is recognized and used.

Accessing Complaints Mechanisms

An important element of the right to education includes ensuring that persons with disabilities and their families can seek redress in instances where their rights have been denied. In seeking to guarantee inclusive education, States should therefore ensure that complaints mechanisms are accessible to persons with disabilities and that complaints are addressed quickly within a framework that is fully accessible to all.

See Learning Activity 2.D.2 titled
Enhancing Access to Education for Persons with Disabilities

3.   SUMMARY & KEY LEARNING POINTS

The information provided in this module focused on inclusive education for children and other learners with disabilities and set forth the various contexts within which inclusion of persons with disabilities must be considered, in a manner consistent with international standards. The key recommendations that governments and other stakeholders should undertake to facilitate the inclusion of persons with disabilities in education may be summarized as follows:

▶ Review legal frameworks comprehensively for conflicts with Article 24 of the CRPD, including constitutional provisions, education legislation, non-discrimination law, among others. The laws should specifically require the provision of reasonable accommodation to enable children with disabilities to access school.

▶ Improve coordination of all disability-related ministries through ensuring that responsibility for coordination of inclusive education is vested within a single ministry.

▶ Introduce accurate data gathering on disability and the education of children with disabilities. This data should be disaggregated on the basis of disability type and gender.

▶ Allocate resources for inclusive education, directing funding towards inclusive education goals; improving physical accessibility of all schools; improving information accessibility within all schools; and improving public transportation accessibility. Planning must be undertaken in each of these areas with sufficient resource allocation to achieve accessibility progressively.

▶ Train educators on how to effectively accommodate learners with disabilities. In order to advance inclusive education, "special needs" or inclusive education training should be incorporated into the general education curriculum for all teachers. Teachers with disabilities should be recruited and special scholarships provided for students with disabilities in secondary and tertiary education to incentivize completion. Disabled persons' organizations should be included as participants and expert resources in teacher training.

▶ Create public service and awareness campaigns targeted on all youth, promoting inclusion of persons with disabilities to combat stigma in accordance with Article 8 of the CRPD.

▶ Involve other key stakeholders at all levels of the education system such as, for example, private education schools, universities and facilities, to further strengthen progress towards promoting inclusive education.

▶ Ensure that access to remedies and complaints mechanisms is provided for students with disabilities and parents of children with disabilities in cases of discrimination, including physical or informational inaccessibility, or unequal treatment based on disability, lack of adequate support and services for students with disabilities, and the failure to provide reasonable accommodation.

4.   USEFUL RESOURCES

📖 African Child Policy Forum, E*ducating Children with Disabilities in Africa: Towards a Policy of Inclusion* (2011).

📖 African Child Policy Forum, *Educating Children with Disabilities - Central African Republic* (2011).

📖 African Child Policy Forum, *Educating Children with Disabilities in Ethiopia: Elements of a Policy* (2011).

📖 African Child Policy Forum, *Educating Children with Disabilities – Sierra Leone* (2011).

📖 African Child Policy Forum, *Educating Children with Disabilities - Zambia* (2011).

📖 African Child Policy Forum, *The Lives of Children with Disabilities in Africa: Glimpses into a Hidden World* (2010).

📖 Committee on the Rights of the Child, General comment No. 9 on the rights of children with disabilities (2006).

📖 Ilze Grobbelaar-du Plessis & Tobias Van Reenen, eds., *Aspects of Disability Law in Africa* (2011).

📖 Janet E. Lord et al., Human Rights. YES! *Action and advocacy on the rights of persons with disabilities* (2d ed., 2012).

📖 Janet E. Lord, Kelly Bunch & Allison DeFranco, *Desk Review of the Legal and Regulatory*

📖 *Framework of EAC Countries and Compliance with the Convention on the Rights of Persons with Disabilities* (World Bank Group, Nov. 15, 2012).

📖 Janet E. Lord, *Guidance Note on Inclusive Education: Law, Policy and Practice* (World Bank Group, 2012).

📖 Richard Reiser, *Implementing Inclusive Education: A Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities* (2008).

📖 H. Rousso, Education for All: A Gender and Disability Perspective (CSW, Disabilities

📖 Unlimited, 2003).

📖 Special Rapporteur on the Right to Education, Report on the Right to Education of Persons with Disabilities, A/HRC/4/29 (12 Feb. 2007).

📖 United Nations Department of Economic and Social Affairs, Global Status Report on Disability and Development, 2015.

📖 UNESCO Salamanca Statement on Principles, Policies and Practice in Special Needs Education, World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994.

📖 UNESCO, The Dakar Framework for Action and Education for All: Meeting our collective commitments, World Education Forum, 26-28 April 2000.

📖 UNICEF, 2012, The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education. Geneva: UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (CEECIS).

📖 World Declaration on Education for All, Jomtien, Thailand, 1990.

📖 World Health Organization & World Bank, *World Report on Disability* (2011).

5. LEARNING ACTIVITIES

Session Sheet for the Trainer – Education and Disability, Session 1

Technical Content 2.D.: Approaches to Achieving Inclusive Education

Learning Activity 2.D.1: Understanding Barriers to Inclusive Education

Handout: CRPD Article 24

Session Sheet for the Trainer – Education and Disability, Session 2

Technical Content 2.D: Approaches to Achieving Inclusive Education

Learning Activity 2.D.2: Enhancing Access to Education for Persons with Disabilities

Session Sheet for the Trainer – Inclusive Education, Session 1

	Key Messages	See the summary and key learning points.
	Objectives	By the end of this session, participants will have: - identified barriers to access to education for children and other learners with disabilities; - reviewed the main provisions of CRPD Article 24.
	Room Arrangement	Tables for small groups of 4 Round table/chair circle for plenary discussion You will need a wallchart with the six questions in Step 1 and enough packs of large post-it notes in two different
	Activity	20 mins – Presentation on legal framework and obstacles and opportunities for inclusive education. 50 mins – Group work Parts 1 & 2 20 mins – Plenary feedback and discussion.
	Duration	90 minutes
	Notes for a Training Team	Make sure that the instructions are clear and that participants stick to the allotted times in order to save time for a constructive closing discussion. Refer to Section 2.B. if participants need additional inputs on what the key words entail (Inclusive, Accessibility, Availability, etc.)
	Task Sheets	Learning Activity 2.D.1.: Understanding Barriers to Inclusive Education
	Handouts	Handout: CRPD Article 24

Learning Activity 2.D.1: Understanding Barriers to Inclusive Education

Objective: To identify barriers to access to education for children and other learners with disabilities and to review the main provisions of CRPD Article 24.

Part 1 – Group Discussion

In small discussion groups discuss the following questions. Consider them as they may apply to persons with different kinds of disability (for example, physical, sensory, intellectual, or psycho-social).

In your own local context what barriers exist in exercising rights to education?

▶ In getting to school?

▶ In staying at and finishing school?

▶ In accessing the curriculum?

▶ In feeling that school is a safe place to learn?

▶ In having accommodation needs met?

Write your answers for each question on the post-it notes provided and place them on the wall chart.

Part 2 – Applying the CRPD Framework for Solutions

Review the handout that has been provided (CRPD Article 24) referring to the text in Section 2.B (Legal Framework: CRPD & Education), visit each post-it note and provide a measure for addressing the barriers listed. Think about the following key words: Inclusive, Accessibility, Availability, Acceptability, and Adaptability.

Use a different colour post-it note to write down your measures and attach it to the wall-chart where relevant.

Part 3 – Plenary Discussion

After having reviewed the content on the post-it notes, return to plenary and discuss together. Use the box on the next page to write down your own ideas and thoughts.

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You have about 25 minutes to complete Part 1, and 25 minutes for Part 2. Discussion and feedback will last about 20 minutes.

Handout: CRPD Article 24

1. State parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, State parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

    a. the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

    b. the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

    c. enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, State parties shall ensure that:

    a. persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

    b. persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

    c. reasonable accommodation of the individual's requirements is provided;

    d. persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

    e. effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. State parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end State parties shall take appropriate measures, including:

    a. facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

    b. facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

    c. ensuring that the education of persons, and in particular children who are blind, deaf or deaf and blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, State parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. State parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end State parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Session Sheet for the Trainer – Inclusive Education, Session 2

	Key Messages	See the summary and key learning points.
	Objectives	By the end of this session, participants will have devised a number of strategies for addressing and removing barriers to access to education for persons with disabilities.
	Room Arrangement	Tables for small groups of 4. Round table/chair circle for presentation and discussion.
	Activity	30 mins - Presentation of Practical Measures to Ensure Inclusive Education 60 mins - Group work: Completing Learning Activity 2.D. 30 mins - Presentation of group work and closing discussion.
	Duration	90 minutes
	Notes for a Training Team	Ensure there is enough time at the end of the session for participants to present their group strategies and hear from other groups.
	Task Sheets	Learning Activity 2.D.2: Enhancing Access to Education for Persons with Disabilities
	Handouts	N/A

Learning Activity 2.D.2: Enhancing Access to Education for Persons with Disabilities

Objective: To devise a number of strategies to address and remove barriers to access to education for persons with disabilities.

Part 1

In small groups, consider one of the following questions (A-G) and devise a five-point strategy to address it.

A. How would you confront perceptions about children with disabilities in education?

B. How could you ensure that parents of children with disabilities enrol their children in school?

C. What steps could you take to reach children with disabilities who are not in school?

D. How could an awareness programme be designed to reach parents of children with disabilities about the importance of educating their children with disabilities?

E. How might DPOs play a supporting role in expanding the inclusion of children with disabilities in education?

F. What role might a Ministry/Department of Education play in ensuring the inclusion of persons with disabilities in education at all levels?

G. What role might a national human rights institution play in advancing the rights to education for persons with disabilities?

Your strategy should take into consideration elements such as national strategies, policies, plans, and mechanisms for remedies and accountability. It should also address how the strategy may be monitored once it has been implemented.

Use the template on the next page to guide you.

Part 2

Once you have devised your strategy, visit other tables, sharing your strategy and taking notes on their strategies.

5 Point Strategy	Who is accountable for this ensuring this? What can they do to ensure it is done?	How will this be monitored?
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3.		
4.		
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This activity should take approximately 60 minutes (40 minutes for Part 1, 20 minutes for Part 2).