INCLUSIVE EDUCATION

Inclusive education (IE) is...
The process of ensuring disabled children and other vulnerable children and young people equal rights and opportunities to education. It is a process towards access, participation and achievement for all in education.

Why:

77 million children worldwide excluded from education
1/3 of those are disabled
10% disabled children worldwide attend school (UNESCO estimate)

Handicap International works worldwide to:

**Promote** the right to an education for every child which is relevant and part of a broader life-long learning process

**Develop** respect for children as individuals, each with their own aspirations to participate and achieve in education

**Ensure** that schools and other learning environments clearly demonstrate their commitment to an education which is inclusive to all children

**Create** awareness amongst all those involved in the education process of their roles and responsibilities as nurturers, leaders, decision makers and above all listeners.

We strive to:

**Guarantee** that the children’s own interests and needs are at the centre of our work in education.

**Build** on existing national or regional education frameworks and contexts making them inclusive

**Work** in partnership with all those involved in the education process.

Key messages:

- IE is not a separate strategy…
- …a process and goal towards EFA, IE a means of achieving EFA and visa versa

- IE is about changing the school systems…
- …not labelling and changing children or groups, identifies barriers to learning

- IE is broader than schooling…
- …community involvement, non formal education, home based education

- IE is part of a broader goal…
- …an inclusive society, not just methods and systems but values and beliefs

Source: Stubbs (2002)
# Inclusive Education project examples

Currently there are three main types of inclusive education projects within Handicap International: CBR approach, Inclusive education and mainstream schools and support to specialised establishments with an inclusive focus. All have some of the following elements.

## Specific objectives: examples only
- To improve the education opportunities for disabled children and children with learning difficulties to develop their autonomy and independence
- To promote the inclusion of disabled children into mainstream education
- To build the capacity of specialised schools as resource centres to support the inclusion of disabled children in education

## Expected Results

<table>
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<tr>
<th>Expected Results</th>
<th>Activities</th>
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<td>Disabled children and young people who have learning difficulties are identified and appropriate support recommended</td>
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<td>Form multi sector teams: education (special and mainstream), health, social, DPOs</td>
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<td>Community surveys, use of census documents and other government and NGO research</td>
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<td>Databases created and child records kept</td>
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<td>Individual education plans for children and families to include social, medical and educational needs</td>
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<td>Disabled children actively participate in their learning experience gaining independence and self confidence</td>
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<td>Child to Child groups in schools to discuss and find solutions to obstacles within the school environment</td>
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<td>Child to Child groups in communities to discuss issues of disability, education, employment, self advocacy</td>
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<td>Clubs for children and families</td>
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<td>Adapted learning resources (large print, tactile objects, assistive writing frames)</td>
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<td>Schools have the capacity to welcome disabled children</td>
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<td>Awareness raising of IE process to school and community leaders</td>
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<td>Preparation of inclusive school development plans</td>
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<td>Adapted teaching and learning resources</td>
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<td>Enrolment of disabled children</td>
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<td>Promotion of parent support in schools</td>
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<td>Creation of IE school committee</td>
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<td>Teachers are adequately trained to educate disabled children in their classes</td>
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<td>Training and technical support to teaching staff: child centred teaching methodologies</td>
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<td>Inclusive curriculum development in Teacher Training Colleges and Universities</td>
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<td>Teachers exchange visits to special and mainstream schools - national/international</td>
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<td>Development of a sustainable training system for pre service and in service teachers in schools, Teacher Training Colleges and Universities</td>
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<td>Development of IE teacher training modules</td>
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| **Parents and communities are aware of the issues around disability and education** | **Leaflets, media, street theatre, puppetry**  
**Form awareness raising teams**  
**Participation in disability and education national/ international days; eg. World teachers Day (Oct), Global Campaign for Education (April), African Children’s day (June)**  
**Parent groups of disabled and non disabled children**  
**Parents become advisors for schools** |
|---|---|
| **Schools are physically accessible to all children** | **Construction of ramps**  
**Adaptation of toilet facilities**  
**Levelling of playground areas**  
**Widening classroom doors**  
**Lowering blackboards**  
**Adaptation of sign boards**  
**Development of architectural ‘norms’ for accessible schools with planning authorities** |
| **The department of special education/inclusive education at national level is operational and has the capacity to coordinate a national IE programme** | **Reinforce the capacity of the ministry education staff including school inspectors**  
**Provision of IE technical resources (human and material)**  
**Organisation of study tours (eg. Niger to Burkina)**  
**Organisation of multi sectoral education forum (gov, NGOs, DPOs…)**  
**Development of IE resource centre**  
**Develop IE module/mainstream inclusion into teacher training programmes**  
**Strong consultation and collaboration with existing special education schools and day centres (often run by parents)** |
| **The ministry of education develops a National Inclusive Education Development strategy and puts into place a system of support and coordination** | **Participatory workshops with stakeholders**  
**Publication of IE examples and training resources**  
**Dissemination of lesson learnt/articles to IE nationally and internationally**  
**Use lessons learnt as tools for lobbying to promote right to education**  
**Publication of monthly newsletter for north/ south exchanges** |
| **Lessons learnt are drawn from the IE experiences** | **Capacity building of staff**  
**Provision of technical resources and advice**  
**Liaison with authorities** |
| **Specialised centres/special schools are able to support local schools in the development of inclusive education** | **Specialised centres/special schools are able to support local schools in the development of inclusive education**  
**Capacity building of staff**  
**Provision of technical resources and advice**  
**Liaison with authorities** |
Useful websites
- www.asksource.info
- www.eenet.org.uk

Key references:
- Convention on the Rights of the Child 1989
- UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities 1993, Rule 6
- Education For All World Forum, Dakar Framework for Action 2000
- Millennium Development Goal 2. Universal Primary Education by 2015
- Education For All Flagship on Education and Disability 2001
- EFA Fast Track Initiative 2002
- UN Convention on the Rights of Persons with Disabilities - art.24 Education

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