

Bridging the Gap II (BtG-II)

Webinar N.7 – Inclusive Education

Presenters:

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**Inclusive Education:
*addressing and removing
barriers to access to education
for persons with disabilities***

Key statistics:

1.

- 1 in 20 children under 14 years old has a moderate to severe disability (UNICEF world report, 2013)

2.

- An estimated 32 million plus school age children with disabilities in low and middle income countries are out of school (Education commission report , 2016)

3.

- The estimated return on investment if children with disabilities attend school was estimated as 25% in a study in Nepal and the Philippines. (ILO 2013)

International instruments:

- The International Covenant on Economic, Social and Cultural Rights (ICESCR) “recognises the right of everyone to education” and that education “shall be directed to the full development of the human personality and the sense of its dignity.”
- United Nations Convention on the Rights of the Child (UNCRC), Article 28 and Article 29;
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Article 10 and
- UNCRPD, Article 24;



Article 24 of the UNCRPD

- Calls on States Parties to “ensure an inclusive education system at all levels and lifelong learning ...”
- Article 24 clarifies the rights of girls, boys, women, and men with disabilities to education and identifies a number of areas for implementation:
- **Non-discrimination on the basis of disability:.**
- **Accessibility:**
- **Reasonable accommodation:**
- **Individual support:**
- **Development of skills for life and social development:**

Article 24 related to others

- **Article 3: respect, non-discrimination, participation, equality of opportunity, accessibility, and gender equality.**
- **Article 6: rights of women and girls with disabilities** are realised, including educational rights.
- **Article 8: raising awareness, combatting stereotypes, prejudice and harmful practices**, fostering respect for girls, boys, women, and men with disabilities, and recognising their achievements, including within education.
- **Article 11: protection of rights**, including education rights, within situations of risk and humanitarian emergency.
- **Article 25: right to health.** Access to health and rehabilitation services is often a vital part of being able to participate in inclusive education.
- **Article 31: Data.** Improving disaggregated education data is important in the development of inclusive education systems.

UNCRPD Review of 47 countries



- Students with disabilities **still being refused admission** to mainstream education, or are placed in segregated schools or classes.
- Concerns about quality and inclusive education systems at all levels, **particularly in rural areas.**
- Provision of **accessibility** and **reasonable accommodation**, particularly accessible transport and educational assistive technologies in rural areas.
- **Inadequacies in teachers preparation** and other professionals on inclusive education and teaching students with disabilities inadequate.
- **Budget allocations** and provision of support for inclusive education are insufficient.

General Comment 4 (2016)

- Improve understanding;
- Provides governments with guidance towards the “in-depth transformation of education systems in legislation, policy, and the mechanisms for financing, administration, design, delivery and monitoring of education.”
- Defines accessibility
- Importance of protection
- Education in humanitarian contexts; information about disaster risk reduction



General Comment 4 (2016):



“Inclusion involves a process of systemic reform... with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion”.

4 As and Q

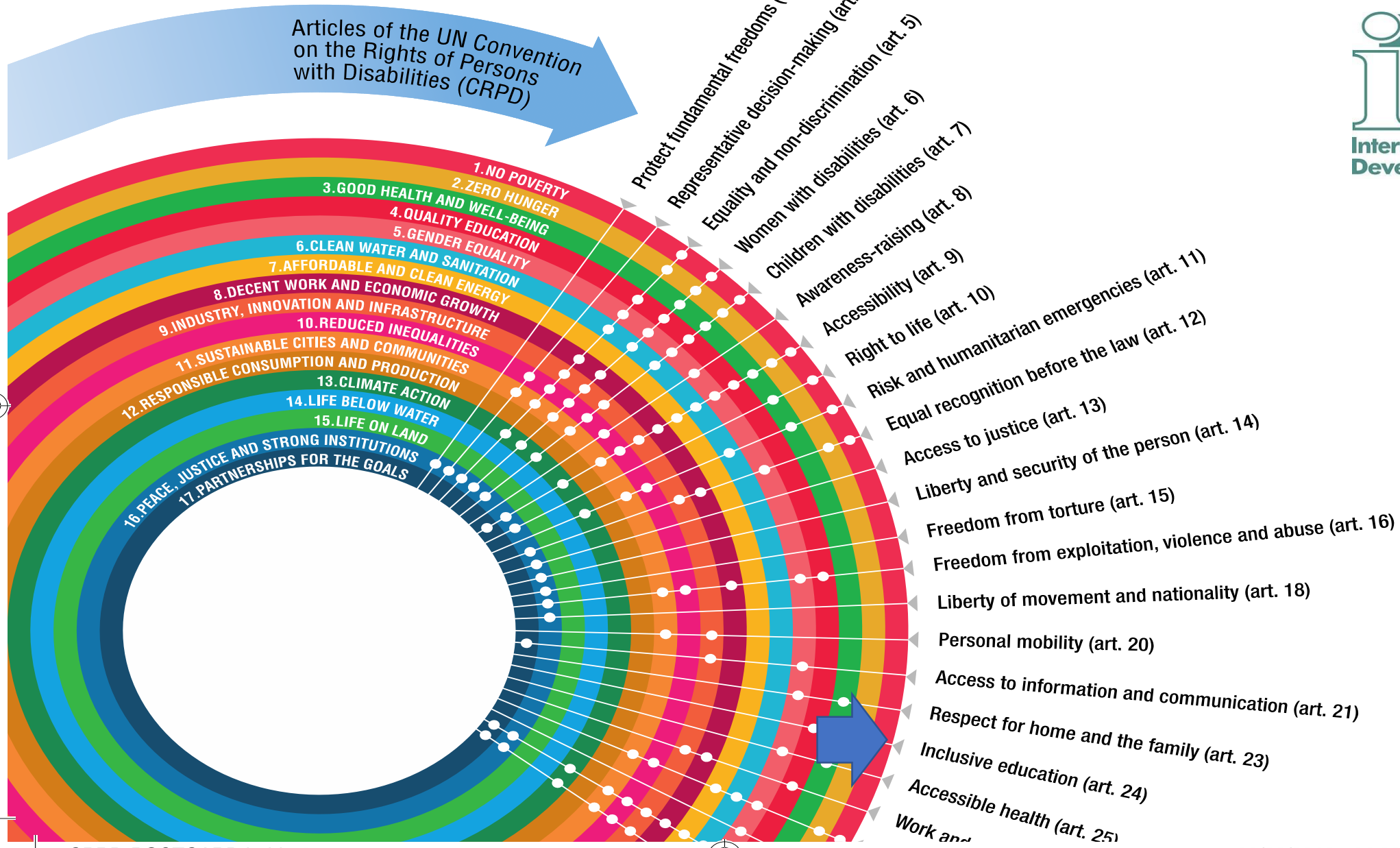
- Availability
- Accessibility
- Acceptability
- Adaptability
- Quality



SDGs: Inclusion of persons with disabilities



- A number of other Goals and targets reference vulnerable groups and thus include persons with disabilities because of the reference in paragraph 23 of the 2030 Agenda Preamble.
- The inclusive phrasing of many Goals and targets, also make them implicitly applicable for persons with disabilities, such as those referencing “for all” or “all women and men.”
- There are also specific references e.g 4.5 Gender equality and inclusion
- Even without any such references, all Goals and targets will be applicable to persons with disabilities by simple virtue of the universality, which applies to all, and the overarching principle of “leave no one behind”

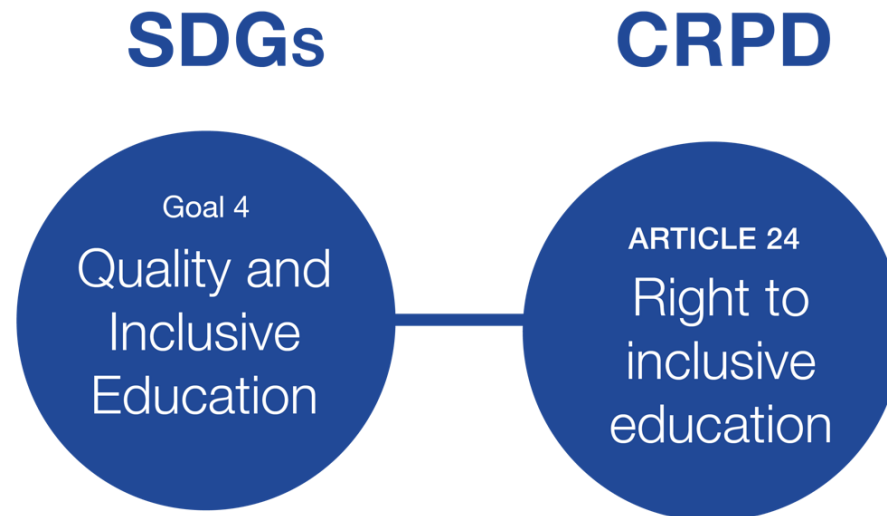


UNCRPD and SDGs



CRPD should serve as a guiding framework

CRPD Articles are cross-cutting in nature and must always be applied for implementing all goals



Inclusive Education



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4 QUALITY
EDUCATION



Inclusive Health Services



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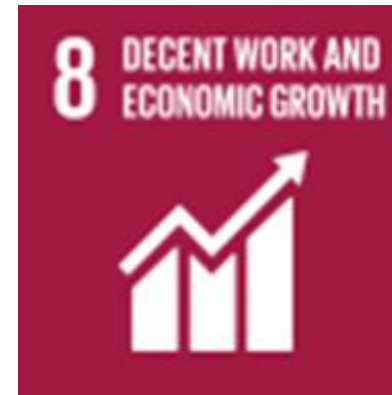


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Inclusive Livelihood




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Quality inclusive education

at the **heart** of the SDGs 



A better world **for everyone.**

www.iddcconsortium.net/what-we-do/post-2015



https://iddc.info/sites/default/files/resourcestools/files/final_iddc_sdgs_posters.pdf

What are the main types of barriers?

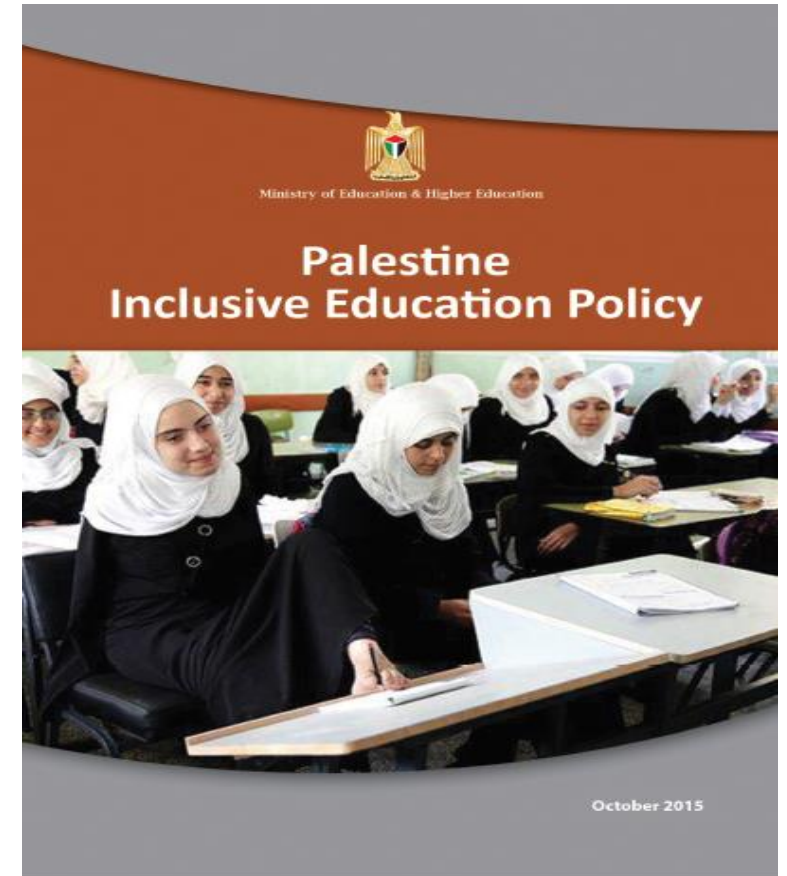
Political and System wide barriers

Environmental and School level barriers

Attitudinal and Community level Barriers

Political and system – wide barriers (Institutional)

1. Lack of (or poor quality) legislation, **policies and plans**
2. Poor **monitoring** and follow up
3. **Inadequate resources** and capacity to implement the policies on the ground.
4. Inclusive Education is rarely a compulsory part of the **pre-service teacher training** in teacher training colleges (TTCs) / universities



School level and Environmental Barriers

1. School premises and **classrooms** are **not accessible** for children with physical or sensory disabilities
2. The **road or path to school** is not accessible, too far and/ or unsafe
3. **Inaccessible curriculum** – not flexible for learners' needs.
4. Teachers do not have enough support, guidance or training to be able to adapt the curriculum and they lack adapted materials.



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Attitudinal and Community level Barriers

1. Parents feel **shame and stigma** if they have a child with a disability, so may keep their child at home.
2. **Protection concerns** about sending children to school.
3. **Community pressure** may mean that families of children with disabilities feel discouraged to allow their children to mix with others.
4. **Negative attitudes** prevalent amongst school staff which may discourage children with disabilities from attending.



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Nepal Case Study : Some barriers...

Institutional:

E.g. Lack of awareness about disability issues amongst mainstream education stakeholders, insufficient teacher training on IE, IE policy not yet implemented

School and Environment :

Lack of mobility and assistive devices and adapted materials, inaccessible school buildings and roads to school, ECD classes are not inclusive, resource classes are often segregated rather than inclusive.

Attitudinal :

Negative parental attitudes including over-protection, teachers believe they cannot teach children with disabilities in mainstream schools



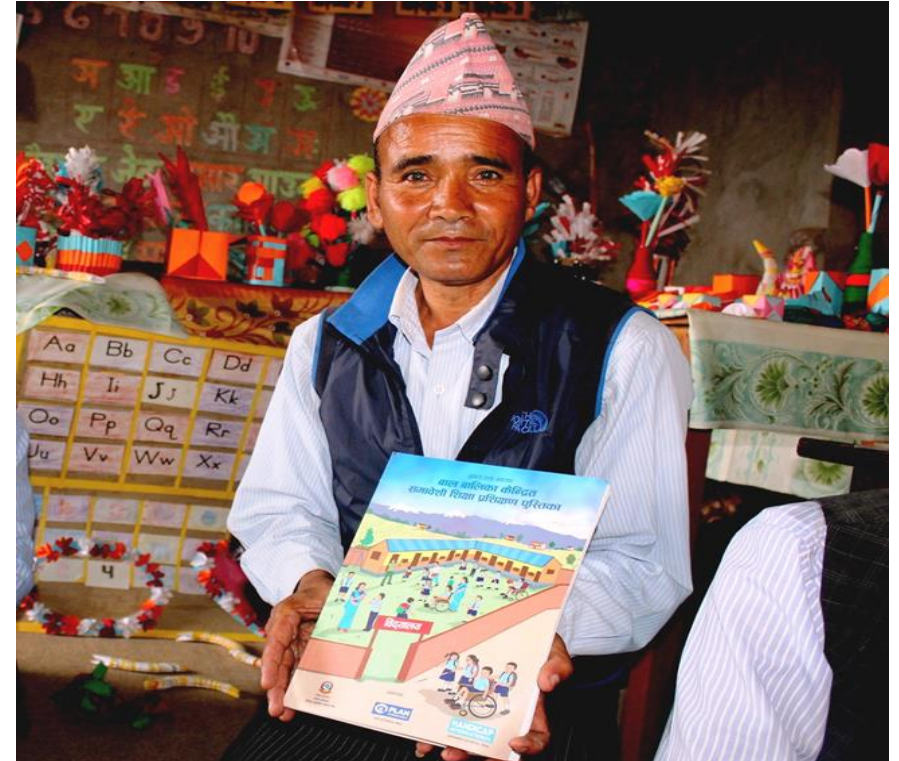
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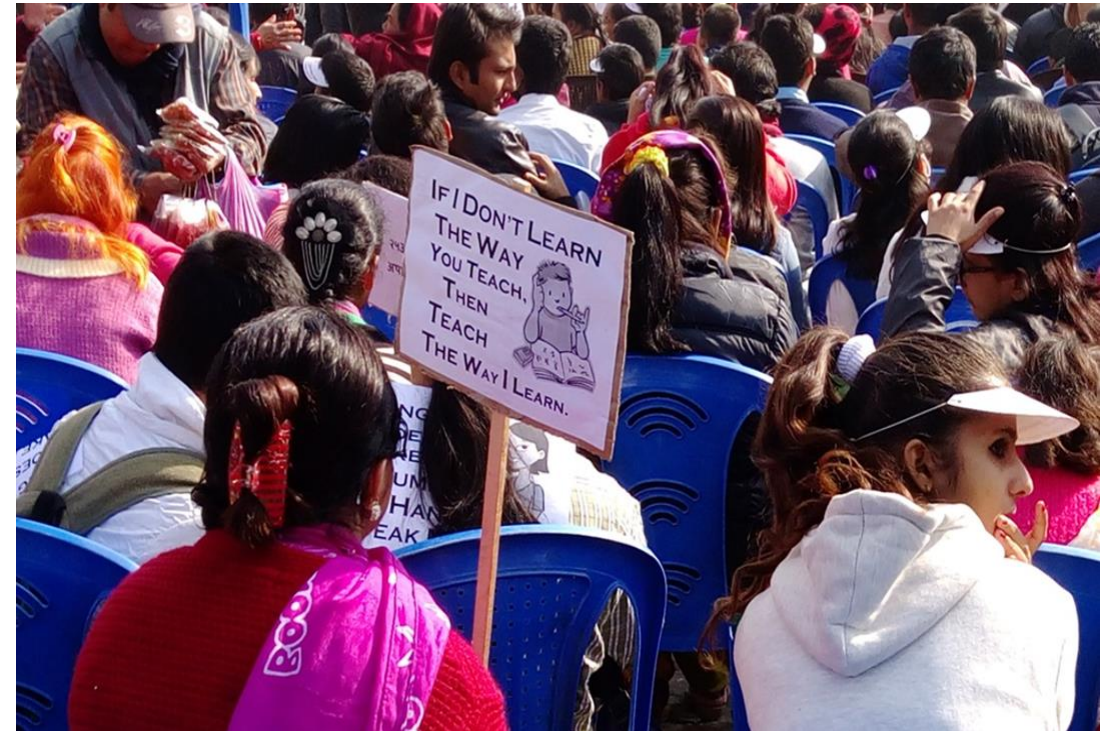
Solutions to address the 3 overall barriers:

- ✓ **Improve collaboration between Ministry of Education Science and Technology and other Ministries** (e.g Ministry of Health, Ministry of Women Children , and social welfare etc.)
- ✓ **Collective support from civil society to the Ministry of Education Science and Technology to translate policies into practice** (ie implementation of IE policy, developing their master plan on IE , training human resources, scaling up IE training already developed etc.)



Solutions (continued)

- ✓ Support all the **Ministry of Education Science and Technology** and the Centre for Education and Human Resource Development to focus on inclusion of children with disabilities
- ✓ **Scale up of screening activities** in schools with clear follow up and referral systems to identify children with disabilities
- ✓ Provision of the **disability identity card** enables families to access additional financial support



Additional solutions...

- ✓ A holistic **inclusive education system** where schools are renovated to be more accessible, trained teachers are able to **develop inclusive classrooms**, and additional support staff are brought in.
- ✓ **Community awareness raising** and mobilization through strong DPO movement
- ✓ The curriculum for **ECD classes** is more inclusive



Practical Solutions: An (ideal) inclusive Classroom

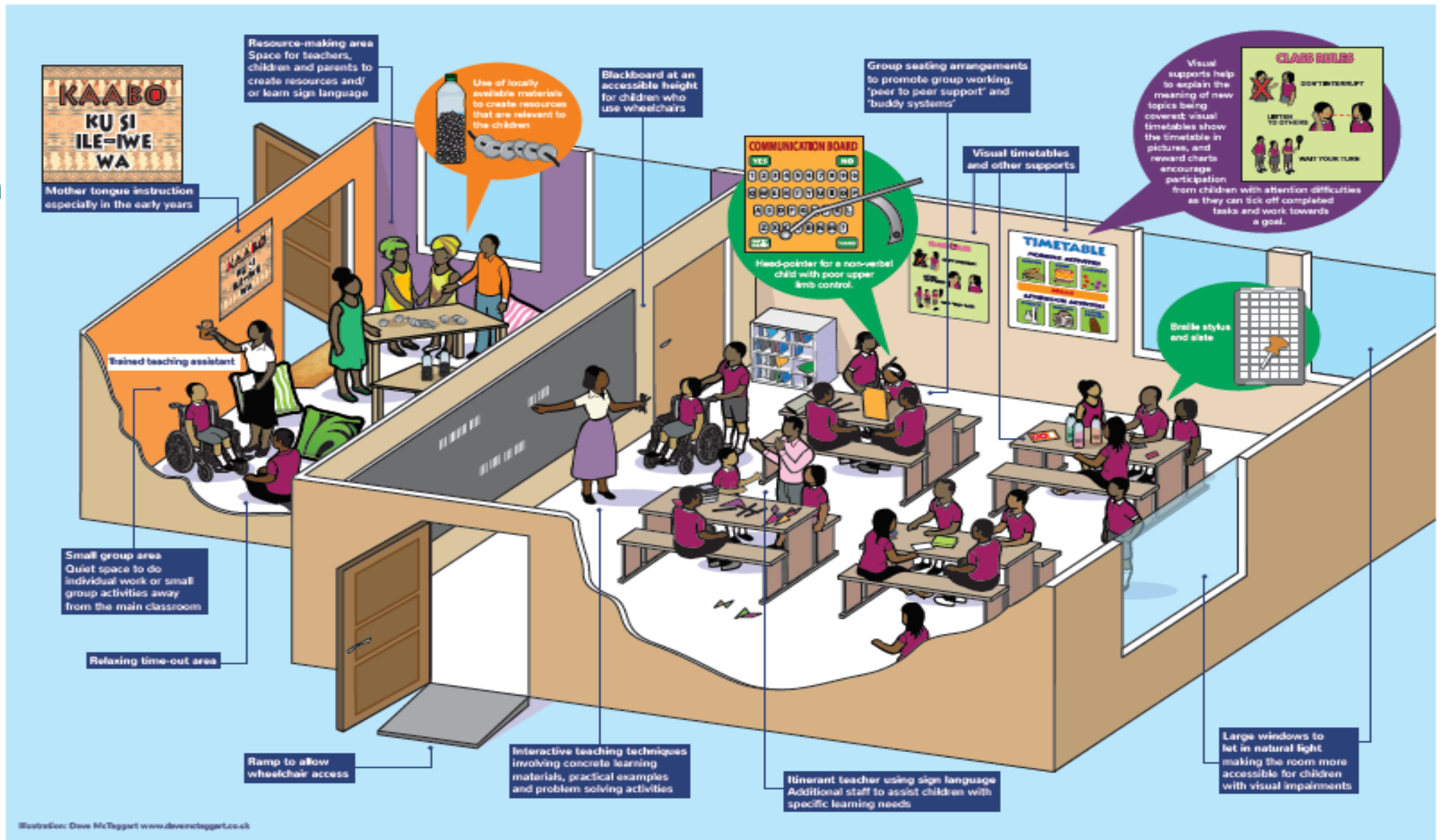


Illustration: Dave McTaggart www.davemcgart.co.uk

Any questions?

