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Red Latinoamericana de Organizaciones no Gubernamentales de
Personas con Discapacidad y sus Familias

The path towards inclusive and accessible education policies

Data, indicators, and good practices for inclusive
educational systems for children with disabilities in
Latin America

Call for Action





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Context

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) establishes that countries must take measures to guarantee that persons with disabilities have access to inclusive education systems "at all levels". In addition, General Comment No. 4 of the UN Committee on the Rights of Persons with Disabilities reinforces the content of the article by interpreting inclusive education as a fundamental human right of all students and a means to make other human rights effective (point 10).

Despite the progress made in different countries, [UNESCO's "World Education Monitoring Report" \(GEM report 2020\)](#), published in June 2020 and focused on the inclusion of people with disabilities, reminds us of the persistent and alarming asymmetries in education.

In Ecuador and Paraguay, the work of Bridging the Gap II (BtG-II) has been focused on the promotion of inclusive public policies related to education and the generation of data and information and their use in statistical public policies, as well as in promoting dialogue with civil society and international cooperation in accordance with the principles of the CRPD.

In **Ecuador**, BtG-II focused on the right to inclusive education of girls and boys with disabilities (primary education). The project has been carried out in close cooperation with Ecuadorian organizations of people with disabilities (OPDs), CONADIS and the Ministry of Education with the aim of **strengthening the capacity of people with disabilities to influence and participate in the development of the country's educational policy** and ensure the inclusion of children with disabilities. Among other activities, BtG-II favoured the signature of a MoU between the Ministry of Education and the national OPDs to streamline the use of project educational materials in the country's educational system.

In **Paraguay**, BtG-II worked to improve the country's information systems on disability and the use of disaggregated data, with an eye on inclusive education. While upholding the consolidation of SENADIS as the nation's institutional beacon for inclusion, BtG-II supported the **creation of indicators and measurable objectives for the National Action Plan for the Inclusion of People with Disabilities 2015-2030**. In parallel, the project generated information and communication materials on the right to inclusive education together with the Ministry of Education and Science.





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Based on the experience of BtG-II, this document calls on all Latin American nations, international organisations, technical and financial partners, and development agencies to implement and promote inclusive and accessible educational policies that meet the following requirements:

- Promote **inclusive education for all girls and boys** by promoting a system that responds to the strengths and needs of **EVERYONE**, **in line with the provisions of the Convention on the Rights of Persons with Disabilities** and the principles of Sustainable Development Goal #4.
- Mobilize financial and technical support to **ensure that countries can implement inclusive education for ALL**, ensuring that all externally funded educational programs include children with disabilities.
- Improve the **gathering and analysis of data** related to functional limitations in order to better (re)allocate funding that guarantees equitable access to education.
- Ensure that education sector plans and budgets are based on education analysis that includes **disability baselines, targets, and indicators**.
- Ensure and facilitate the **participation of organizations of persons with disabilities** and other organizations that focus on the rights of the girl and of the boy in educational planning and in the decision-making process at all levels.
- Ensure that teachers, other **educational staff** and policy makers have the necessary values and attitudes, as well as a **solid understanding of the principles and practices of inclusion** and their application.
- Guarantee that learning environments are safe and welcoming and **curricula, learning materials, and assessments are accessible** ensuring high levels of motivation, engagement and learning outcomes for everyone.
- Strengthen **collaboration with international organizations and official national organizations** and their participation in the planning,





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implementation, and evaluating inclusive education for students with disabilities.

- Support **twin-track approaches** by **providing resources** to strengthen inclusive education systems while also supporting strategies which **address the specific barriers** faced by the most marginalized learners, including children with disabilities.
- Build COVID-19 and disease outbreak mitigation and **resilience strategies into revised education frameworks.**

