Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission

Webinar 1 - Companion Technical Booklet

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Australian Aid

Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission

Webinar Booklet

What this booklet can do for you

The purpose of this booklet and the accompanying webinar is to assist UNICEF staff and our partners to understand the basic concepts of inclusive education (IE), with an emphasis on children with disabilities, and how it fits within UNICEF's mission.

In this booklet you will be introduced to:

- *Why inclusive education is important.*

- *What inclusive education is and is not about.*

- *How inclusive education relates to UNICEF's mission, as well as the organization's disability and education agendas.*

- *UNICEF's recent involvement with inclusive education at the global and regional levels.*

For more detailed guidance on programming for inclusive education, please review the following booklets included in this series:

1. Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission *(this booklet)*
2. Definition and Classification of Disability
3. Legislation and Policies for Inclusive Education
4. Collecting Data on Child Disability
5. Mapping Children with Disabilities Out of School
6. EMIS and Children with Disabilities
7. Partnerships, Advocacy and Communication for Social Change
8. Financing of Inclusive Education
9. Inclusive Pre-School Programmes
10. Access to School and the Learning Environment I – Physical, Information and Communication
11. Access to School and the Learning Environment II – Universal Design for Learning
12. Teachers, Inclusive, Child-Centred Teaching and Pedagogy
13. Parents, Family and Community Participation in Inclusive Education
14. Planning, Monitoring and Evaluation

How to use this Booklet

Throughout this document you will find boxes summarizing key points from each section, offering case studies and recommending additional readings. Keywords are highlighted in bold throughout the text and are included in a glossary at the end of the document.

If, at any time, you would like to go back to the beginning of this booklet, simply click on the sentence "Webinar 1 - Companion Technical Booklet" at the top of each page, and you will be directed to the Table of Contents.

To access the companion webinar, just scan the QR code.
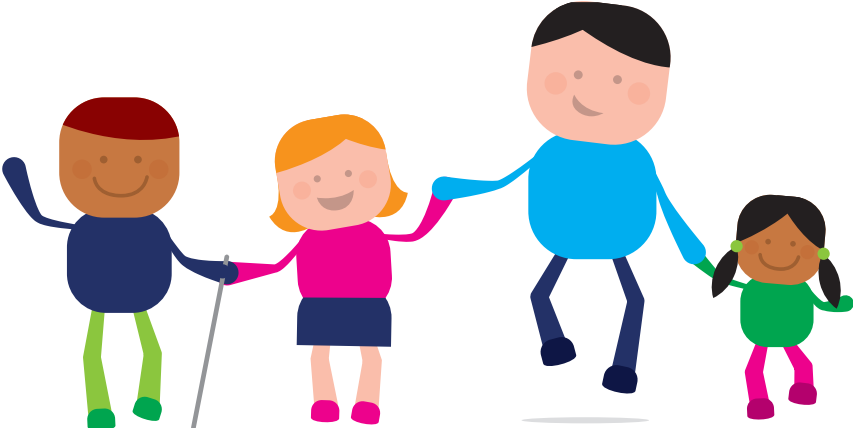
Acronyms and Abbreviations

APDC   Association of Parents with Disabled Children

CBR   Community-based Rehabilitation

CEDAW   Convention on the Elimination of All Forms of Discrimination against Women

CFS   Child-Friendly Schools

CRC   Convention on the Rights of the Child

CRPD   Convention on the Rights of Persons with Disabilities

EFA   Education for All

EMIS   Education Management Information Systems

GDP   Gross Domestic Product

GPcwd   Global Partnership on Children with Disabilities

GPE   Global Partnership for Education

HRBA   Human Rights-Based Approach

ICF   International Classification of Functioning, Disability and Health

IDA   International Disability Alliance

IDDC   International Disability and Development Consortium

IE   Inclusive Education

IEG   Inclusive Education Group

OECD   Organisation for Economic Co-operation and Development

OHCHR   Office of the High Commissioner for Human Rights

MDG   Millennium Development Goal

SDG   Sustainable Development Goal

UN   United Nations

UNESCO   United Nations Education, Scientific and Cultural Organisation

UNICEF   United Nations Children's Fund

I. Introduction

The belief that every child has a right to a quality education that respects and promotes her or his dignity and optimum development are at the core of UNICEF's human rights approach to education. Quality education is a right for every child. **The Convention on the Rights of the Child (CRC)** and the **Convention on the Rights of Persons with Disabilities (CRPD)** both clearly express the aim of guaranteeing quality education for all and the importance of providing the required holistic support to develop each child's potential. Quality education can only be achieved when each and every child, including the most marginalized and excluded children, are in school receiving inclusive quality education that provides them with the learning required for life.

While **inclusive education** is a broad concept that includes all groups of children, for this series we will focus specifically on children with disabilities. UNICEF education programming, however, covers all groups of children, paying particular attention to children at risk of being excluded from education.

Disability is not uncommon and is part of human diversity. It is estimated that 15 per cent of the world's population has a disability[1], a percentage that is expected to grow because of poor health care and nutrition early in life, growing elderly populations and violent civil conflicts.[2] For every child that dies through conflict, it is estimated that three times as many are injured or acquire a permanent disability.[3] Among the population of people with disabilities, approximately 80 per cent live in developing countries and are disproportionately represented among the poor.[4] This is important as disability affects not only individuals, but also their families and carers.

It is also well understood that children with disabilities face multiple forms of discrimination that lead to their exclusion from society and education. For example, girls with disabilities are particularly vulnerable, placing them at higher risk of gender-based violence, sexual abuse, neglect, maltreatment and exploitation.[5]

Attitudes toward children with disabilities, as well as a lack of inclusive learning environments, accompanied by the necessary resources and information, compound the challenges they face in accessing education.[6] [7] As such, children with disabilities are disproportionately represented among the children missing out on education.[8] [9]

The good news is that there are effective ways to build inclusive societies in which children with and without disabilities can enjoy their rights, including their right to quality education, on an equal basis with their peers without disabilities. Some of the ways will be touched on in this webinar and many others will be discussed in future webinars, but it is critical that physical, attitudinal and political barriers, including negative stigma and discrimination, are addressed and dismantled.[10]

In line with the CRC and CRPD, and UNICEF's mission, inclusive education is the approach UNICEF employs to ensure every child receives a quality education. Inclusive education as defined in the Salamanca Statement promotes the "recognition of the need to work towards 'schools for all' – institutions which celebrate differences, support learning and respond to individual needs".[11] Inclusive education is a process that values the well-being of all pupils and is not an end in itself.

Summary

- *According to the **human rights-based approach (HRBA)** ALL children have a right to inclusive education.*

- *In line with the CRC, CRPD and UNICEF's mission, as well as the organization's commitment to equity, UNICEF advocates for strengthening education systems to become inclusive to ensure every child receives a quality education.*

- *UNICEF often works with governments, donors and civil society organizations to ensure the realization of the rights of children with disabilities to an education in the most inclusive setting.*

- *Effective means are available to build inclusive societies in which children with and without disabilities can enjoy their rights equally, including the right to quality education.*

Data on children with disabilities and education will be discussed further in modules 2 and 4 in this series.

II. Overview of the Situation of Education for Children with Disabilities

Key Points

- *Disability is a major factor in relation to exclusion from education and as a result children with disabilities are disproportionately represented among children out of school.*

- *While progress has been made in recent decades towards education for all there remain significant gaps, especially in reaching and including children with disabilities.*

- *Key policies related to education too often leave out children with disabilities.*

Education is one of the most effective ways to break the cycle of discrimination and poverty that children with disabilities and their families often face.[12]

While children with disabilities have the same rights as all other children, they have historically been among the most excluded from the education system. Below are a few facts on the current situation:

- Children with disabilities are significantly less likely to be enrolled in school than their peers without disabilities.[13] Here are the findings of a few studies to illustrate this fact:

  - In the Philippines, one study found that having a family member with a disability increases the likelihood of 7 - to 16-year-olds never having been to school by 25 per cent, and by 13 per cent in Uganda.[14]

  - A survey in the United Republic of Tanzania in 2008 found that children with disabilities who attended primary school progressed to higher levels of education at only half the rate of children without disabilities.[15]

  - A study in Iraq in 2006 found that 10 per cent of 6- to 9-year-olds with no risk of disability had never been to school, but 19 per cent of those at risk of having a hearing impairment and 51 per cent of those who were at higher risk of mental disability had never been to school.[16]

  - A study in Thailand found that almost all 6- to 9-year-olds who had no disability had been to school in 2005/06 and yet 34 per cent of those with walking or moving impairments had never been to school.[17]

  - A study in Malawi in 2004 found that a child with a disability was twice as likely to have never attended school as a peer without disabilities.[18]

- Disability is often a more significant factor in relation to exclusion from education than gender or geographical location, and living in poverty and having a parent with a disability also increases the likelihood of a child being out of school.[19] [20]

- Other reasons children with disabilities do not enroll in school include, but are not limited to: parents do not know their child has a right to education, parents have low expectations for their child, families are ashamed of their child with a disability or don't believe in their potential, the child resides in an institution, and school premises are inaccessible.[21][22]

- Until now studies on the number of out- of -school children of primary-school age have not adequately considered children with disabilities. As such the number of children with disabilities out of school at best is a rough estimate.[23]

- Children with disabilities are left out of key policies related to education.

  - Discriminatory legislation often fails to recognize or specifically precludes some children with disabilities from accessing education.[24]

  - Millions of children with disabilities are left out of education sector plans due to poor data collection and a lack of knowledge of how to include them by policy-makers.[25]

- Children with disabilities have remained relatively invisible in the efforts to achieve universal access to primary education as called for in the **Education for All (EFA)** Goals and **Millennium Development Goal (MDG)** Goal 2.[26]

The following sections outline how we got to where we are today, in what ways inclusive education addresses the current issues and how it fits within UNICEF's mission and mandate.

To learn more go to:

- **UNICEF State of the World's Children Report**, *2013.* http://www.unicef.org/sowc2013/
- **The Right of Children with Disabilities to Education:** *A Rights-Based Approach to Inclusive Education. UNICEF, 2012.*
- **Education for Children with Disabilities** *- Improving Access and Quality. Document can be found at Department for International Development, United Kingdom, 2010.*

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III. Conceptualizing Inclusive Education for Children with Disabilities

Key Points

- *Disability is a part of human diversity and people with disabilities are a heterogeneous group; the multi-dimensional experiences of children with disabilities must be taken into consideration when designing our advocacy and programming work.*

- *UNICEF follows the* social model of conceptualizing disability*, which explains disability as a result of the interaction of a person's impairment and the environment.*

- *UNICEF promotes inclusive education to realize the right of every child to education.*

- *The Education for All movement and the Millennium Development Goals have been important in highlighting the issue of universal education for every child. However, more sufficient attention to children with disabilities is needed to achieve tangible results.*

What is Disability?[27]

Article 1 of the CRPD describes persons with disabilities as "those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".[28]

This approach is consistent with the World Health Organization's **International Classification of Functioning, Disability and Health**, more commonly known as the **ICF**, which conceptualizes a person's level of functioning as a dynamic interaction between her or his health conditions, environmental factors and personal factors.[29] It defines functioning and disability as multidimensional concepts relating to:

- The body functions and structures of people.

- The activities people do and the life areas in which they participate.

- The factors in their environment that affect these experiences.

These approaches acknowledge the importance of context and environment in enabling or disabling individuals from participating effectively within society. This is also referred to as the social model of disability.

Over time the thinking about disability has evolved quite substantially and the three main approaches to conceptualizing disability historically have been:

- **Charity model:** The oldest and most out-dated is the 'charity model' model, where disability is thought to be a punishment or tragedy, usually with the intervention of a god. Under this model the individual is seen as needy and pitiful, and can only find salvation through the mercy, love and care of others.

- **Medical model:** Next in history came the 'medical model', which conceptualizes disability as a condition of the individual who needs to be treated and cured with assistance from health professionals.

- **Social model:** Most recently, due to an increased understanding of the barriers that prevent participation of persons with disabilities, came the social model. It maintains that disability results from interactions between an individual with specific physical, intellectual, sensory or mental health impairments and the surrounding social and cultural environment. Disability is therefore understood as a socio-political construct, whereby the attitudinal, environmental and institutional barriers that inherently exist within society systematically exclude and discriminate against people with disabilities.[30] This is also in line with the human rights-based approach or human rights model of conceptualizing disability.

With the paradigm shift to the social model of disability over recent decades it has become clear that an inclusive, barrier-free education system – from pre-school through higher education – is the approach that will reduce the most obstacles to children with disabilities from accessing and receiving a quality education, as well as having greater opportunities to participate on an equal basis with their peers without disabilities. The following boxes reflect the different paradigms that have influenced the thinking on disability. See the glossary of terms at the end of the booklet for more details on the models.

Charity Model of Disability - Well-being is in the hands of the gods or destiny.

- Disability is a punishment or a tragedy.
- Individual seen as needy, pitiful, even as blameworthy.
- Salvation through mercy, love and care.

Medical Model of Disability - Well-being is in the hands of doctors.

- Disability is a condition of the individual that can be treated.
- Individual seen as being in need of a cure or management of illness.
- It is the health professional's responsibility and potential to alleviate pain.

Social Model of Disability - Well-being is in the hands of society.

- Disability is a societal problem.
- Individual seen as being a victim of social prejudice.
- Society has the responsibility to eliminate barriers.

 More information on disability is available in the second module in this series and UNICEF's Disability Orientation video, available online in English, French and Spanish at:
http://www.unicef.org/disabilities/index_71294.html.

Disability is a part of human diversity and it is important to remember people with disabilities are a heterogeneous group. Issues of discrimination, inclusion and child development may vary greatly depending upon the type of disability, the environment, culture, traditions, gender and socioeconomic status. These differences and the multi-dimensional experiences of children with disabilities must be taken into consideration when we shape our advocacy and programming work on disability.

Relevant Human Rights Standards for Inclusive Education of Children with Disabilities

The Convention on the Rights of the Child, adopted in 1989, is a holistic human rights treaty addressing the social, economic, cultural, civil, political and protective rights of children and was the first treaty to state that children's views should be taken into account.[31] It emphasises both the right to education on the basis of equality of opportunity, and the broad aims of education in terms of promoting the fullest possible development of the child. Article 2 introduced for the first time an explicit obligation on governments to assure the realisation of all rights to every child without discrimination, including on the grounds of disability. Article 23 addresses the right of children with disabilities to assistance to ensure they are able to access education in a manner that promotes their social inclusion.[32] The Committee on the Rights of the Child, in General Comment 9 on the Rights of Children with Disabilities, further stressed that inclusive education must be the goal of educating children with disabilities.[33]

The Convention on the Rights of Persons with Disabilities, adopted in 2007, did not introduce new rights – the rights of persons with disabilities are exactly the same as those of every other person – but it did re-affirm those rights and introduced additional obligations on governments to ensure their realisation. The CRPD includes detailed provisions on the right to education (Article 24), stressing more explicitly than in the CRC the obligation of governments to ensure "an inclusive system of education at all levels". It also introduces a range of obligations to remove the barriers that serve to impede the realisation of rights for people, including children with disabilities, and to ensure more effective protection and a stronger voice for children with disabilities to claim their rights.[34] The CRPD was the first internationally legally binding instrument to specifically promote inclusive education as a right.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979, is another important treaty that demands that states ensure "the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education", in particular "by the revision of textbooks and school programmes and the adaptation of teaching methods".[35]

> For further analysis of the CRC, CRPD, and CEDAW refer to the UNICEF publication *Using the Human Rights Framework to Promote the Rights of Children with Disabilities: Discussion Paper,* available online at: http://www.unicef.org/disabilities/files/Synergies_paper_V6_Web_REVISED.pdf. For a specific comparison of how education is addressed in the CRC (Article 28) and CRPD (Article 24) refer to UNICEF publication *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education, Position Paper* (2012), available at: http://www.unicef.org/disabilities/files/UNICEF_Right_to_Education_Children_Disabilities_En_Web.pdf.

> For the full text of the Convention on the Rights of the Child visit http://www.ohchr.org/en/professionalinterest/pages/crc.aspx and for the Convention on the Rights of Persons with Disabilities visit http://www.un.org/disabilities/default.asp?navid=14&pid=150. To see which governments have signed or ratified the CRPD visit http://www.un.org/disabilities/countries.asp?id=166

The Rights Framework for Inclusion[36]

- **2014:** Negotiations of the post-2015 development framework (Sustainable Development Goals) with a focus on inclusive quality education is in progress.

- **2006:** UN Convention on the Rights of Persons with Disabilities, *Promotes the rights of Persons with Disabilities and mainstreaming disability into development.*

- **2001:** EFA Flagship on the Right to Education for Children with Disabilities: Towards Inclusion.

- **2000:** World Education Forum Framework for Action, Dakar, EFA Goals + MDGs, *Ensuring that all children have access to and complete free and compulsory primary education by 2015. Focus on marginalized + girls.*

- **1994:** Salamanca Statement and Framework for Action on Special Needs Education.

- **1993:** UN Standard Rules on the Equalization of Persons with Disabilities, Rule 6, *Not only affirms the rights of all children, youth and adults with disabilities to education but also states that education should be provided in "an integrated school setting" and in the "general school setting".*

- **1990:** The World Declaration on Education for All (Jomtien Declaration).

- **1989:** UN Convention on the Rights of the Child, *Ensures the right for all children to receive education without discrimination on any grounds.*

- **1948:** Universal Declaration of Human Rights, *Ensures the right and to free and compulsory elementary education for all children.*

For a more detailed list of key international instruments and other related documents see Annex 1.

Education for All

Education for All represents an international movement and commitment to ensure that every child and adult receives basic education of good quality. It is based both on a human rights perspective and on the generally held belief that education is central to individual well-being and national development. It first gained global attention at the World Conference on Education for All in Jomtien, Thailand, in 1990. A decade later, to help governments progress towards the realization of EFA, they agreed on six EFA goals.

The six EFA Goals include:

- Goal 1: Expand early childhood care and education.
- Goal 2: Provide free and compulsory primary education for all.
- Goal 3: Promote learning and life skills for young people and adults.
- Goal 4: Increase adult literacy.
- Goal 5: Achieve gender parity.
- Goal 6: Improve the quality of education.

In parallel to the EFA goals was the adoption of the Millennium Development Goals, of which the second goal was to "ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling".[37]

Millennium Development Goal on Education[38]

GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Status:
- Net enrolment in primary education in developing regions reached 90 per cent in 2012, up from 83 per cent in 2000, which means more children than ever are attending primary school.[39]
- In 2011, 58 million children of primary-school age were out of school.[40]
- More than four out of ten out-of-school children will never enter a classroom.[41]
- Globally, an estimated 250 million out of 650 million primary-school-age children are not learning even the most basic literacy and numeracy skills. Of these, 130 million are in school, suggesting serious gaps in quality of education.[42]

It is well known that to date EFA has not given sufficient attention to some marginalized groups of children, in particular those seen as having 'special educational needs' or disabilities.[43] Children with disabilities have remained relatively invisible and the lack of a disability focus in the current frameworks, including in targets or indicators, has often resulted in the effective exclusion of children with disabilities from schools and education mainstreaming in general.[44] It has become clear that without targeted measures addressing children with disabilities they will continue to be left out on the margins. As such, UNICEF and numerous

partners are advocating for a post-2015 development framework that is inclusive of each and every child, takes into account the need for equitable education systems of high quality and acknowledges the life-cycle (birth through adulthood). At the time of printing of this booklet, and given the continuing negotiations, the proposed **Sustainable Development Goal** (SDG) 4 reads: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". For updates on the text visit the UN website www.sustainabledevelopment.un.org.

Key regional frameworks promote EFA and inclusive education.

One example is the Incheon Strategy to "Make the Right Real" for Persons with Disabilities in Asia and the Pacific and Goal 5 to expand early intervention and education of children with disabilities.

Target 5.A

Enhance measures for early detection of, and intervention for, children with disabilities from birth to pre-school age.

Target 5.B

Halve the gap between children with disabilities and children without disabilities in enrolment rates for primary and secondary education.

Indicators for tracking progress

Core indicators

1. 5.1. Number of children with disabilities receiving early childhood intervention.

2. 5.2. Primary education enrolment rate of children with disabilities.

3. 5.3. Secondary education enrolment rate of children with disabilities.

Supplementary indicators

1. 5.4. Proportion of pre- and ante-natal care facilities that provide information and services regarding early detection of disability in children and protection of the rights of children with disabilities.

2. 5.5. Proportion of children who are deaf that receive instruction in sign language.

3. 5.6. Proportion of students with visual impairments that have educational materials in formats that are readily accessible.

4. 5.7. Proportion of students with intellectual disabilities, developmental disabilities, deafblindness, autism and other disabilities that have assistive devices, adapted curricula and appropriate learning materials.

The EFA agenda is well aligned with that of inclusive education, as articulated at the global level at the World Conference on Special Needs in Salamanca, Spain, in 1994. The Salamanca Statement (outcome document from the World Conference on Special Needs) begins with a commitment to EFA, recognising the necessity and urgency of providing education for all children, young people and adults within the 'regular education system'. It says children with special educational needs "must have access to regular schools" and adds that "regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all".[45]

While EFA offers the goal of universal entitlement, inclusion can be understood not merely as a vehicle for ending segregation, but rather as a commitment to creating schools which respect and value diversity, effectively address the needs of all children, and aim to promote democratic principles. Inclusive education is a set of values and beliefs relating to equality and social justice so that all children can participate in teaching and learning.[46] This is very much in line with UNICEF's equity approach.

GPE Members Call to Action for Inclusive Education

Launched during the Second Replenishment in Brussels, 25-26 June 2014
On the 20th anniversary of the Salamanca Framework For Action on Special Needs Education, the members of the Global Partnership for Education reaffirmed their commitment to protect and uphold the right of all children and young people to an inclusive quality education. They called on all governments, donors, international organizations, civil society organizations, private sector, foundations, teachers and students to take coordinated actions to deliver on commitments for children and young people with disabilities.
https://www.globalpartnership.org/content/inclusive-quality-education-all-children-disabilities

One way UNICEF has been addressing the issue of enrolment is through the Out-of-School Children's Initiative. This initiative has enabled UNICEF and partners to use innovative approaches to identify which boys and girls are being left behind and help them reach their full potential. In 2014, more than 35 countries were participating in the initiative, as well as the sub-regional initiative of the Eastern Caribbean States and a regional initiative in Central Europe and the Commonwealth of Independent States.[47] It is important to ensure Out-of-School Children's studies and policy and programme responses address the inclusion of children with disabilities in schools.

Mapping Children with Disabilities Out of School will be discussed further in other modules in this series.

Approaches to Education for Children with Disabilities

There have been three broad approaches to the education of children with disabilities. They include **segregation**, in which children are classified according to their impairment and allocated a school designed to respond to that particular impairment; **integration**, where children with disabilities are placed in the mainstream system, often in special classes, or in a general classroom with no or inadequate adaptations and support; and **inclusion**, where there is recognition of the necessity to transform the cultures, policies and practices in school to accommodate the differing needs of individual students, and an obligation to remove the barriers that impede that possibility.[48] These approaches are explained in more detail in the diagram and sections that follow.

Special Education

Special child
Square pegs for square holes
Special teachers
Special schools

'Normal Education'

Normal child
Round pegs for round holes
Normal teachers
Normal schools

Integrated Education

Therapy Rehabilitation

Change the child to fit the system
Make the square peg round

System stays the same
Child must adapt or fail

Inclusive Education

Flexible system

- Children are different
- All children can learn
- Different abilities, ethnic groups, size, age, background, gender
- Change the system to fit the child

Figure: Explanation of the differences between special, integrated and inclusive education.[49]

"Whilst integration was the square peg struggling to fit the round holes, inclusion is a circle containing many different shapes and sizes, all interrelating with the whole, and with a caption reading, 'Come in. We celebrate difference here. You can be yourself and not struggle to fit in.'"[50]

Special Education

In line with the *medical model of disability*, the approach until now has mostly been to cater to individual impairments and disability groups through special/segregated schools (i.e., school for the blind, school for the deaf, etc.) or to integrate children with disabilities into mainstream classrooms or separate units within mainstream schools. This is seen in the first part of the diagram, on the previous page.

Special schools or separate classes have been thought of as a good alternative to other forms of education, or to no education, because the classes tend to be smaller, the buildings are more commonly adapted to the needs of the students, there is the potential for less discrimination against one another, and because the teachers are often trained to address children with specific impairments and thus, it is believed, can give the students personalized help. However, special schools are costly and largely urban-centric, denying educational opportunities to the majority of children with disabilities in rural and semi-urban areas. In some countries, such as Bulgaria, the budget per child who is educated in a special school can be up to three times higher than that for a similar child in a regular school.[51]

Often students in special schools do not have access to the same breadth and depth of the curriculum as in general schools that are inclusive. Research has also found that less time in the special school is spent on academic engagement.[52] There are lower expectations for academic achievement for children with disabilities due to the long-term effects of the education system and society, which place insufficient value on achieving good outcomes for children with disabilities.[53] Generally, research has found special schools have been less effective than properly planned inclusive education.[54] More information is found in the next section on inclusive education.

In addition, the tendency is to have only a few special schools in each country, which means that children and youth who attend those schools often stay away from their families for long periods of time. For example, according to Inclusion InterAmericana, in September 2000 in El Salvador "the number of school-age youths with disabilities was 222,000. Two thousand of these students attend courses at special schools, totalling 30 throughout the country. This means less than one per cent attend a special school or any school, for that matter."[55]

Inclusive Education

UNICEF defines inclusive education according to the widely accepted definition proposed by UNESCO: "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children."[56]

In practice, inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education.[57]

To provide further clarification, here is a list of key features and principles of inclusive education:

- It is rights-based and follows the social model of disability.

- It is about changing the system to fit the student, not changing the student to fit the system, because the 'problem' of exclusion is firmly within the system, not the person or their characteristics.

- It acknowledges that learning begins at birth and continues throughout life, and includes learning in the home and the community, and in formal, informal and non-formal situations. It also covers a wide range of community initiatives, including for example **community-based rehabilitation programmes** (CBRs).

- It is a dynamic process that is constantly evolving according to the local culture and context.

- It seeks to enable communities, systems and structures to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people.

- All differences according to age, gender, ethnicity, language, health status, economic status, religion, disability, life-style and other forms of difference are acknowledged and respected.

- It is part of a wider strategy promoting inclusive development, with the goal of creating a world where there is peace, tolerance, sustainable use of resources and social justice; where the basic needs and rights of all are met.

As promoted in CRPD Article 24, inclusive education requires both the active removal of barriers to inclusion (such as the removal of barriers to physical access to the school building) as well as the creation of environments in general schools that are child-centred and include representations of the full spectrum of people found in society

> It is about changing the system to fit the student, not changing the student to fit the system.

– not just persons with disabilities.[58] Inclusive education assumes that all children should have equivalent and systematic learning opportunities in a wide range of schools and additional educational settings (i.e. community-based, such as with community-based rehabilitation centres), and should receive the required individualized support needed to facilitate their inclusion.

It is important to highlight that inclusive education is not about teaching the students to cope with an un-responsive education system. It is the means by which teaching methods, curriculum, staff and pedagogy support are adapted to the learning of ALL students, including those students who the traditional systems have not been able to reach. To be effective, it must also be cross-sectoral and involve many different ministries and stakeholders, not just education. It also applies to all subject areas, including for example physical education and recreation.[59]

In summary, inclusive education provides a fundamentally different pedagogical approach to one rooted in deviance or difference. It stresses[60]:

- The open learning potential of each student rather than a hierarchy of cognitive skills.

- Reform of the curriculum and a cross-cutting pedagogy that recognizes every child's potential to learn, rather than a need to focus on student deficiencies.

- Active participation of students in the learning process rather than an emphasis on specialized discipline knowledge as key to teachers' expertise.

- A common curriculum for all, based upon differentiated and/or individualized instruction, rather than an alternative curriculum being developed for low achievers.

- Teachers prepared and able to apply child-centred and inclusive methodology that recognises the diverse needs of every child.

Most resources necessary for inclusion are already within the community: "teachers know a lot more than they use",[61] families and communities also have a huge range of resources that need to be unlocked and used.[62]

A growing body of evidence shows inclusive schools as being more cost effective, and academically and socially effective, than special schools. One study in the United States found "special programmes cost 130 per cent more than general education. If a school district spends $5,000 per student, then each student labelled for special programmes cost that district $11,500."[63] Another study showed the more students are served in more restrictive, segregated placements, the higher the cost of their education.[64]

"Inclusive education allows children with disabilities to stay with their family and go to the nearest school with peers in their community. This is vital to their personal development, because interrupting a child's normal development may have far more severe consequences than the disability itself."[65] The quality of education can also vary greatly in special schools,[66 67 68 69] which in turn means some students may not be well prepared for the job market and will lack the experience of being among peers with and without disabilities. Increasingly, there is a trend towards strengthening the role of special schools to act as a resource for inclusive education in the community and in mainstream schools.

The cross-sectoral nature of inclusive education will be discussed more in webinar 3.

Country Example: Moving Forward with Inclusive Education in Mongolia[70]

In Mongolia, through collaboration between the Government, international non-governmental organizations, parents' groups, and donors including the European Union, a national inclusive education programme is forming. Before 1989, the country provided special schools and residential care for children and adults with disabilities that addressed their basic needs, but kept them from realizing other rights such as inclusion in society. With some political and economic changes, the special schools and institutions were forced to close, which allowed space for a new approach.
In 1998, the Association of Parents with Disabled Children (APDC) was founded to advocate and protect the rights of children with disabilities. The APDC carried out a number of activities, including policy reviews, training workshops on inclusive education to learn from other countries, working with the Ministry of Education on policy reform and changing practices, and identifying various support services that were needed to enable children with disabilities to be included in education. Community-based rehabilitation was also an integral part of the overall strategy, with services for early identification, medical treatment and rehabilitation placed in local community-based centres. In 2003, an Inclusive Education Unit was established by the Ministry of Education along with a programme implementing committee in collaboration with the Ministries of Health and Social Welfare and Labour. The initial focus for promoting inclusive education was at the preschool level, but it was later extended to primary level. As a result of all of these efforts, thousands of children with disabilities were included in kindergartens and teachers were trained in inclusion approaches.

Inclusive education is not a marginal issue, but is central to the achievement of high-quality education for all learners and the development of more inclusive societies.

For a better understanding of the differences between a traditional approach, which may include integration, and an inclusionary approach, the chart below compares key features of both.

Traditional approach (which may include integration)	Inclusionary approach
• Focus on student • Assessment of student by specialist • Diagnostic/prescriptive programme • Placement in appropriate programme • Needs of 'special' students • Changing/remedying the subject • Benefits to student with special needs of being integrated • Professional, specialist expertise and formal support • Technical interventions (special teaching, therapy)	• Focus on the classroom • Examine teaching/learning factors • Collaborative problem solving • Strategies for the teachers • Adaptive and supportive regular classroom environments • Rights of all students • Changing the school • Benefits to all students of including all • Informal support and expertise from mainstream teachers • Good teaching for all

Porter (1995): A comparison of traditional and inclusionary approach,[71] which shows the differences in the understanding of education needs and responses based on the medical model and social models of disability.

The following sections outline why inclusive education is important, how you can make the case for inclusive education to key decision makers and an introduction to how to achieve inclusive education.

To learn more go to:

- *UNICEF's Inclusive Education On-line Database:* www.inclusive-education.org, *which contains a very thorough collection of resources.*

- *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education. UNICEF, 2012*
  http://www.unicef.org/ceecis/IEPositionPaper_ENGLISH.pdf

- *Enabling Education Network:* http://www.eenet.org.uk

- *UNESCO Inclusive Education Website:*
  http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/

- *UNESCO Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments:*
  http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/

- *International Disability Alliance Position Paper on Inclusive Education:*
  http://www.internationaldisabilityalliance.org/en/ida-position-papers-and-statements

- *Handicap International Policy Paper Inclusive Education:*
  http://www.hiproweb.org/uploads/tx_hidrtdocs/PP08IE.pdf

- *Inclusive education: where there are few resources, S. Stubbs Oslo, Norway, 2008:*
  http://www.eenet.org.uk/resources/docs/IE%20few%20resources%202008.pdf

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IV. Why Inclusive Education is Important: The Case for Inclusion

Key Points

- *Inclusive education leads to enhanced learning outcomes for all.*
- *All children in inclusive education settings can benefit socially.*
- *Inclusive education can be cost-effective.*

Enhanced Learning Outcomes for All – EDUCATIONAL Justification

There are educational benefits for all children inherent in providing inclusive education, through major changes in the way schooling is planned, implemented and evaluated. Where children with disabilities and other disadvantaged groups have been included in schools that are inclusive there has been an improvement in the quality of education as it becomes more child-centred and focused on achieving good learning outcomes for all children, including those with a diverse range of abilities.[72]

Research shows that children with disabilities, including those with learning disabilities, have greater overall gains in academic outcomes and behaviours in mainstream schools[73] than their peers with similar disabilities in segregated classrooms.[74] Also, when teachers are educated to include children with disabilities, the level and standard of learning for children with disabilities increases and the level of learning for students without disabilities also increases.[75]

All children, but in particular children with uncommon learning patterns, benefit because each child works on individual goals while being with other students of her or his own age. In general, inclusive education gives children with disabilities access to a wider curriculum[76] than is typically available in special schools, where "the existence of what are seen as specialised pedagogies further marginalise and exclude children with difficulties".[77] Inclusive classrooms also tend to focus significantly more time on academic instruction than do segregated settings.[78]

By widening the spectrum of the school population, teachers, administrators and all school staff benefit from inclusive education. A school that is inclusive of all students develops itself a more inclusive ethos, where adults learn from each other and from their students. By becoming more aware of the capabilities of all children, the school staff is more likely to ensure that teaching and learning are based on high expectations, creating a self-reinforcing cycle of success.

All Children Benefit – SOCIAL Justification

Inclusive education ensures all children are able to live, learn and play together. It provides all children with opportunities to learn about and accept one another's abilities, talents, personalities and needs. It also allows them to develop meaningful relationships and friendships that help them develop social competence[79] and confidence in their ability to interact with one another and the world around them. They learn that all

children are part of their community and together develop a sense of belonging.

When all children learn together there are positive attitudinal changes in schools and surrounding communities, leading to children with disabilities to be less stigmatized and more socially included.[80] One study found students with moderate to severe disabilities in inclusive settings had similar or even higher scores on their independence and social skill assessments than counterparts in segregated classrooms.[81]

What is clear is that all children learn tolerance, acceptance of difference and respect for diversity,[82] as well as learn about the experience of disability. Furthermore, children with disabilities who are educated alongside their peers have a much greater chance of becoming productive members of their societies.[83]

It is Cost-Effective – ECONOMIC Justification

There are powerful economic arguments in favour of inclusive education, particularly with regards to poverty reduction and reducing the costs of education.

Poverty reduction: Lack of adequate education remains the key risk factor for poverty and exclusion for all children, both with and without disabilities. For children with disabilities, however, the risk of poverty due to lack of education may be even higher than for children without disabilities. Children with disabilities who are excluded from education are virtually certain to be poor long-term and life-long. They almost inevitably become an economic burden on society and on their families. According to the World Bank, "disability is associated with long-term poverty in the sense that children with disabilities are less likely to acquire the human capital that will allow them to earn higher incomes".[84] As is well known, there is Gross Domestic Product (GDP) loss due to non-participation in the economy by persons with disabilities. To get an idea of the magnitude of disability induced reductions in global output and income, one researcher estimated the GDP lost due to disability by extrapolating the results of a study of GDP lost as a result of disability in Canada. The estimated range for global GDP lost due to disability was between US$1.71 trillion and US$2.23 trillion annually, which amounts to between 5.35 per cent and 6.97 per cent of total global GDP.[85] It is important to recognize all children, including children with disabilities, as contributors to and not burdens on society. Providing quality inclusive education in the long-term can reduce dependency on the state and promote their potential economic capacity.

Country Example: Bangladesh

In one study, the estimated cost of disability due to forgone income from a lack of schooling and employment, both of people with disabilities and their caregivers, was US$1.2 billion annually, or 1.7 per cent of GDP.[86]

Cost of education: According to UNESCO, "inclusive schools offering an effective education to all of their students are a more cost-effective means of delivering education for all".[87] An OECD report from 1999 estimated the average costs of segregated placements to be seven- to nine-times higher than the placement for children with disabilities in general education classrooms.[88] More recent OECD research found that special education per-capita costs were around 2.5 times those of regular education. This is mainly accounted for by salaries, since the teacher-to-pupil ratio is more favourable for students with

disabilities. In inclusive schools this figure fell to two times, although there is substantial variation between countries.[89] This research shows that it can be less costly to establish and maintain schools that educate all children together than to set up a complex system of different types of schools specializing in different groups of children.

To learn more go to:

- Together we learn better: Inclusive Schools Benefit All Children.
- Every Child Strengthens the Literate Community.

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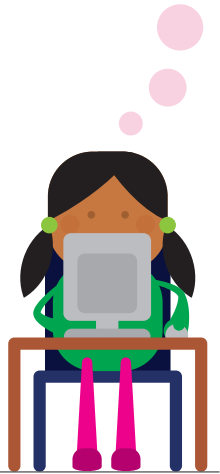
Financing of inclusive education will be discussed in more detail in module 8 in this series.

V. How Do We Achieve Inclusive Education?

This section provides an introduction on how to move towards inclusive education for all and glimpses of what the remaining booklets and webinars in this series will cover, including different aspects and systemic approaches for strengthening inclusive education.

In practice, inclusive education entails providing meaningful learning opportunities for all students within the regular school system. Ideally, it allows children with and without disabilities to attend the same regular classes at the local school, with additional, individually tailored support as needed. It requires physical accommodation (e.g. ramps instead of stairs, doorways wide enough for wheelchairs, etc.), as well as a child-centred curriculum that includes representations of the full spectrum of people found in society (not just persons with disabilities).[90]

To include all children in inclusive education settings the system has to change, not the child. Below is a diagram outlining the areas that should change to have school improvement for all:[91]
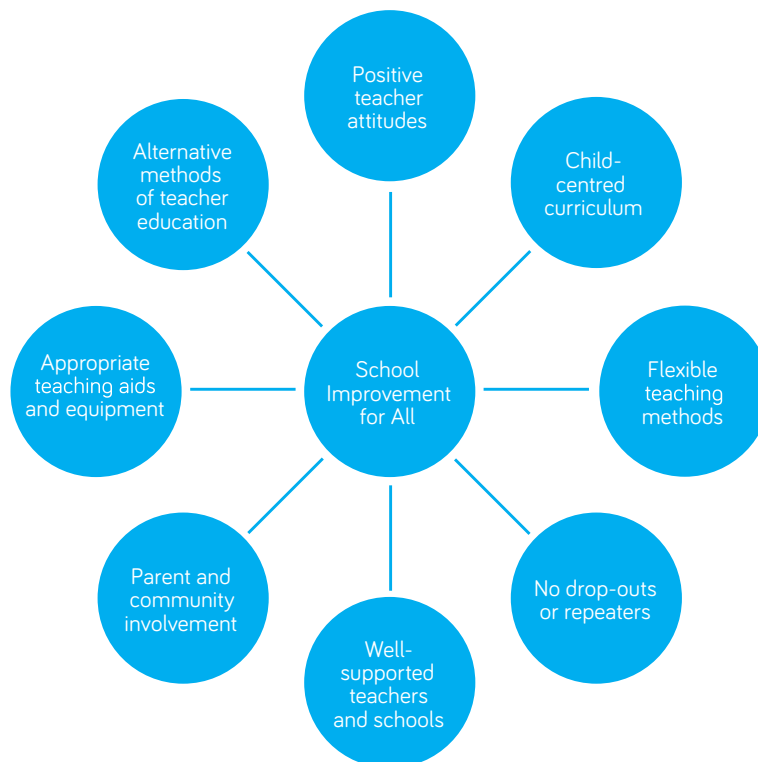
Conceptual Framework for Promoting the Right to Inclusive Education

A rights-based approach to education requires more than 'business as usual', and a commitment to inclusive education would embrace a three-dimensional approach. It requires an understanding of inclusion as an approach to education for all children that includes:

• Education policies and strategies to promote the right to access education.

• The right to quality education.

• Respect for rights within the learning environment.

According to the three basic principles outlined, overarching government obligations can be applied to develop a clear conceptual framework to pursue the EFA goals within an inclusive approach and ensure that children with disabilities are able to realise their right to education.

In addition, this approach needs to be underpinned by a broad strategic commitment across government to create the necessary environment for ensuring the rights of children with disabilities.[92]

Specific legislation, policies, processes and supports
to introduce and sustain inclusive education

Right to quality education

Right to access education

Respect for rights within education

The right to education

Government wide investment to systems, structures
and processes to underpin inclusive education

[93]
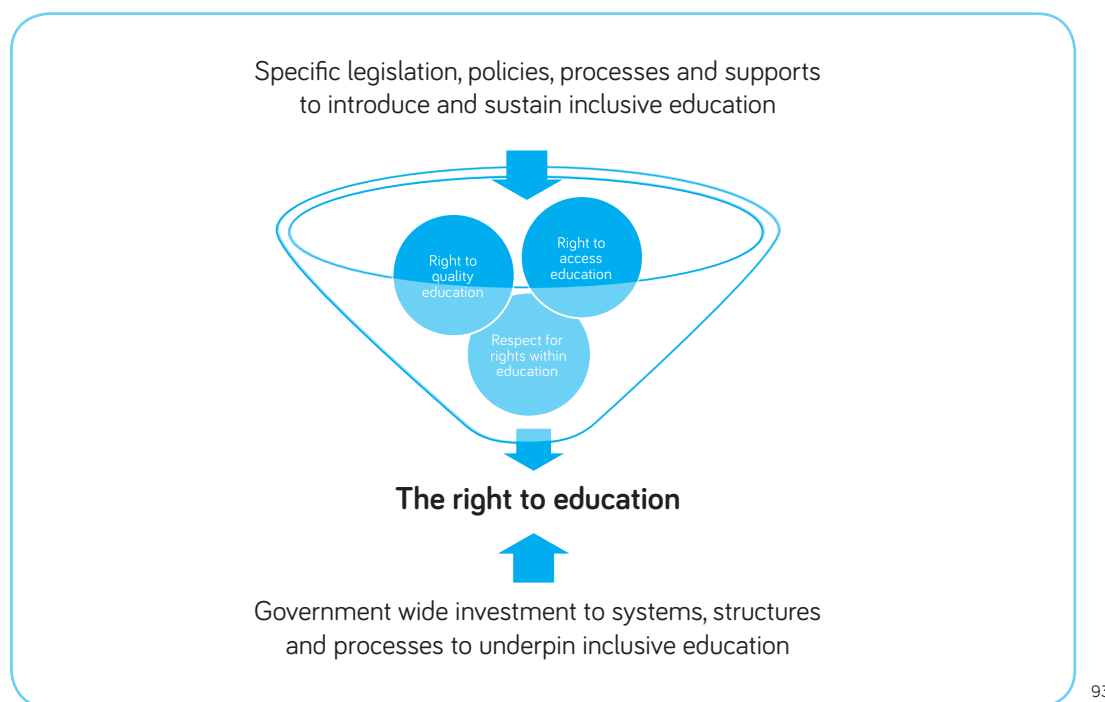
Here are some examples of strategies for fulfilling the right to inclusive quality education:

- **Create enabling legislative frameworks** that promote the right to access inclusive quality education. This includes ratifying and implementing the Convention on the Rights of Persons with Disabilities and the Convention on the Rights of the Child, ensuring domestic laws, especially education laws, are in harmony with these conventions.

  Example: In Macedonia, UNICEF supported the Government in developing and approving the new Early Childhood Development law and 27 new sub laws in 2013 that provide legal and policy basis for universal access to quality, early learning opportunities for all children, including children with disabilities.

  Example: In Viet Nam, UNICEF has supported the Government in strengthening the legal and regulatory frameworks to promote the rights of children with disabilities. UNICEF supported the development of the National Law on People with Disabilities, which was effective from 2011. With UNICEF support, two government circulars have been issued that are relevant to education of children with disabilities, under which the age of children with disabilities entering Grade 1 has been extended, and regulations stipulated on centres supporting the development of inclusive education for children with disabilities. The Government has also issued a circular enabling schools to request funds to support inclusive education for children with disabilities. UNICEF is currently supporting the development of another inter-ministerial circular on policies for teachers working with children with disabilities.

- **Develop education sector plans/policies** that are inclusive of children with disabilities and promote the inclusiveness of the education system. Provide the capacity, resources and leadership to implement

education-sector plans that are inclusive. Ensure curricula, learning materials, learning processes and learning assessments are accessible to children with disabilities.

Example: In Tanzania, the latest Education Sector Development Plan (2008-2017) clearly states the intention to invest in "fostering among learners a sense of self confidence and high respect for all people irrespective of race, gender, geographical location and disabilities". Towards improved access to quality primary education, a priority action is "to strengthen knowledge and vocational skills provision to out-of-school children, vulnerable groups (people with disabilities, orphans, people living with HIV/AIDS elderly, young mothers, illiterates etc.) youths and adults, women and men, both in the rural and urban areas." In basic education the goal is to orient pre-primary school teachers to child-friendly pedagogy, including appropriate practices for girls and those with disabilities. It also states that "wherever possible, all children with special educational needs should be educated in 'normal' classes in 'normal' schools: this inclusive approach necessitates teachers being appropriately trained together with 'disability-friendly' school buildings and community awareness-raising as necessary.[94]

- **Improve data on disability and education**, and build accountability for action. Strengthen Education Management Information Systems (EMIS) to collect reliable, objective and disaggregated data by disability and impairment type as well as report data on the accessibility and inclusiveness of the school system to inform educational planning.

  Example: UNICEF HQ has developed a guide on disability inclusive EMIS which will be piloted in three UNICEF programme countries in 2014-15 to strengthen the EMIS to better collect and report data on children with disabilities and the accessibility of the learning environment.

  Example: In Ghana, the Special Education Division, with UNICEF support, developed the Inclusive Education Monitoring Tool to monitor and help schools assess and improve their understanding of inclusive education. Trainings were conducted for officials from 12 districts and 100 circuit supervisors and representatives, and as a result of the initiative the proportion of Child-Friendly School (CFS) standards being met increased from 14 per cent to 20 per cent in the three northern regions in 2013.

- **Adapt and make schools and classrooms and other learning settings accessible and relevant for all.** Accessibility and universal design criteria made mandatory for any design, construction or retrofitting of educational infrastructure, with provision of accessible learning materials and relevant and appropriate assistive devices and technology to promote access to the learning process.

  Example: In the 2004-2009 national programme of school development, Uzbekistan's government included a physical accessibility requirement, providing ramps and other physical accessibility features for all schools. This has led to many more schools being equipped for inclusion of all children, both from renovating older buildings and constructing new ones with these requirements included in the plans.

  Example: The Croatian Government has refurbished older schools and deemed 200 of them to be 'barrier free'. UNICEF is working with local communities in Croatia to empower them to mobilize resources to include more physical accessibility features in their community's own schools.

- **Non-discriminatory actions with the provision of supports and accommodations** for all children to learn on an equal basis in a regular education system.

  Example: Romania created local budgets that allocate money to specific infrastructure projects, mirroring the effect of localizing school funding and allowing districts to finance their own projects. In Viet Nam, the Government issued a circular with provisions for schools to request funds to support inclusive education for children with disabilities.

- **Facilitate teacher training.** Ensure there are enough trained teachers equipped to teach in inclusive settings with on-going support, mentoring and monitoring. Ensure teacher preparation programmes include education of children with disabilities as an integral and cross-cutting part of the teacher-training curriculum and promote the instruction of ALL students (including those with disabilities), both general and specific needs, in neighbourhood/regular schools.

  Example: In 2013, UNICEF in Uganda supported the 'training of trainers' workshops on disability-sensitive methodology in teacher colleagues that reached 180 teachers.

  Example: In Rwanda, UNICEF worked with local authorities to develop the *Active Teaching and Learning Manual* with specific content on inclusive education that is being rolled out in all teacher-training institutions across the country. In parallel, they supported the training of teachers in a selection of **Child-Friendly Schools** to include children with disabilities, and more specifically how to apply participatory teaching methods and techniques, and create more stimulating classrooms.

Training Teachers on Inclusive Education

Studies reveal that teachers and principals who received training on inclusive education had more positive attitudes and inclusive views than their peers who received no training. Furthermore, those with actual experience of inclusion had the most positive attitudes.[95]

- **Promote horizontal exchange of knowledge and support.**

  Example: In Serbia, the Network for Inclusive Education includes education practitioners at all grade levels, as well as civil society partners involved in providing support services to children, to ensure seamless service provisions as well as a transfer of knowledge and experiences among all stakeholders.[96]

- **Coordinate services among sectors** to support the school participation of the child.

  Example: In Armenia, the inter-ministerial working group on children with disabilities worked together to re-define disability in alignment with the UNCRPD and now aims to streamline services and provide recommendations for support services that encourage and motivate children with disabilities and their families to attend inclusive schools. To learn more go to http://www.unicef.org/armenia/.

- **Strengthen partnerships.** Work at different levels and with different stakeholders to challenge attitudes that reinforce and sustain discrimination, and remove stigma and negative perceptions.

  Example: In Montenegro, the It's About Ability campaign brought together over 100 national organizations, including the President and Prime Minister, and children with disabilities and their families to challenge traditional and cultural obstacles to equity and inclusion. For more information on the campaign visit: http://www.unicef.org/montenegro/15868.html.

- **Promote inclusive early childhood care and education programmes.** With a strong focus on inclusive education, UNICEF Armenia worked closely with the Government in 2013 to include an early childhood development component. The programme has supported the development of individual education plans for children with disabilities, the establishment of support services for families and the transformation of boarding schools for children with disabilities. UNICEF assisted the Ministry of Labour in designing a

disability determination model (for assessing eligibility for services and benefits) and launched a nation-wide advocacy campaign based on qualitative assessment of perceptions and attitudes towards children with disabilities.

Example: In Egypt, there is a strong focus on including children with disabilities under their Child-Friendly Schools initiatives and mainstreaming and scaling-up this initiative with a focus on quality standards for pre-primary and community-based education.

An Inclusive Early Childhood Development Centre[97]

Little Rock Inclusive Early Childhood Development Centre was established in 2003 in Kibera, one of Africa's largest slums, in Nairobi, Kenya. It was set up to address the number of children not acquiring basic skills needed to enter primary school, and was created with an inclusive approach, which later led to an inclusive community. Catering to children 0-8 years, approximately a third of the students are children with disabilities. A parents' support group helps increase understanding of disability and supports families to access healthcare and employment opportunities. The support Little Rock provides to children and families does not end with graduation from the Early Childhood School as they continue to have access to the Little Rock library, receive after-school tutoring and participate in sports and creative activities. Since 2006, the international non-governmental organization AbleChildAfrica has been partnering with Little Rock to provide financial support, specialist equipment, capacity building through mentoring and training, and governance to support the Trustees. *Read some of Little Rock's case studies on their website:* http://ablechildafrica.org/our-partners/littlerock/educlr/.

- **Advocate with the Ministry of Education for one ministry and education system to be responsible** for the education of all children, including children with disabilities.

  Example: In August of 2009, the Ministry of Education and Science in Serbia passed an unprecedented Law on the Foundations of the Education System, unique in the Balkan region for it provided the legal framework for an inclusive education system. The new law supported the enrolment of all children within the regular school system.[98]

- **Promote the participation of children.** Involve children with disabilities in making decisions and ensure school governance systems include provisions for effective participation of children with disabilities, their parents, disabled people's organizations and communities.

  Example: As previously mentioned, the It's About Ability campaign in Montenegro included, as an integral part of the campaign, the participation and leadership of children and youth with disabilities and their families in all aspects of planning and implementation of the campaign.[99]

While the inclusive education debate has undoubtedly played a significant role in raising awareness of the education of children with disabilities, it is important to remember inclusive education is not a philosophy or educational approach exclusively for children with disabilities. It is an approach that is fundamental to achieving the right to education for all children, especially from marginalised groups – e.g. girls, or children from indigenous communities.

> Remember inclusive education is not a philosophy or educational approach exclusively for children with disabilities. It is an approach that is fundamental to achieving the right to education for ALL children.

Children with disabilities are not the only excluded group, nor are they a homogeneous group. They may identify more strongly with other aspects of their overall identity, such as their gender, economic status or ethnicity, or a combination. Belonging to one or more of these groupings significantly increases their vulnerability, and investment in addressing the right to education needs to take account of such multi-vulnerabilities.[100] It is helpful to acknowledge disability as one of many issues of difference and discrimination, rather than an isolated form of exclusion, and inclusion as a strategy for addressing all forms of exclusion and discrimination.[101] "Inclusive education represents a shift from being preoccupied with a particular group to a focus on overcoming barriers to learning and participation."[102]

Experience from resource-poor contexts shows that teachers can be enthusiastic about inclusion as they perceive themselves and their communities as 'resourceful', and take a problem-solving approach to teaching rather than expecting detailed instruction or a blueprint from above.[103] One experience in Lesotho, for example, found teachers had a strong sense of Christian duty and community responsibility, which was prioritised over individual development, and this motivated them to work hard to ensure students with disabilities were included despite lack of resources and overcrowding.[104] There is a common shift from a negative to positive attitude once teachers understand that children with disabilities can and have the right to learn. They feel a strong duty or moral obligation.

> Inclusion is first a decision and only then becomes a practice.

> Inclusion is not a new idea. Communities have practiced inclusion for centuries. For example indigenous education in Africa was, and is, inclusive.[105]

Inclusive pre-school programmes, access to school and the learning environment, child-centred teaching, pedagogy, community involvement, and planning, monitoring and evaluation will be discussed further in modules 9-14 in this series.

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VI. Contextualizing Inclusive Education within the UNICEF Mission

Key Points

- *Inclusive education is at the core of UNICEF's mission and equity agenda to realize the rights of all children.*
- *Inclusive education is in line with UNICEF's agenda on disability, as both are guided by a human rights-based approach and inclusive development framework.*
- *Inclusion is a core component of Child-Friendly Schools and the 2014-2017 Strategic Plan (Outcome 5).*

Inclusive education is at the core of UNICEF's vision to build a world where every child can grow up healthy, educated and protected from harm, and reach her or his full potential. This is clearly outlined in UNICEF's mission, which states: "UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential."[106]

In accordance with the mission and the organization's focus on equity – reaching the most marginalized – UNICEF has the mandate to support government and civil society partners to realize the rights of all children, including those with disabilities. In education, it specifically means all programmes must ensure access and inclusive quality learning for every child. As such, inclusive education is at the centre of UNICEF's agenda through Outcome 5 in the Strategic Plan for 2014-17, which includes indicators specifically mentioning inclusive education and children with disabilities.

This section discusses how inclusive education fits within the organization's disability and education agendas.

UNICEF's Disability Agenda

Protecting the rights of children with disabilities is not a new theme for UNICEF. It has been an integral part of our programming since the Convention on the Rights of the Child went into force. This work further gained momentum with the passing of the Convention on the Rights of Persons with Disabilities.[107]

UNICEF uses the term 'disability' in line with the definition provided in the CRPD (Article 1): "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."[108]

The main goals of the disability agenda are to mainstream disability across all of UNICEF policies and programmes – both in development and humanitarian action – and to develop leadership on the rights of children with disabilities, building capacity among staff and partners.[109]

UNICEF's work on disability is guided by a human rights-based approach and inclusive development framework according to the social model of disability. UNICEF strives for meaningful participation of people with disabilities, including children, adolescents and women with disabilities, in all aspects of UNICEF's work (in the spirit of the motto Nothing About Us Without Us) and as rights-holders. UNICEF recognizes that the foundation of equality and inclusion is rooted in personal, community and societal attitudes. Therefore, a sustained effort is made to reduce prejudice, stigma, discrimination and negative stereotypical attitudes and practices on individual, sectoral and societal levels. The organization believes that, to address societal perceptions and change attitudes towards children with disabilities, effective communication for development interventions that integrate advocacy, social mobilization and behaviour and social change strategies are necessary. It is also recognized that demonstrating and reinforcing positive attitudes can generate the greatest potential impact when they reach children at an early age.

Inclusive education is in line with UNICEF's agenda on disability, as both are guided by a human rights-based approach and inclusive framework. They acknowledge individuals with disabilities as rights-holders and as key actors in their own development, instead of passive recipients of benefits, and identify corresponding human rights obligations of duty-bearers, both state and non-state.

For more information on UNICEF's agenda, visit http://www.unicef.org/disabilities/ and check out the following videos:

- Disability in the lifecycle (video).
- Voices of Children (video).
- All-staff Disability Orientation (video).

UNICEF's Education Agenda

UNICEF defines inclusive quality education as the processes and services that allow every school to work for every child, and enable children to achieve their full potential. Over the past 15 years, the Child-Friendly Schools approach has been the major means by which UNICEF has promoted, supported and implemented child-centred, inclusive, protective and participatory schools.

The concept behind CFS is simple: schools should operate in the best interests of the child. They should be designed and run in a way that ensures that all children can learn in a safe, healthy, secure, stimulating and protected environment.[110] The CFS approach focuses on the total needs of the child as a learner so that the student can develop his or her potential. The goal throughout is to promote child-centred education with teachers who are trained accordingly, and supported by adequate resources and appropriate physical, emotional and social conditions for learning. CFS is a multi-sectoral approach that integrates many actions in other areas, including health, nutrition, water and sanitation, as well as protection into a comprehensive package of interventions to improve education access, quality and learning outcomes. CFS is not a 'one-size-fits-all' model though, and the way Child-Friendly Schools are built and operate may differ from country to country.[111]

Child-Friendly Schools is centred on four key principles (see box), with the child being placed firmly at the centre of education interventions. The principle highlights that no child should be excluded from education because of her or his gender, race, culture, language, ability or social status.[112]

The Main Principles of Child-Friendly Schools:

- **Child-centredness:** Central to all decision-making in education is safeguarding the interests of the child.

- **Democratic Participation:** As rights holders, children and those who facilitate their rights should have a say in the form and substance of their education.

- **Inclusiveness:** All children have a right to education. Access to education is not a privilege that society grants to children, it is a duty that society fulfils to all children.

- **Protection:** All children have a right to learn in an environment where they can grow and reach their potential. They have a right to be protected from being hurt and mistreated, physically and mentally.

Inclusive systems are those that have developed schools based upon a "child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing inclusive quality education to all children, but (also that) their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society."[113]

CFS programming focuses on creating change in the four key areas of: Pedagogy (teaching and learning methods); Learning Environment (healthy, safe and protective); School Ethos and Links to the Community; and Infrastructure and Design.

In all four of these areas, inclusive education is being promoted by, for example:

- **Pedagogy** – promoting teacher training for child-centred methodologies and ensuring that teaching and learning is adapted to the needs of the individual child.

- **Learning Environment** – putting in place protection measures against health and safety risks as well as preventing violence against children, bullying, abuse and corporal punishment.

- **School Ethos and Links to Communities** – creating a link with parents and communities in order to seek children who are out of school and bring them to school; engage parents in school management; promote school environments that respect all children, etc.

- **Infrastructure and Design** – advocating and promoting child-friendly school designs and architecture that provide safe, inclusive, welcoming environments for all children; and enabling learning environments, including accommodating children with physical and mental/learning disabilities.

Country Example: Combining programme delivery and advocacy:
The Islamabad Commitment for Child Friendly Inclusive Education

Niaz Ullah Khan, Country Director, Sightsavers Pakistan, 2011 [114]

Since 2003, the international non-governmental organization Sightsavers has been working on inclusive education in Islamabad with the Ministry of Social Welfare and Special Education and in 2009, with a number of stakeholders, they established an Inclusive Education Group (IEG) at the national level. A number of key relationships were formed, including with UNESCO and UNICEF, who were focusing on promoting CFS in the national education system and recognized that CFS and inclusive education went hand-in-hand. Thus, the IEG evolved into the National Child-Friendly Inclusive Education Group, which worked to include all marginalised children in the education system, at all stages and in all aspects of education, ensuring the inclusion of those out of school.
In November 2010, the Ministry of Education, in collaboration with UNICEF, UNESCO and Sightsavers, organised high-level national consultations that resulted in the Islamabad Commitment for Child-Friendly Inclusive Education. It was signed by the Federal Minister of Education, in conjunction with provincial departments of Education, and explicitly committed the Government to promote inclusive education for all children in Pakistan.

For UNICEF in the Central European Region and Commonwealth of Independent States (CEE/CIS), this translates into a vision that every child in the region will access and complete basic education of good quality informed by *Education for All* and by the main principles of the *Salamanca Statement and Framework for Action*.

'Education Equity Now' Call to Action

From 10–13 December 2013, representatives from 20 countries from Europe and Central Asia, and partners from the region and beyond, came together at a Regional Ministerial Education Conference – 'Including all Children in Quality Learning' – in Istanbul, Turkey. The Conference launched this Call for Action to end the exclusion of children from education and to ensure that every child is included in quality learning.

http://education-equity.org/wp-content/uploads/2013/12/EducationEquityNow_Call_for_action_WEB_FINAL_ENG.pdf

UNICEF's latest Strategic Plan 2014-2017 mentions inclusive education in Outcome 5: "improved learning outcomes and equitable and inclusive education" and calls for reporting on "countries with policies on inclusive education covering children with disabilities"[115] in output indicator P5.e.3. It is clear that UNICEF's education agenda is indeed focused on inclusive education and working with governments to adopt related policies.

UNICEF's Current Work on Children with Disabilities and Inclusive Education

With an increased focus on equity and the commitment to achieving results for the most marginalized children, UNICEF is strengthening its work on children with disabilities and inclusive education at the global, regional and country level.

At the global level, UNICEF led efforts towards the establishment of the Global Partnership on Children with Disabilities (2012) and in 2013 UNICEF launched its flagship report, the *State of the World's Children*, with a specific focus on children with disabilities.

UNICEF is working to strengthen data on children with disabilities through the development of household survey modules on measuring child disability and the school environment, a disability assessment toolkit and a guide on disability inclusive Education Management Information Systems. In addition to this series on inclusive education, technical guidance is being developed on accessible school construction and a database on assistive devices, technology and allied support is being built. The development and piloting of innovative solutions for the development of accessible learning materials is under way.

In 2013, 70 UNICEF COs reported programmes related to children with disabilities and inclusive education. Programmes covered disability screening/assessment; development of inclusive education policies; sector plans; strengthening data on education and children with disabilities; capacity development on inclusive education; and public awareness campaigns.

Through the Out-of-School Children's Initiative UNICEF and partners are using innovative approaches to identify which boys and girls are being left behind to help them reach their full potential. In 2014, more than 35 countries were participating in the initiative, as well as the sub-regional initiative of the Eastern Caribbean States and a regional initiative in Central Europe and the Commonwealth of Independent States. It is important to ensure Out-of-School Children's studies and policy and programme responses address the inclusion of children with disabilities in schools.

Until now, UNICEF's Central and Eastern Europe and Commonwealth of Independent States regional office has been very much leading the work on inclusive education, particularly for children with disabilities. In 2012, they published a key Position Paper called *The Right of Children with Disabilities to Education: A Rights-based Approach to Inclusive Education*, which is an essential reference for many countries and organizations in the promotion and realization of inclusive education. To further advance the understanding of what was happening in the region, CEE/CIS conducted a survey with country offices to take stock of the status of inclusive education. With the results, the regional office organized a number of key advocacy and planning events, including the organization of a two-day roundtable (2009) to provide an opportunity for regional partners to informally discuss potential strategies for moving the inclusive education agenda forward, an International Conference on Inclusive Education of Children with Disabilities in Moscow (2011), a side-event at the Conference of States Parties to the CRPD in New York (2013) and a side-event at the Office of the High Commissioner for Human Rights (OHCHR) Human Rights Council Regular Session in Geneva (2013). While this work was accomplished by a team, the success depended largely on the regional office inclusive education consultant hired in 2011.

As can be seen from examples already shared in Section 5, UNICEF also is increasingly active at the country level.

Our Partners

At the global level, UNICEF has established strong partnerships on inclusive education with UNESCO and the Global Partnership for Education (GPE), in addition to numerous civil society organizations and governments.

Together with OHCHR, we are engaged in high-level advocacy on the promotion of the rights of children with disabilities to inclusive education on an equal basis with all other children and, as previously mentioned, co-lead the Global Partnership on Children with Disabilities (GPcwd) Inclusive Education Taskforce with UNESCO.

> The Global Partnership on Children with Disabilities is a network of more than 240 organizations, including international NGOs, national and local NGOs, disabled people's organizations, governments, academia and the private sector, working to advance the rights of children with disabilities at the global, regional and country levels. With a rights-based approach, the Partnership provides a platform for advocacy and collective action to ensure the rights of children with disabilities are included and prioritized by both the Disability and Child Rights Movement. For more information on the Global Partnership on Children with Disabilities visit: http://www.unicef.org/disabilities/index_65319.html

UNICEF played an active role in the launch of the Global Partnership for Education's Call to Action on IE and the incorporation of an outcome on inclusive education and children with disabilities in the GPE's Implementation Plan 2013-2015. Furthermore, UNICEF is actively engaging with the GPE Secretariat and other partners to support the realization of the GPE's work on inclusive education. The GPE is a multilateral partnership devoted to getting all children into school for a quality education so they can fulfil their potential and contribute to their societies. GPE partners include developing countries, bilateral donors, multilateral institutions, civil-society organizations/NGOs, teachers, private foundations and the private sector. Almost 60 low-income countries are members of the Partnership.[116]

UNICEF's work with CSOs at the global level is too numerous to mention, however we greatly appreciate and rely on our partners to advance the agenda for children with disabilities.

Working together with civil society to promote an inclusive post-2015 development agenda, UNICEF has been collaborating closely with the International Disability Alliance (IDA) and numerous other partners to advocate for an inclusive post-2015 agenda, including inclusive education for all.

IDDC Inclusive Education Task Group

The International Disability and Development Consortium (IDDC) is a global consortium of 25 disability and development non-governmental organisations, mainstream development NGOs and disabled people's organisations supporting disability and development work in more than 100 countries around the world. For information about the Inclusive Education Task Group and the resources they have developed visit:
http://www.iddcconsortium.net/tags/inclusive-education-task-group

At the regional level, UNICEF works with regional organizations with common approaches to disability, including the African Union and the ASEAN organisation in South East Asia, non-governmental organizations and universities, and with regional donors, including Australia's DFAT and other UN agencies, not least UNESCO. It also supports the development of regional data on children with disabilities and the sharing of practice between countries, as well as ensuring coherent cross-sectoral programming for children with disabilities at the country office level. At the national level, UNICEF works closely with the relevant line ministries and department of education colleagues, in addition to civil society organizations led by people with disabilities and those advocating for their rights, as well as the media.

Country Examples: Partnering for Inclusion

- In *Uzbekistan*, UNDP and UNESCO have jointly contributed to developing standards and curricula for inclusive schools, and have led initiatives to train inclusive education professionals.

- In *Zanzibar*, the community leaders were invited to join the Inclusive Education Committee that had been set up by the local school. This consisted of parents of students with and without disabilities, the head teacher, a teacher and one or more students with and without disabilities. The community leaders played a key role in linking the school to community resources so that they were able to mobilise alongside those recruited by parents and teachers.[117]

To learn more go to:

- http://www.unicef.org/disabilities/
- http://www.unicef.org/education/

Notes

VII. Addressing a Few Common Questions

Note: These are probing questions that will be further elaborated on in future booklets and/or webinars.

What is the difference between inclusive and integrated education?

The main difference is between mere presence and genuine participation and learning. In an inclusive school the child has the opportunity to participate in school activities, reasonable accommodations are made, individual supports provided and the child feels included. Inclusive approaches stress the duty of schools and educational systems as a whole to adapt and ensure the full participation by all students, including (but not only) children with disabilities, as well as respect their educational and wider social, civil and cultural rights. Resources are used to encourage participation, rather than provide additional and separate activities. In this way, diversity in the classroom and wider society is embraced and viewed as an asset.[118][119]

Is inclusion really about all marginalised/vulnerable/excluded groups, or is it mainly about including students with disabilities?

The policy and practice of including students with disabilities has been a major catalyst for developing effective inclusive education approaches, but inclusive education is truly about educating ALL groups of children. Systems that are flexible and respond to diverse learning styles and speeds will benefit all learners.

What should inclusive curricula address?

Inclusive curricula should address the child's cognitive, emotional and creative development, and be based on the four pillars of education for the 21st century – learning to know, to do, to be and to live together.[120]

Is there a 'right' way to do inclusive education? Is there a clear plan we must follow?

There are key underpinning values, beliefs and principles in inclusive education aligned to key human rights instruments. However, there is no blueprint. In fact it is essential that inclusive education is planned for and implemented in a participatory manner, firmly based in the local culture and context, and uses local resources.[121]

Is inclusion really practical, particularly in countries with few resources and many challenges?

Yes. Some of the best examples of inclusive education are happening in resource-poor settings, where communities are more concerned with the education of all children and flexible systems are more accepted. It should be noted that many activities that promote inclusive education are often low- or no-cost.

With so many educational initiatives and priorities, how important and relevant is inclusive education?

In reality, all education should be inclusive as inclusive education is an over-arching approach and philosophy and as such should not be in competition with other initiatives. It is at the core of a global agenda for inclusive quality learning for all and is in line with UNICEF's equity agenda and focus on reaching the most marginalized and excluded.

VIII. Moving Forward

Now is the time to take action. You can immediately identify advocacy opportunities to highlight the case for inclusion and start to promote inclusive education as an integral part of UNICEF's mission. For countries developing education sector plans/policies there is scope for informing them with strong situational analysis on children with disabilities and working through sectors incorporating system-wide approaches to promote inclusion in schools.

> For more information check out UNICEF Guidelines for Disability Situation Analyses available at http://www.unicef.org/disabilities/index_71769.html.

These are areas where you can comment on the great work you are or will be doing with inclusive education and children with disabilities. It is, therefore, important to consider immediately what constitutes an inclusive education system, what we already do and may not report on, and how we can improve upon what are, already, good inclusive practices.

Depending on where you live and work, supporting your government counterparts and partners with implementing inclusive education will start at different points in the system, take on different agendas and require different approaches. While in some countries, such as Armenia, the push for inclusive education came from small community efforts at modelling how small schools can make a big difference, in other countries, such as Serbia and Portugal, government visionaries have been instrumental in creating a path towards more inclusive practices. In almost all countries where CFS has made a large impact at the systems level, such as the former Yugoslav Republic of Macedonia, CFS standards and practices constitute the basis for inclusive education systems. However, regardless of the entry point, the implementation of inclusive education must be understood within the larger context of UNICEF's work, in education, promoting disability rights and beyond.

It is clear that in some countries UNICEF staff already engage in work related to children with disabilities, and in others the work is just beginning. However, the latest Strategic Plan provides us with a good framework to further consolidate our efforts, and in particular provides a theory of change that must, by definition, be inclusive of all children. Disability inherently cuts across all Programme Outcomes in the new Strategic Plan and disability issues have been mainstreamed through the narrative and through key indicators, specifically in outcome areas 5 (Education) and 7 (Social Inclusion), with the objective of achieving equitable results for all children. It is important that we step up our efforts with inclusive education and move towards concrete implementation strategies.

By upholding the CRC and CRPD, and ensuring that ALL children and youth, without exception, have their rights fulfilled, respected and protected, we are realizing the right to inclusive education for ALL. This cannot be achieved without our staff taking action and without children and youth with disabilities and their families having a say. In all our work, it is important that we consider children and youth with disabilities not just as recipients of rights, but also as rightfully engaged partners for change. Only by respecting the motto of the disability community – Nothing About Us Without Us – can we engage in meaningful work that is truly inclusive of all.

Activity

To get you started, please reflect on the following statement and fill in the lines below. "In my country, inclusive education can be implemented by…"

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Additional Resources

For additional resources on inclusive education visit UNICEF's comprehensive database at:
www.inclusive-education.org.

Additional online knowledge communities and web platforms covering inclusive education include, but are not limited to:

- **'Building Inclusive Societies for Persons with Disabilities'**, a Knowledge Community hosted by UNESCO and UNICEF (http://www.wsis-community.org/pg/groups/584509/building-inclusive-societies-for-persons-with-disabilities/)

- **Enabling Education Network** (EENET): An information-sharing network founded in 1997 to counteract the dominant North-South flow of information about inclusive education, and promote South-South learning, and South-North information dissemination. Its founding belief is that there are often better examples of inclusive education in economically poorer countries, than in many Northern countries hampered by rigid and bureaucratic systems. EENET follows some clearly defined and radical values, beliefs and principles. Its newsletter – Enabling Education– and website offer the most accessible and comprehensive resource of South-based information on inclusive education.[122] (http://www.eenet.org.uk)

- **"Inclusive Education in Action"**, developed in cooperation with the European Agency for Development in Special Needs Education (http://www.inclusive-education-in-action.org/iea/index.php?menuid=59)

- **Source** is an online resource centre designed to strengthen the management, use and impact of information on disability and inclusion in development and humanitarian contexts. It is primarily intended for use by practitioners and academics. (http://www.asksource.info/)

- Add here your own resources:

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Glossary of Terms

Charity Model of Disability explains disability as being a punishment or tragedy. The well-being of the individual is in the hands of gods or destiny and individuals with disability are seen as inferior, useless, dependent, a burden to society, needy, pitiful and even as blameworthy. Salvation from the disability is through mercy, love and care. *[This is **not** the model UNICEF currently follows.]*

Child-Friendly Schools (CFS) is UNICEF's approach to promote, support and implement child-centred, inclusive, protective and participatory schools. It was formerly referred to as Child Friendly Schools. For more information visit http://www.unicef.org/cfs/index_19.htm.

Community-based Rehabilitation focuses on enhancing the quality of life for people with disabilities and their families; meeting basic needs; and ensuring inclusion and participation. It is a multi-sectoral strategy that empowers persons with disabilities to access and benefit from education, employment, health and social services. CBR is implemented through the combined efforts of people with disabilities, their families and communities, and relevant government and non-government health, education, vocational, social and other services.[123] It aims to enhance and use existing knowledge, skills and resources in the community. Its focus is the inclusion of people with disabilities, but ideally it is a community strategy that promotes inclusion for all.[124] For more information visit http://www.who.int/disabilities/cbr/en/.

Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007. There were 82 signatories to the Convention, 44 signatories to the Optional Protocol, and one ratification of the Convention. This is the highest number of signatories in history to a UN Convention on its opening day. It is the first comprehensive human rights treaty of the 21st century and is the first human rights convention to be open for signature by regional integration organizations. The Convention entered into force on 3 May 2008.[125] For more information visit: http://www.un.org/disabilities/.

Convention on the Rights of the Child is an international human rights treaty adopted and opened for signature, ratification and accession by the UN General Assembly resolution 44/25 on 20 November 1989 in New York, and entered into force on 2 September 1990, in accordance with Article 49. A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. For more information visit: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx.

Disability is the result of the interaction between long-term physical, mental, intellectual or sensory impairments and various barriers in the environment that may hinder an individual's full and effective participation in society on an equal basis with others.

Education for All represents an international movement and commitment to ensure that every child and adult receives basic education of good quality. It is based both on a human rights perspective, and on the generally held belief that education is central to individual well-being and national development. It first gained global attention at the World Conference on Education for All in Jomtien, Thailand, in 1990. For more information visit: http://www.un.org/en/globalissues/briefingpapers/efa/index.shtml

Human Rights-Based Approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.[126]

International Classification of Functioning, Disability and Health conceptualizes a person's level of functioning as a dynamic interaction between her or his health conditions, environmental factors and personal factors.[127] It defines functioning and disability as multidimensional concepts relating to: the body functions and structures of people, the activities people do and the life areas in which they participate, and the factors in their environment that affect these experiences.

Inclusion is where there is recognition of a need to transform the cultures, policies and practices in school to accommodate the differing needs of individual students, and an obligation to remove the barriers that impede that possibility.

Inclusive Education is "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children."[128]

Integration is where children with disabilities are placed in the mainstream system, often in special classes, or in a general classroom with no or inadequate adaptations and support.

Medical Model of Disability explains disability as a health problem or medical condition of an individual that can be treated or made to go away with medical assistance. Therefore, disability is the result of the medical condition. The individual with a disability is seen as being in need of a cure, and it is the health professional's responsibility to alleviate her or his pain and suffering. *[This is **not** the model UNICEF currently follows.]*

Millennium Development Goals, which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015, form a blueprint agreed to by all the countries of the world and all the world's leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world's poorest. For more information visit: http://www.un.org/millenniumgoals/

Segregation is when groups of children are purposefully separated from the majority because of difference. For example, children with disabilities can be classified according to their impairment and allocated a school designed to respond to that particular impairment.

Social Model of Disability explains that disability results from interactions between an individual with a specific physical, intellectual, sensory or mental health impairment and the surrounding social and cultural environment. Disability is therefore understood as a socio-political construct, whereby the attitudinal, environmental and institutional barriers that inherently exist within society systematically exclude and discriminate against people with disabilities. It is only with the removal of the barriers that disability can be reduced. *[This is the model UNICEF follows!]*

Sustainable Development Goals were one of the main outcomes of the Rio+20 Conference, where member states agreed to launch a process to develop a set of goals which will build upon the Millennium Development Goals and converge with the post-2015 development agenda.[129] For more information visit: http://sustainabledevelopment.un.org.

Annex 1: Key international instruments and other documents

1948 Universal Declaration of Human Rights – Article 26

1960 UNESCO Convention against Discrimination in Education – Articles 1, 3 and 4

1965 International Convention on the Elimination of All Forms of Racial Discrimination – Article 5

1966 International Covenant on Economic, Social and Cultural Rights – Article 13

1966 International Covenant on Civil and Political Rights – Articles 18 and 19

1973 ILO Convention on the Minimum Age for Employment – Article 7

1979 Convention on the Elimination of All Forms of Discrimination Against Women – Article 10

1982 World Programme of Action Concerning Disabled Persons proposals for implementation, national action, part 2

1989 Convention on the Rights of the Child – Articles 23, 28 and 29

1989 ILO Convention Concerning Indigenous and Tribal Peoples – Articles 26, 27, 28, 29, 30 and 31

1990 The World Declaration on Education for All, Jomtien

1993 The Standard Rules on the Equalisation of Opportunities for Persons with Disabilities

1994 The Salamanca Statement and Framework for Action on Special Needs Education

1999 ILO Convention on the Worst Forms of Child Labour – Article 7

1999 Salamanca Five Years On Review

2000 World Education Forum Framework for Action, Dakar

2000 Millennium Development Goals focusing on Poverty Reduction and Development

2002 EFA Global Monitoring Report: EFA – is the world on track?

2004 EFA Global Monitoring Report: Gender and Education for All – the leap to quality

2005 EFA Global Monitoring Report: Education for All – the quality imperative

2006 EFA Global Monitoring Report: Literacy for Life

2006 Convention on the Rights of Persons with Disabilities

2007 EFA Global Monitoring Report: Strong Foundations – early childhood care and education

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