Policy Paper

Inclusive Education

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HANDICAP INTERNATIONAL

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"The evidence from around the world is clear. When disabled people are included in education they can escape the inequalities and prejudices which for so long have confined them to poverty and a denial of their human rights. Moreover, the changes in education systems that this will require will mean that all learners benefit, leading to a strengthening of civil society and the socio-economic well being of all. This will lead to more humane and equal societies around the world."

Richard Reiser,
Implementing Inclusive Education, 2008[1]

"I'm finally a classmate with my neighbourhood friends, it was my biggest dream!"

9 year-old, boy,
Ain Azel village, Algeria.

As individuals we all have different ways of learning which often change over time. Inclusive education is about creating learning environments that respond positively to different individual's needs and embrace the diverse nature of humanity. Children with disabilities are a natural part of this diversity and exist in every community, but are often excluded from participating in education and particularly mainstream learning environments. This policy paper explains Handicap International's current work on inclusive education and offers perspectives for the period 2011–2015. The primary aim is to provide readers with a deeper understanding of the topic and sufficient knowledge to undertake concrete, positive actions towards inclusion.

This policy paper draws upon Handicap International's experience in the field of education since 1998 and prior to that, its experience of working with former development partner Action Nord Sud (ANS)[2]. It takes into account the outcomes of baseline field assessments, meetings with partners and donors, feedback from educational professionals, decision-makers and policymakers, and importantly, the views of children with disabilities and their families.

The knowledge and experience of Handicap International's education field staff and partners was central to producing this document. The programmes which have contributed to the reflection process and updating of this policy paper are Burkina Faso/Niger, Togo, Senegal, Mali, Sierra Leone/Liberia, Rwanda, Burundi, Kenya/Somaliland, Madagascar, Morocco/Tunisia, Algeria, Cambodia, Vietnam, Indonesia, Bangladesh, Nepal, Afghanistan, Nicaragua. Their participation in the process has been invaluable in creating a document which is grounded in practice from a wide range of contexts.

This policy paper gives indications for future possibilities and potential limitations, and all education projects and activities implemented by Handicap International programmes should conform to the guidelines presented. It is primarily intended for Handicap International Federation staff and partners, but will be distributed more widely, as it is of interest to other organizations and professionals working in the field of education and inclusion.

This document will be updated on a regular basis to incorporate new learning and expertise from Handicap International programmes, and to reflect developments and changes in international thinking on inclusive education.

The original language of this policy document is English. It is also available in French and other accessible formats on request.

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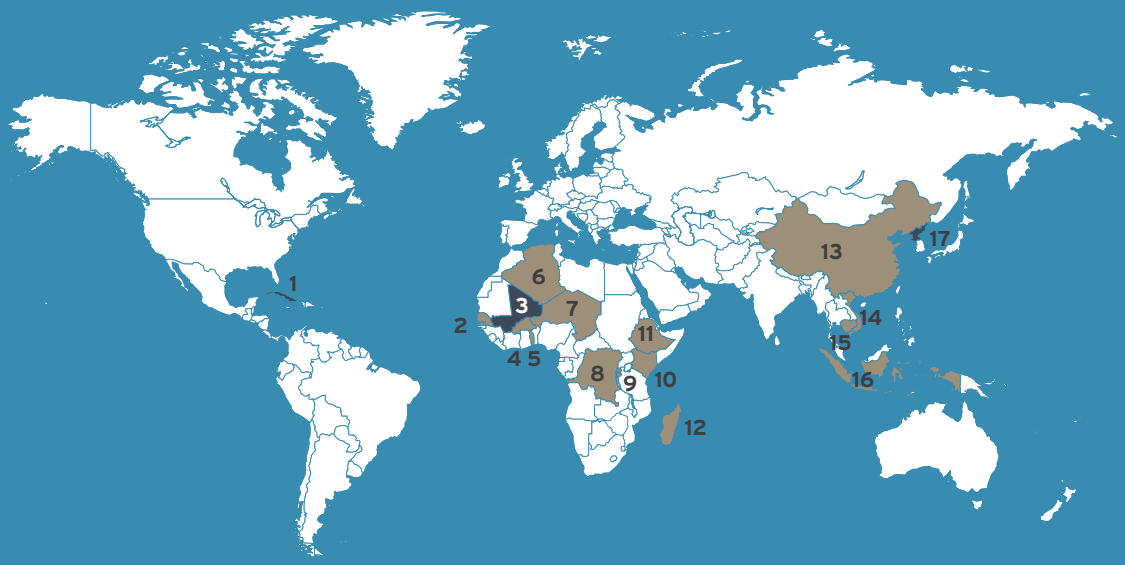
Map of Handicap International's involvement in Inclusive Education (July 2011)



Inclusive Education projects Implemented
Projects with Inclusive Education Component

The map above shows the countries in which Handicap International currently has inclusive education activities. The majority of projects are discrete, focusing solely on the education of children with disabilities. However in certain countries, inclusive education is a component of a larger project, such as local inclusive development (Mali).

1: Cuba
2: Senegal
3: Mali
4: Burkina Faso
5: Togo
6: Algeria
7: Niger
8: DR Congo
9: Rwanda & Burundi
10: Kenya
11: Ethiopia
12: Madagascar
13: China (Tibet)
14: Vietnam
15: Cambodia
16: Indonesia
17: North Korea

Togo, 2010

Principles and Benchmarks

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Importance, context and definitions

A

Definitions

Inclusive Education

Inclusive Education is a process for increasing participation and reducing exclusion, in a way that effectively responds to the diverse needs of all learners. It takes into account the individual teaching and learning needs of all marginalized and vulnerable children and young people, including street children, girls, children from ethnic minorities, children from economically disadvantaged families, children from nomadic/refugee/displaced families, children with HIV/AIDS and children with disabilities [3]. Inclusive education aims to ensure that these children are afforded equal rights and opportunities in education.

> **Education is both a right in itself and the means for realising other rights. Inclusive education is necessary to realise the civil, political and economic rights of all children and young people. A quality inclusive education is the main method of human, economic and social development, benefiting both the individual and society at the same time.**

Inclusive education is an approach which values diversity as an essential part of the teaching and learning process and which promotes human development. Inclusive education aims to combat the marginalization of individuals and to promote difference. Inclusion in education should be developed as part of a national strategy and not defined as a separate approach. It is evident that inclusive education is not a static concept. It does not have one single definition or method of implementation to suit all individuals and situations. It is based more on evolving inclusive practices that can be adapted to different contexts. It should be understood as a component of inclusive development, the end goal of which is a society that values and actively ensures the participation and inclusion of all its members. Inclusive education is the central means for achieving the goals of 'Education for All [4]', promoting a child-centred approach to teaching and learning throughout the life course.

It is important to understand inclusive education as a broad concept, referring to the right of **all** learners (including children with disabilities, but also other marginalized groups) to access and benefit from **formal** and **non formal** education. Inclusive education applies to learners of all ages, both children and adults. The focus of this policy paper and Handicap International's work on education is on children with disabilities

Special, integrated and inclusive education systems

Special education system: this means children with disabilities receiving an education in a segregated learning environment such as a special school or centre that is often isolated from the community, from other children, or from the mainstream education schools. In many countries this type of special education system has no link to the Ministry of Education and is under, for example, the Ministry of Social Welfare.

Integrated education system: this means classes for children with disabilities that are located in mainstream schools but in a separate classroom with other disabled learners and with a dedicated teacher. These children will often have little or no contact

with their non-disabled peers. Integrated education can also mean that a child with a disability is placed into a mainstream school and class, but that the school makes only minimal attempts to address any specific academic or social needs the child might have, and accordingly the child must adapt his/herself to the environment.

Inclusive education system: this means that the whole education system considers the measures it must take to be able to provide an appropriate education with all children learning together. Links are made with support services both special and mainstream. The inclusive education system takes a systematic approach to change rather than a school by school approach.

Formal and informal education

'Formal education' refers to a structured education system which is institution-based.

'Non-formal education' refers to any organised educational activity outside the established formal system—i.e. environment-based (where the child is living) and community related (supported by the community rather than the school).

Public and private education

'Public' refers to a system supported financially by the government and usually education is provided for free.

'Private' refers to a system supported financially by individuals or organisations, e.g. non-government organisations.

Education is recognised as central in development processes

Education is increasingly represented as a central theme for development by actors at international, regional, national and local levels. It is a clear development issue with tangible outputs and common approaches that can be monitored and observed. International and national NGOs also have an increasing interest in the development of education systems and education practice worldwide. Education is seen as pivotal to achieving key milestones such as Education Sector Plans at national level and the Millennium Development Goals at international level. It is widely acknowledged that education is an area which can have extensive positive social impact, for example in terms of its effect on mother and child health or livelihoods and employment.

Education and children with disabilities

It is estimated that 72 million children are excluded from education [5] globally, and among those, one third are children with disabilities. School-going age for children both with and without disabilities may vary from region to region and country to country. National governments have policies and laws stipulating the age limits for primary and secondary school:

- Average Pre school age 3–6yrs [6]
- Average Primary school age 6–15yrs
- Average Secondary school age 14–25yrs.

For children with disabilities, who often begin school later than their non-disabled peers and who sometimes require additional time, the process of setting an age limit law can prevent the completion of a basic education.

Understanding disability

There are different models used to define or explain disability. Handicap International's Scope of Activity identifies people with disabilities as "persons with lasting physical, mental, intellectual or sensorial impairments, which, when combined with certain barriers, prevent them from participating in society on the same basis as other people". This definition is line with the International Convention on the Rights of Persons with Disabilities (CRPD), the International Classification of Functioning, Disability and Health (ICF), and the Disability Creation Process (DCP), all of which broadly define disability as a complex interaction between a person's health condition and broader contextual factors. As stated in the WHO and World Bank Report on Disability 2011 "Defining disability as an interaction means that 'disability' is not an attribute of the person. Progress on improving social participation can be made by addressing the barriers which hinder persons with disabilities in their everyday lives".

There is a global lack of quality data on disability. However, the most recent research suggests:

- **Globally, more than 1 billion people live with a disability (WHO and World Bank Report on Disability (2011)**
- **20% of the world's poorest people have disabilities and nearly 80% of people with disabilities live in low-income countries (ibid)**

Education for children with disabilities in most low and middle-income countries largely consists of segregated special schools in urban areas where infrastructure is more developed. However, evidence is beginning to show that this type of educational system is not a viable solution over the long term and invariably excludes the poorest individuals, especially in rural settings.

The past ten years have witnessed a significant global drive on the issue of access to education. Whilst much progress has been made, as demonstrated by a global decrease in the number of children out of school [7], there remain serious challenges in terms of quality of teaching, learning, retention and success in education. For children with disabilities, the situation is critical. Education systems and services worldwide are simply failing to meet their needs, both in terms of access and quality of education.

Access to education

In the world poorest countries, where Handicap international implements projects, a large majority of children with disabilities has no access to education. It is estimated that one third of out-of-school children worldwide are children with disabilities [8].

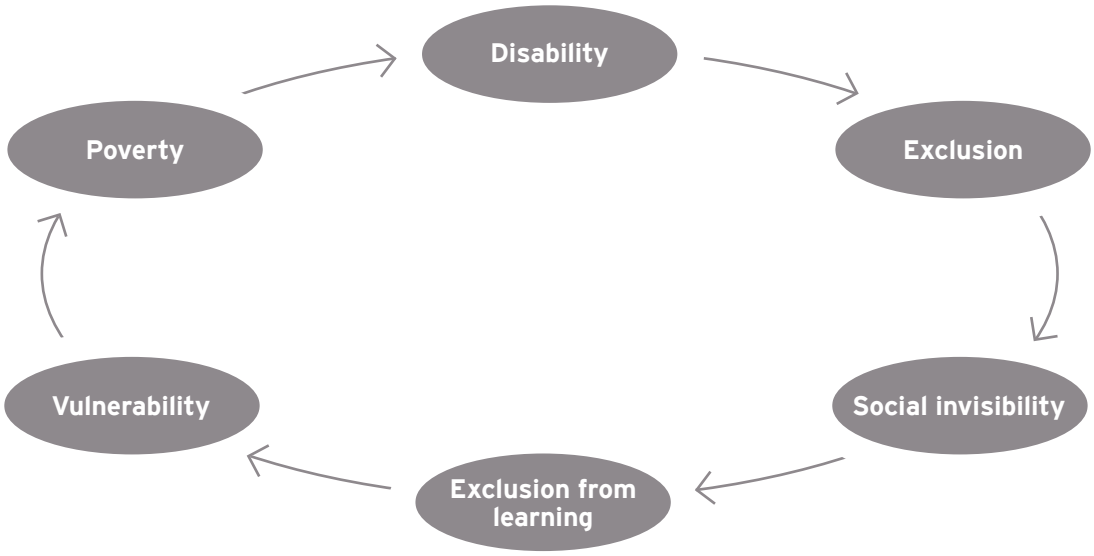
Quality of education

Reports show that despite political will at international level there are 'severe implementation gaps between policy and practice when it comes to ensuring that children with disabilities have equal access to a quality, inclusive education' [9].

The low quality of education for children with disabilities and its impact on repetition and retention rates is also acknowledged by some education ministries [10].

Education–disability–poverty

Exclusion from education further perpetuates the vicious cycle of disability and poverty. Children living in extreme poverty are denied access to basic services and often experience hazardous living conditions. This significantly increases the likelihood of developing serious health conditions and impairments. In turn, children with impairments are likely to experience social exclusion and discrimination, which further exacerbates their poverty and vulnerability[11] (see following diagram).



The poverty level of a family and or household will usually determine whether or not a child with or without a disability has access to school and can remain in education for the required number of years. Amongst economically disadvantaged families, children (especially girls) are often required to fulfill household and agricultural tasks, including caring for siblings. Poverty can be a catalyst for impairment and exclusion for children who require medical attention for health issues such as epilepsy or sickle cell and who do not receive it. This, in turn, can have disabling effects for all the family as these children need to be cared for and the at the same time, the families need to earn a living to provide basic food and shelter.

Barriers to education for children with disabilities

Handicap International partners and field staff have identified the following barriers to education encountered by children with disabilities. These examples are prevalent in all countries where Handicap International works.

Focal problem: Girls and boys with disabilities are denied an education at preschool, primary school and secondary school or receive a poor quality education (including informal education).

This problem is confirmed by consistently low rates of enrolment and/or high drop-out rates and repetition rates of girls and boys with disabilities, and consequently their low level of education.

Example: Vietnam—children with disabilities sometimes have to repeat grade 1 up to eight times, by which time they are 14 years old and schooling is no longer compulsory. The result is that these children make little progress. (Source: Vietnam pilot school work report).

Barrier 1: Negative attitudes in the community and lack of knowledge due to:

- Traditional beliefs and practices, fears, shame, economic poverty (of parents, schools, teachers, other pupils and communities), large family sizes
- Parents of children with disabilities do not know or underestimate the capacities or the potential of their children
- Parents of children with disabilities do not see the value of sending their children with disabilities to school nor their potential for future employment.

Barrier 2: Quality inclusive primary education not accessible to children with disabilities due to:

- **Inadequate teaching, monitoring and support provided:**
- Inaccessible and un-adapted curricula
- Insufficient training of teachers on key issues (disability awareness, gender sensitivity, classroom management, accessible curriculum, diversification of teaching methodologies)
- Resources and teaching materials and teaching practices inaccessible
- Inadequate monitoring, evaluation and support mechanisms for the inclusion of children with disabilities in education
- Severe lack of provision and follow-up support
- Disabled girls and boys have no voice or choice in their educational needs and aspirations.
- **Inaccessible education environment:**
- Inaccessible school buildings and facilities
- A lack of accessible and suitably private sanitary facilities (note: this is a primary cause for high-drop out rates among adolescent girls)
- Specialist equipment needed to support many disabled girls and boys is costly and restricted to urban locations
- Lack of appropriate transportation
- Lack of natural lighting in classrooms.

Barrier 3: Lack of national and local inclusive education policies due to:

- Lack of information to governments about how to translate international standards such as Article 24 of the Convention on the Rights of Persons with Disabilities (see appendices) into a policy that is feasible within a resource poor context
- Lack of sufficient knowledge base on disability and inclusive education within Ministries of Education and Teacher

Training Colleges to put policies into practice
- Lack of mechanisms for analysis of information and exchange of best practice on key disability and education issues (both within and between countries)
- A medical model of disability is entrenched in society
- Severe lack of data:
  * about the numbers of disabled girls and boys both in and out of school
  * on education provision for disabled girls and boys.

Related to Barrier 3, the following common scenarios explain why national education laws and policies often make the inclusion of children with disabilities difficult.

1) No specific law to protect the rights of children with disabilities. Since children with disabilities are often not recognised as equal citizens in society, generic national laws are usually insufficient.
2) A specific law exists but it is not effective, due to limited knowledge about the law, negative attitudes towards children with disabilities and limited knowledge on how to implement it.
3) The existing law specifies that children with disabilities should attend special schools.
4) The law is recognised but only partially implemented within the country context, and only certain education officials actually promote the law.
5) There are commonly a number of prohibitive policies relating to school examinations. In some developing countries where Handicap International works, governments do not take into account specific needs of individual children in terms of completing examinations, such as: extra time to complete the examinations; an assistant to transcribe the answers; an assistant to read the questions; provision of examinations in alternative formats (e.g. Braille).

The international education policy framework

Globally, education is currently high on the development agenda for governments, donors and international agencies. This progressive interest has been influenced by the existence of the following key texts, all of which have a strong (though not always direct),reference to education.

1948	***Human Rights Declaration**
1989	***UN Convention on the Rights of the Child (art. 23, 28, 29)**
1990	World Declaration on Education For All, Thailand
1993	UN Standard Rules for the Equalisation of Opportunities for Persons with Disabilities (Rule 6)
1994	Salamanca Declaration of World Conference on Special Needs Education (Access and Quality)
2000	World Declaration on Education For All, Dakar
2000	Millennium Development Goal 2 Universal Primary Education by 2015
2006	***International Convention on Rights of Persons with Disabilities (Article 24)**

*legally binding texts

In terms of achieving inclusion in education for children with disabilities, the three texts elaborated below are currently the most influential at international level. National level policy frameworks are largely guided by these and Handicap International's inclusive education work must also correspond to their frameworks and goals.

The International Convention on the Rights of Persons with Disabilities (CRPD)

The International Convention on the Rights of Persons with Disabilities, and in particular article 24[12], is a key document for Handicap International's education work in terms of advocacy and good practice on the inclusion of children with disabilities in education. Article 24 sets out five clear statements referring to equal and non-discriminatory opportunities to life-long learning, social development and participation within the community for learners with disabilities, to which governments (should they sign and ratify the Convention) are legally committed.

The Millennium Development Goals

The second and third Millennium Development Goals[13] are to '[e]nsure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling' and to [e]liminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015'. Most international agencies are focussing heavily on these important targets, especially given the approaching deadline of 2015. Given its narrow focus on Universal Primary Education, there appears to be a growing commitment to the Education for All goals which take a more holistic view on education from early years education through to adulthood studies.

The Education For All goals

The six EFA goals[14] are

1. Expand early childhood care and education
2. Provide free and compulsory primary education for all
3. Promote learning and life skills for young people and adults
4. Increase adult literacy by 50%
5. Achieve gender parity by 2005 and gender equality by 2015
6. Improve the quality of education.

Handicap International's work towards the inclusion of children with disabilities in education contributes to the implementation of the International Convention on the Rights of Persons with Disabilities, the achievement of the second and third Millennium Development Goals (MDG) of Universal Primary Education and gender parity, and the broader goals stipulated by the Education for All (EFA) plans.
Through advocacy and collaboration at international, national and field levels, Handicap International is currently promoting the adherence to an inclusive approach to the MDG and EFA goals.

Why intervene?

A

Beneficiaries

Handicap International's actions in education have a specific focus on children with disabilities who represent some of the most vulnerable and excluded young learners worldwide[15]. However, this focus on disability is to be understood only as a small part of the wider meaning of inclusive education, which addresses all marginalized groups, for example:

- street children
- children with disabilities
- girls
- children from ethnic minorities
- children from economically disadvantaged families
- children from nomadic/refugee/ displaced families
- children with HIV/AIDS.

In the past, Handicap International targeted children with mild impairments, trying to support their inclusion in mainstream schools, and at the same time, facilitated the development of quality education through the introduction of a child-centered teaching pedagogy. In accordance with the Federal Strategy (2011-2015), Handicap International seeks to also meet the education needs of children with severe impairments who are the most excluded and have the least access to education and community life in general. The Federal mandate also allows for actions to support other marginalized children. Working with children with disabilities towards inclusion inevitably means working together with non-disabled children to nurture social interaction, friendships and equity in local communities and schools.

B

Principles of intervention

Principles and key indicators

Handicap International's policy on education is underpinned by the following principles:

- Children with disabilities have the right to access a quality, inclusive education
- Learning environments must respond to the physical, social, intellectual and emotional needs and personal aspirations of individual children and young people
- Education policy and practice must reflect and respect the diversity of learners, especially children with disabilities.

These principles drive Handicap International's work on education in low income countries, in the context of both sustainable development and emergency situations. Based on these principles, and in collaboration with education, social and health care stakeholders[16], the main objective is: *"to ensure quality education for children with disabilities in the public inclusive education system*[17]*".*

This objective can be monitored and evaluated using the following indicators. Note that the indicators have a direct link to the children as they are the main focus of all inclusive education projects:

- Increased number of children with disabilities are schooled, in formal or informal structures, or receiving education at home
- Decreasing school drop-out rates among children with disabilities (similar to the average rate)
- Decreasing rate of children with disabilities failing in their school career (similar to the average rate)
- Social and academic progress of children with disabilities
- Participation of children with disabilities.

Primary level inclusive education

A focus on primary education within the public sector is an obvious priority for Handicap

International, given its field experience with partners over the past ten years and the current international mobilization to achieve the 2015 Millennium Development Goals.

Public sector education

Handicap International gives priority support to the public education system, working on the assumptions that:

1. The public education system is mandated to guarantee all children with equal opportunity through a free and compulsory primary education
2. The public education system reaches the largest number of children
3. Inclusive education implies a sector-wide reform dictated by the legitimate authority, i.e. the State.

Formal and non-formal education

Whilst the emphasis of Handicap International's policy and field work on education concerns formal education, it is important to understand education as something broader than formal schooling. Non-formal learning environments, such as education in the home or in the community, play an equal role in addressing a child's developmental needs at different periods of their life. Handicap International actively promotes this broader concept of 'life-long learning'[18] as the most effective way for education systems to increase and sustain the autonomy and independence of individuals, families and communities.

Special schools and services

Handicap International generally does not work in isolation with special schools. However, it does work with special schools to develop their capacity to act as a resource for inclusive education in the community and in mainstream schools[19]. Handicap International generally avoids creating new or additional special services for children with disabilities and prefers to work within existing frameworks to support national and local services to provide appropriate support. Sometimes special classes are used as transition classes into mainstream, to offer necessary learning support for children with disabilities. Handicap International sees its role as being to develop or reinforce support services to link all the existing services in the most sustainable way possible.

Accessibility of schools

Handicap International rarely invests in school construction projects. However, accessible school design, adaptation and child friendly environments are promoted (refer to Handicap International's Accessibility Policy).[20]

Overview of Handicap International's work in education

Systems	Formal education	Non-formal education
Public	Ordinary schools (non-confessional and confessional), training institutions	Literacy courses/campaigns
Private		Education at home Community groups

Complementary approaches

A

Cross-cutting approaches

A child-centered approach

Handicap International's work, whether at national or grassroots level, strives to be centred around the needs and rights of individual children and young people with disabilities and the communities in which they live. Children with disabilities and their families can be empowered to develop the necessary skills, knowledge and experience to improve and influence their education opportunities. Children should be part of this process of creating enabling environments, becoming important partners, and ideally, agents of their own development.

Typically, Handicap International's inclusive education projects have activities to develop the self esteem, decision-making skills and confidence of children with disabilities and their non-disabled peers through inclusive children's clubs, sport and leisure activities and other school and community initiatives.

Child-centred does not mean that each time an activity is carried out that a child with a disability has to be directly consulted. Rather, it implies that we constantly monitor to ensure that what we are doing will ultimately benefit the child.

A multi-sector and multi-stakeholder approach

As education is the responsibility of many actors working at many different levels, a multi-stakeholder approach should be adopted across all Handicap International education projects. Stakeholders will inevitably include a mix of individuals and groups from the public, informal, private and specialized sectors[21]. These sectors will vary widely, according to the country context and national infrastructure.

Achieving inclusive education also requires effective collaboration across government bodies and ministries. Having a common 'inclusive' strategic aim across ministries ensures that an appropriate education policy can be implemented. For some children with disabilities, access to appropriate health care and social wellbeing support is fundamental to ensure their access to education. Therefore, in all countries, inclusion in education requires restructuring of government resources (human, material and financial). This does not automatically mean additional cost. Ministries of education should develop robust and feasible inclusive education policies and allocate budgets to build on existing examples of good practices that are in line with international standards.

A partnership approach

Working at different levels of intervention requires strong collaboration between local and national civil society organizations and government bodies. For Handicap International, work on inclusion in education therefore necessitates a partnership approach which includes both grass-roots and institutional partners[22]. This means ensuring that all those involved in the process of education for children with disabilities are actively engaged in the design and planning phase through to implementation and evaluation. Handicap International makes every effort to use a partnership approach in its inclusive education work as this means that key stakeholders are more likely to take ownership of the work, thereby increasing commitment and possibilities for sustainability in the longer term.

Focus

In additon to the children themselves, parents and families play a vital role in the process towards inclusion in education. As a key part of a child's support network, parents and family members are in a position to either promote their child's education or to hinder it (whether intentionally or otherwise). It is therefore important that Handicap International's work with local partners includes long-term and short-term support for parents and families to recognise their children's needs and to develop their abilities. Types of support will vary from household to household, but examples include: information about the child's impairment and advice on how to both care for them and develop skills of independence in the home; suggestions on how to make the home environment more physically accessible; advice on where to find health care and medical treatment if needed; advice and training on how to create family support groups [23].

A twin-track approach

The inclusion of children with disabilities in mainstream education requires cultivating and applying inclusive practices at all levels, rather than concentrating solely on a child's impairment. As such, Handicap International's inclusive education work requires a twin track approach [24] whereby the individual needs of children with disabilities are addressed at the same time as addressing societal, environmental, economic and political barriers to education. This approach is in line with the Disability Creation Process [25].

Examples of a twin-track approach to inclusive education:

a) A child with a disability may require a healthcare or rehabilitation intervention to be able to access or participate in education more independently. However, this intervention alone does not guarantee inclusion. Therefore work is also carried out to address potential barriers within the home (information and support to the family), the community (awareness-raising on disability, inclusion) and schools (infrastructure, teacher training, whole-school inclusive planning).
b) A teacher training programme has modules which promote respect for diversity and equal opportunities, as well as more specific modules concerning teaching methodologies for children with certain impairments – sensory, intellectual, physical.
c) Physical accessibility audits [26] of homes and schools are carried out according to the principles of universal design, creating an 'unbreakable chain of movement' whereby a person can move freely from their home to any public space. Individuals with impairments also receive appropriate individual support to ensure the maximum level of mobility (eg. assesments, assistive devices, physiotherapy, occupational therapy).

A gender-inclusive approach

Handicap International considers that a focus on girls' education should not be to the detriment of disabled boys, non-disabled children, women, men and extended families – nor to the community at large. The core barriers to education for disabled girls are discrimination and negative attitudes. These will not be resolved by working with women and girls alone. Discrete projects developed for disabled girls should be complemented by a range of projects targeting other key beneficiaries at different levels – notably disabled boys, non-disabled children, mothers, fathers, families, teachers, adults with disabilities and local community groups.

B

Linkages with other areas of Handicap International's work

Contributions to inclusive local development [27]

Handicap International's education work alongside partners at grass root level supports the fundamental principles of local inclusive development. This contributes to strengthening existing participatory mechanisms for dialogue to ensure children with disabilities have improved access to education and social services. At community level Handicap International places a strong emphasis on awareness raising amongst parents, local leaders and decision makers to prioritise inclusive practices in education. The aim, wherever possible, is to include children with disabilities in the decision making processes towards an inclusive local governance.

Links with rehabilitation services

A high proportion of children with disabilities identified by Handicap International's education projects require rehabilitation services to support their inclusion in schools. Strong links are thus encouraged between local education and rehabilitation services. In most inclusive education projects there is an identification and assessment phase that can lead to a referral and to appropriate rehabilitation services. Handicap International works with rehabilitation services in many countries to build their capacity to correctly identify the rehabilitation needs of children with disabilities and provide follow up services. The inclusive education project can alert a rehabilitation project if the services are weak.

Inclusive education in emergencies

Handicap International supports inclusive education projects in a variety of country contexts, from long-term development to emergency situations. While these contexts will require different approaches, the key messages and activities of inclusion in education will remain the same or similar. All projects, regardless of the context, need to take into account current education infrastructure and systems, both specific for children with disabilities and non-disabled children (if they differ) and should correspond to the broad set of guidelines outlined in this policy document. In countries affected by serious conflict there are often good opportunities to propose and develop inclusive frameworks for education, particularly when there is scope for complete re-design and re-building of the education system.

HIV/AIDS and sexual abuse

Children with disabilities are highly vulnerable to the impact of HIV and AIDS. In countries with high HIV prevalence, many children with disabilities are AIDS orphans or are living in households where someone is infected. Boys and girls with disabilities are particularly vulnerable to sexual abuse and are thus exposed to increased risk of transmission. HIV and AIDS awareness is a key theme in inclusive education and can be developed as an integral part of a local level (community or school) awareness-raising session on inclusion and disability. Protection against sexual abuse and violence and creation of safe environments for vulnerable children should be an integral part of any inclusive education project.

End of Principles and Benchmarks

Cambodia, 2008

Intervention methods

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Phases of planning and intervention

This section of the policy paper outlines the preliminary steps required and the main levels of intervention for all Handicap International inclusive education projects. It addresses the main expected results and activities for the three core areas of Handicap International's education work, offering sample indicators to measure the impact of the project work. It also offers some perspectives for Handicap International's work on education for the period 2011-2015.

A

Prerequisites for programming

Before Handicap International teams launch into programming inclusive education initiatives in-country, it is critical that the following prerequisites are assured:

- Handicap International's readiness to invest financially and technically in an initial collection of information with wide consultation with key stakeholders using a participatory approach
- Willingness, interest and commitment of community and education stakeholders to learn more on inclusive education and to participate in the initial assessments (e.g. speaking openly about existing barriers)
- Willingness of stakeholders to share education statistics and information (e.g. enrolment, retention and drop out rates by geographical zone; numbers/types of school staff) and disability and education information (e.g. types of schools, numbers of disabled pupils enrolled at different levels, census information, information about types of services people with disabilities), Knowledge Attitude and Practice surveys etc
- Commitment of education and administrative authorities to collaborate at all levels
- Identification of national and local expertise in the field of disability with a view to developing working partnerships
- A commitment from other sectors (e.g. social, health, livelihoods) to work in partnership to achieve inclusion in education
- Funding opportunities.

At this point, the intention to develop inclusive education initiatives should be clearly stated in the programme pluri-annual operational framework and the Inclusive Education Technical Advisor informed.

B

Scoping and feasibility phase

This is the most important phase of the project. Results from the scoping and feasibility phase influence not only the project itself, but the longer term impact and sustainability of inclusive education in the region and country. It follows that this phase will require investment, both financial and technical, from the programme and desk.

The Handicap International "Access to Services" guidelines[28] for programming contain a robust toolkit which can help with this exercise and the collection of key information, such as:

- the current state of education in the country, including statistics and national education plans (at a minimum of pre-primary, primary and secondary levels)
- the specific education policies and practices relating to inclusion and disability (literature review, mapping of stakeholders and institutions, information giving and collecting workshops, focus groups and interviews with those who have key roles in all stages of child education and development, and understand about child rights in the social, health and education sectors)
- some analysis about the key stakeholders in inclusive education, their level of expertise, roles, responsibilities and achievements to date (government and civil society)
- some analysis of the other development actors (local, national and international NGOs, CBO etc) working in the field of inclusive education in the country. This includes information about where they are working and the results /impact of their work.

Once all the above elements are analysed it should be possible to define Handicap International's added value regarding the inclusion of children with disabilities in education in the country / region. Of course it is possible that a decision is made not to develop education activities within the programme. This can be due to a variety of reasons, for example a lack of stakeholder interest, political instability, too many actors/ agencies already involved.

Handicap International should only develop inclusive education projects within programmes where a clear added-value has been identified, as highlighted in the program pluri-annual operational framework.

C

Design and planning phase

The design and planning phase draws on the information and knowledge gained during the scoping and feasibility phase and should focus on developing relevant longer-term and time-bound activities. As such, this phase should allow for:

- Further in-depth analysis to map the specific current barriers and facilitators; this is to avoid making inaccurate assumptions which can result in inappropriate activities and partner demands and inappropriate indicators to measure progress
- Consultation and involvement of relevant local initiatives with a view to being included in the future activities
- Formalization of relationships with partners and relevant ministries (e.g. Ministry of Education and or Health) and national umbrella organisations to allow access to regional and local authorities
- Broad-based buy-in for the project by the main stakeholders.

At the end of this phase the following documentation should be in place:

- a formal commitment from partners to undertake joint work in this field, or a formal written agreement to allow this work to be carried out
- information from partner workshops, including participation by children, parents, representatives from specialized services, education, social and health actors, investigating where, when, with whom inclusive education work should be developed
- specific information about the exact geographical location, the context, and target groups
- a project monitoring and evaluation system that is usable for all partners and project stakeholders.

Implementation phase and monitoring and evaluation

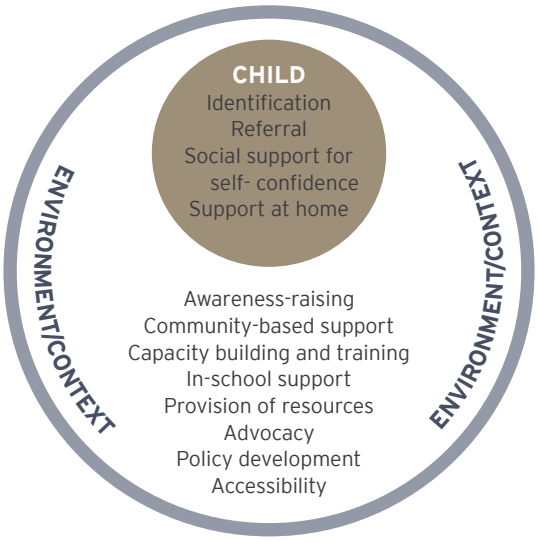
A

Levels of intervention and expected results

Introduction

Handicap International's work on inclusive education focuses on three main levels of intervention:

1. **Direct support to children with disabilities and their families as part of local inclusive community development**
2. **Improvement of services (education, social, health)**
3. **Inclusive education policy development at national level.**



Developing activities at all three levels of intervention is crucial to achieving sustainable, quality inclusive education for children with disabilities. This may be done progressively over time, based on careful assessment and monitoring of the environment.

Before embarking on an inclusive education project, Handicap International programmes should carefully research all three levels

during a scoping and feasibility stage. This will ensure that the subsequent work has significant added value which is both relevant to, and sustainable within, the context.

It is important to understand Handicap International's inclusive education interventions as broader than time-bound project work. Initial investment in a scoping mission [29] to investigate current and past education frameworks and practices will guide a Handicap International country programme and its partners in the development of long-term plans for collaboration on inclusive education. These investigations should carefully research and analyse the country context in terms of inclusive education at all three levels of intervention stated above. This requires appropriate financial and human resource investment.

The information and results from the scoping phase will guide programmes and partners on which level/s of intervention to place most emphasis within a given project time scale or over a longer strategic period (five years).For example, results may show that in the first year of a project the activities should focus on awareness-raising on disability and inclusion in education, and identification of out of school children with disabilities. This may happen at the same time as preparation of schools to receive children with disabilities, such as accessibility works and in-service teacher training. In the second year (or at the beginning of a school year) the activities may focus more on support to families to include their child with a disability in school, ensuring that parents of children with disabilities are represented on school and community committees, and follow up work with teachers to support them to implement the inclusive methods received during the training.

An inclusive education project which has been developed and written without a thorough scoping phase and with little or no long-term strategy in mind is likely to have only limited or short-term impact. Indeed this impact can often be negative in the long term if the context has not fully been researched and analysed in collaboration with partners.

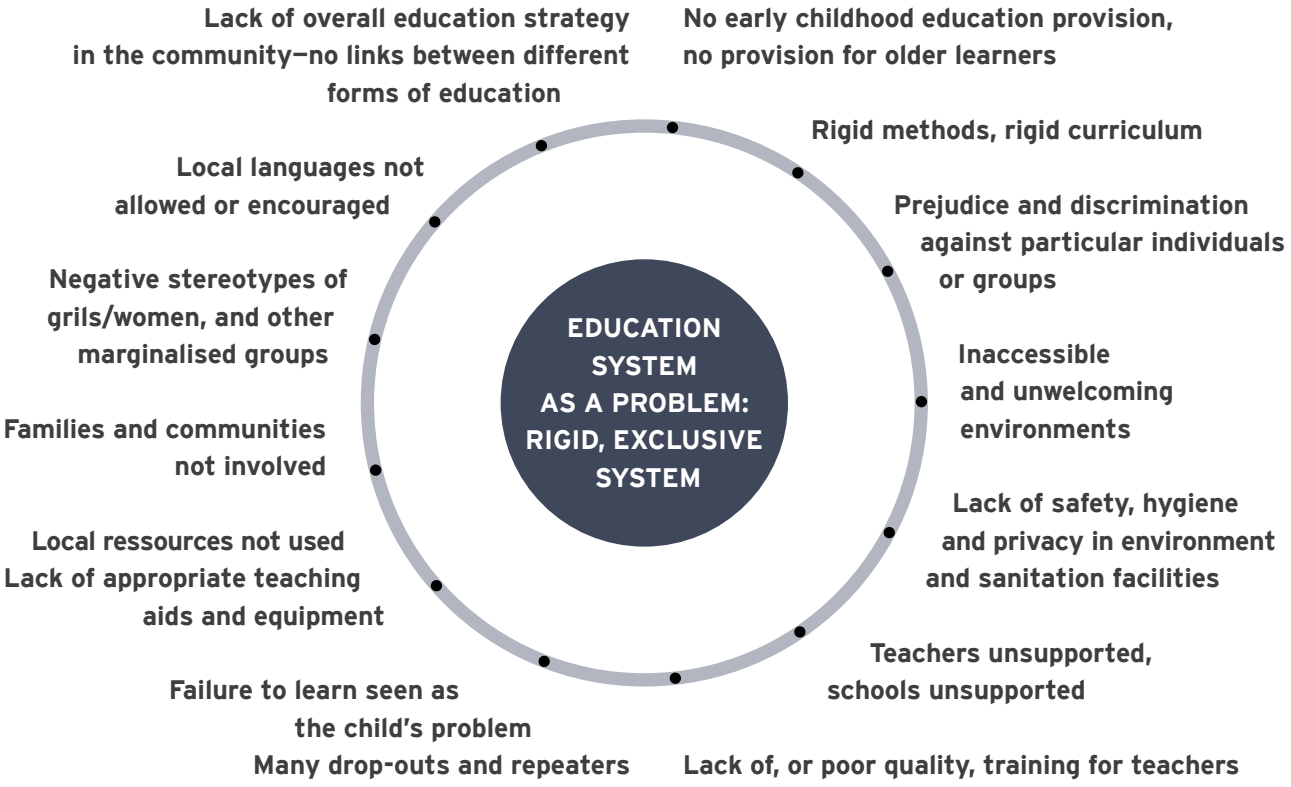
For these different levels of intervention, three main expected results have been identified by a review of Handicap International's inclusive education projects over the past five years:

a. **Changing attitudes for an inclusive society**
b. **Teaching and learning for an inclusive system of services**
c. **Inclusive education policy development.**

These expected results are largely interdependent and effective action on inclusive education should combine all three. However, although these expected results are linked, discussions with partners and stakeholders during the initial situation analysis will help to define the priority actions for each specific context.

Level 1: Direct support to children with disabilities and their families as part of local inclusive community development, with a focus on education

Developing a shared understanding about the basic principles of inclusion in education is fundamental to affect positive change, and this needs to take place at all levels and with all partners. From Handicap International's experience, effective interventions in education should primarily address environmental and social barriers to access and participation, rather than focus exclusively on a child's impairment (see following diagram [30]).



Challenging attitudes that consider the child with a disability as the "problem", re-thinking existing values within a given community (e.g. at home, school, work) and strengthening the capacities of the education stakeholders have been identified by Handicap International field staff as the most vital elements for ensuring that education stakeholders are more positive about the rights of children with disabilities.

Expected result: Changing attitudes for an inclusive society

"Stakeholders have an increased knowledge about disability issues and are therefore better able to support disabled children with special education needs to go to school and participate in the community social life".

Examples of activities:

- Theatre productions in the local area
- Short radio programmes broadcast live within the project area
- The inclusion of children with disabilities in existing local social activities such as social events
- Skills development of young adolescents with disabilities (this helps society to see ability rather than disability)
- The organisation of 'child-to-child' fun days within the school environment for all children, including those with disabilities, to come together to play games and exchange with one another
- To develop empathy activities with teachers, for example "how do you feel about carrying books when you do not have the use of your hands?"
- To collect the life stories of teenagers and adults with disabilities who are at school, at university or who have a job and also the life stories of their families
- To co-host workshops on Education For All with national/regional/local Education Thematic Groups and to have a focus (for campaigns) on the inclusion in education of children with disabilities
- Ensuring the correct protocol is used when dealing with teachers (i.e. collaboration with teacher training colleges)
- Ensuring a wider, more inclusive stakeholder analysis regarding the education situation for children with disabilities
- Creating a database of consultants who can carry out disability and inclusion awareness training and assessments.

Indicators for "changed attitudes"

Outcome indicators

- Changes in Knowledge-Attitudes-Practices of groups targeted by the activities (measured at the beginning and end of project)
- Number and types of decisions taken by local authorities, after awareness-raising or advocacy activities.

Process indicators

- Number and types of actions implemented
- Number and types of medium used
- Number and types of local stakeholders involved in awareness-raising initiatives
- Number and types of actions implemented in synergy with various stakeholders
- Number and types of media stakeholders (Radio, TV, newspaper) invested in actions
- Number and types of target groups (communities, leaders, education professionals, children with disabilities and their families etc).

"Inclusive education helped me to see children with disabilities differently. Not only the right to education is theirs and they have the abilities to learn. It is then our duty to help them."

Inspector of Education,
Wilaya of Setif, Algeria

Level 2: Improvement of services (education, social, health)

Handicap International's education work on teaching and learning focuses both on the service provided (e.g. by a school and its staff) and the children with disabilities accessing that service. The successful development of a quality teaching service which can achieve positive learning outcomes relies upon long-term investment with those involved in the teaching and learning process and specifically, working closely alongside partners (teachers, children, and families) to understand their issues and collaborate with them in the long term.

In the countries where Handicap International works, there is currently a widespread lack of teaching knowledge and skills within formal and non-formal learning environments. Predominant teaching and learning methodologies are 'one-way', i.e. from the teacher to learner, and the concept of individual needs is rarely understood. The large majority of teachers have only a basic level of education themselves and have had no exposure or training on how to ensure that all children are able to follow lessons and be included in school and community life. Accessing teacher training programmes can be costly for many and the prospect of extremely low teacher salaries offers little incentive.

Teaching children with special educational needs, including children with disabilities, presents challenges for teachers, both from the perspective of social stigma for accepting these children in their classrooms to the preparation and delivery of 'inclusive' lessons. Many teachers are poorly prepared to meet these challenges, and as a result, the quality of service delivery is weak and the learning achieved by the students is limited.

Expected result: Teaching and learning for an inclusive system of services
"Primary schools are able to include disabled children with special education needs in their classrooms and school activities and can provide appropriate education"

Examples of activities [31]:

- Developing links between model inclusive mainstream schools and the surrounding regular schools
- Developing education programmes on inclusive education with higher learning institutions
- Developing teacher training programmes (initial and in-service) with teacher training colleges and curriculum development centres
- Developing the education service to be able to successfully train, recruit and employ teachers with disabilities
- Updating curricula and creating manuals
- Developing links between mainstream and special education to ensure specialist services are available and accessible for children with disabilities in mainstream education settings (e.g. deaf children will need to learn sign language; blind children will need to learn Braille)
- Participating in monthly teacher meetings: presenting teaching materials and Individual Education Plans (IEPs) as assessment tools
- Training local resource teams on inclusive education
- Setting up and training key groups of resource persons to give support to inclusive schools: i.e. to give advice to teachers and parents and monitor the IEPs. These resource people could be teachers from the special school
- Training of teachers in classroom management
- Sourcing adapted teaching and learning materials
- Improving physical accessibility (in schools and homes)
- Awareness-raising sessions for all teachers within a project area on inclusive education, not just the target schools. This activity ensures that all teachers are predisposed to the issues of inclusion of

children with disabilities at their school
- Sign language training for those responsible for training programmes (ministry level agents and technical advisors, teacher trainers and teachers)
- Strengthening support services such as forming cluster school groups with itinerant resource teachers
- Developing monitoring mechanisms.

Indicators for this result

Outcome indicators
- Changes in Knowledge-Attitudes-Practices of education professionals and the extent to which teachers provide appropriate education to children with disabilities
- Existence of mechanisms for monitoring the education of children with disabilities.
- Use of monitoring tools by teachers
- Active participation of parents of children with disabilities in meetings with teachers
- Adequate physical adaptation of the premises.
- Participation of children with disabilities in education and recreation activities.

Process indicators
- Number and types of modules on inclusive education included in teacher training schools
- Number and types of in-service teacher training sessions
- Change observed in inclusive teaching methodology and practice in the classroom (including the number of teaching tools used)
- Higher number of children with disabilities successfully participating in education and/or obtaining primary level grades
- Number and types of accessible teaching tools available
- Number and types of "post-training" support visits for professionals trained in project life cycle

Level 3: Inclusive education policy development

In the countries where Handicap International works, national education policies are often exclusive and lack clarity in relation to the education of children with disabilities. The following scenarios have been experienced by Handicap International within different country contexts:

a) No specific law to protect the rights of children with disabilities. Since children with disabilities are often not recognised as equal citizens in society, generic national laws are usually insufficient
b) A specific law exists but is not effective due to limited knowledge about the law, negative attitudes towards children with disabilities and limited knowledge on how to implement it
c) The existing law specifies that children with disabilities must attend special schools
d) The law is recognised but only partially implemented within the country context, and only certain education officials actually promote the law.

It is not only education policy which can put constraints on inclusion in education. Employment laws can also restrict people with disabilities from accessing certain types of employment, such as the teaching and health care professions. Due to such laws and the lack of higher education opportunities for students with disabilities, there are few people with disabilities as role model teachers or in positions of responsibility at all levels of the system.

Expected result: Inclusive Education policy development

"Inclusive Policies have been developed and implemented"

Examples of activities:

- Participation of people with disabilities in national and local education forums
- Participation of people with disabilities in international and national advocacy
- Lobbying for inclusive education indicators in related policies (for example PRSP[32] indicators, ten year education sector plans)
- Lobbying for social protection measures or social safety nets, including school scholarship programmes for the economically disadvantaged
- Identification and collection of data of children with disabilities both in and out of school
- Identification of barriers
- Mapping of needs and resources/creation of data base on inclusive education
- Creating referral teams (guidance committees)
- Capacity building of education leaders on designing inclusive policies
- Capacity building of education leaders on coordinating the implementation of inclusive policies
- Creating a dynamic of cross-sector exchanges/study tours
- Accessibility norms created for school construction
- Participation in education policy development workshops to make them more inclusive
- Instigation of free orthopaedic consultations at rehabilitation centres for children with physical disabilities
- The elaboration of an inclusive education module to be introduced into the initial teacher training sessions in state teacher training colleges.

Indicators for this result

Outcome indicators

- Data is generated through routine Ministry of Education statistics on the numbers of girls and boys with disabilities both in and out of school
- Change in the Knowledge-Attitudes-Practices of education leaders
- Existence of inclusive education action plans in education policy papers (at local, national or regional levels) fitting with international frameworks
- Existence of inclusive mechanisms involving parents, associations of parents, Disabled People's Organisations
- Existence of referral procedures
- Number of inclusive schools respecting standards of inclusion.

Process indicators

- Number of decision-makers attending information and training sessions on inclusive education.

B

Building local capacity

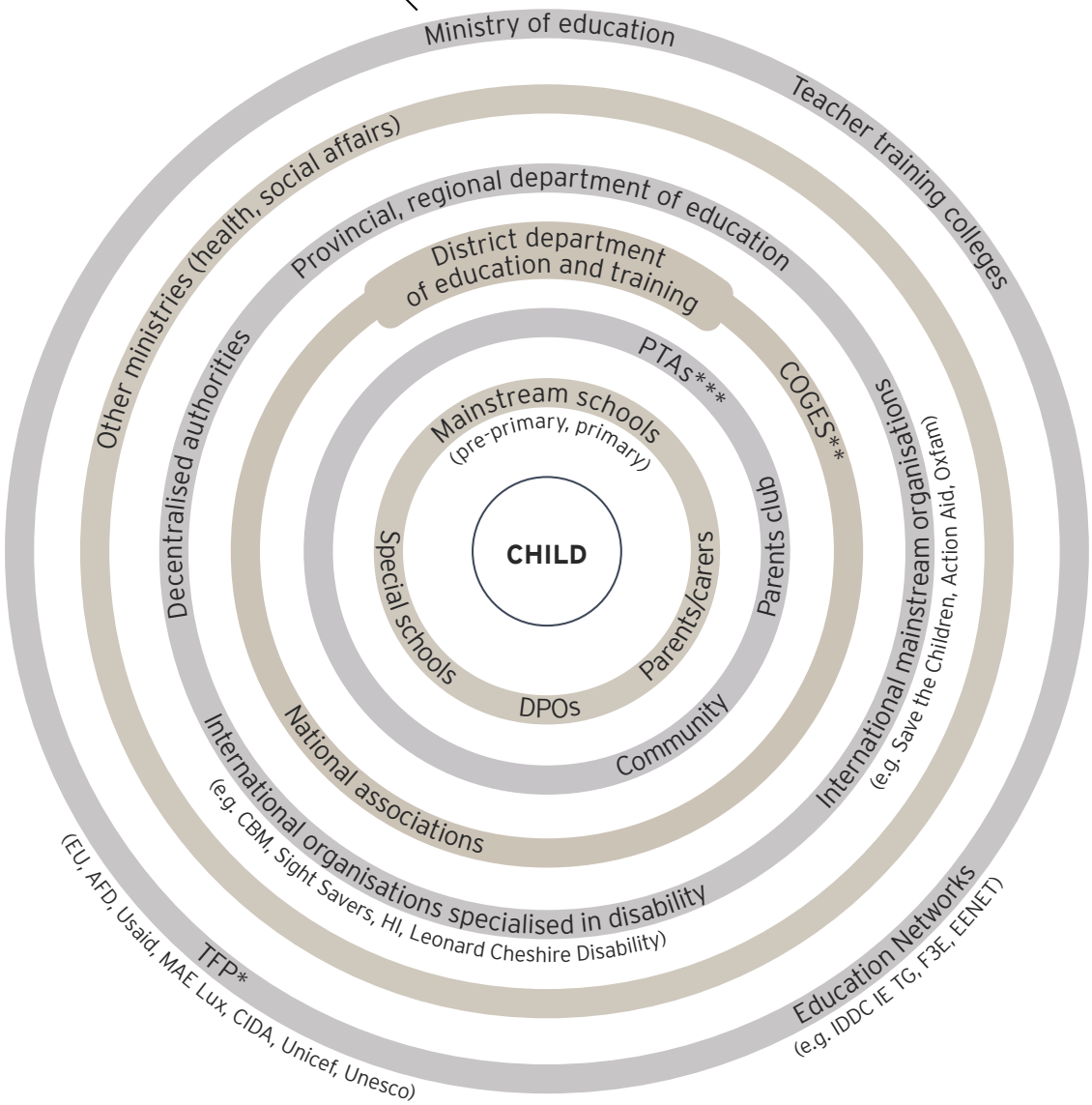
Capacity-building of stakeholders involved in education at all levels needs to be an integral part of Handicap International's inclusive education activities. When working at national level, Handicap International should aim to build the capacities of policy makers to support them to become committed leaders, able to coordinate inclusive education policy and practices nationwide. This includes working with decentralised governments.

At local level, Handicap International should look to support both existing and new initiatives building the capacity of partners to implement local level inclusive education activities using available experience and resources. This includes developing local consultation mechanisms, for example through parent associations, school committees or women's groups.

The myriad of stakeholders

(direction of special education, department of education and training, department of inclusive education)

* **TFP:** Technical and financial partner
** **COGES:** School management committee
*** **PTA:** Parents and Teachers associations



Whilst the institutional actors (the authorities) have a key role in bringing about change in policy and practice in inclusive education, it is the grassroots education stakeholders who are best placed to implement change and ensure its effectiveness.

Parents and carers

Parents and carers of children with disabilities play a key role in the process towards inclusion. It is often their decision to allow or deny their children access to an educational environment. Parents are not a homogeneous group and their individual circumstances must be taken into consideration. Parents should be supported to understand the benefits of educating their disabled child and to identify their individual needs and desires. Parents should be empowered to claim their disabled children's rights to education.

› Different parent profiles

Parents of children with disabilities are not a homogenous group, for example:
– Parents who send their disabled child to school but do not support his/her education (due to lack of resources, understanding, desire)
– Parents who do not send their children to school and need home or school support
– Illiterate parents of children with disabilities.
– People with disabilities who are also parents of children with disabilities
All of the above are parents who themselves need support to promote their child's education.

The community

Community leaders should take responsibility for raising awareness to bring about disability equality in education. Communities working together can enforce positive change in terms of children with disabilities accessing education.

› Who is the community?

The general public, village leaders, local health workers, youth groups, women/men groups, local radio journalists, local businesses.

The schools

Schools should develop whole-school inclusion plans to ensure that all children can access school and gain the maximum possible learning experience.

Non-governmental organisations

Local, national and international NGOs should draw from their lessons learned in inclusive education to inform and train education stakeholders at all levels.

› Who are the NGOs?

Local, regional, national and international NGOs working in education, both specialised and non specialised in disability

C

Factors of sustainability

Disabled People's Organisations

Handicap International's approach to inclusion of children and young people with disabilities in education encourages the active participation of people with disabilities at all levels. Associations of people with disabilities hold a wealth of knowledge and projects should engage, if possible, in some form of dialogue and consultation with local Disabled People's Organisations' (DPOs). DPOs should build their capacities to advocate for children's rights at local, national and regional levels.

› **Who are the service users?**
Children and young people with disabilities and their representative organisations– taking into account all types of impairment (physical, sensory, intellectual, mental or psycho-social) as well as disabling or chronic diseases or illnesses (including HIV, diabetes etc.)

The local authorities

Local education authorities should work with communities on the issue of inclusion in education to instigate changes beyond the local level, i.e. to influence national and regional and platforms. This work can be part of a local inclusive development plan.

› **Who are the ministries and government bodies?**
Ministries of education, health and social affairs, education department technical staff, local, regional, national education authorities, teacher training institutions.

The sustainability of Handicap International's inclusive education projects is directly linked to an appropriation of an inclusive approach by all actors involved in the process.

The three main levels concerning sustainability are:

The **children, their families and the community** who must continue to receive information on inclusion, disability, and access to education. The families must continue to be involved in support of their child's education and participate in parent association forums.

The **services** (school, health and support services) which must work together to provide coordinated interventions. Specifically related to education services, technical factors should be considered, such as quality and appropriateness of teacher training with a focus on pre-service training and capacity building for education managers and officers on planning, monitoring and evaluation of education programmes, data collection and statistics, support to qualitative surveys.

The **system** (education policy) which must outline a formal mechanism to promote a multi-disciplinary approach. These mechanisms should be underpinned by legislation and policy and supported by an appropriate pluri-annual financial strategy.

Perspectives for the period 2011-2015

Other key factors:

The need to involve a broad range of stakeholders in all aspects (in the spirit of the inclusive local development approach)

- people with disabilities/children with disabilities
- parents
- schools (mainstream and special)
- community
- government
- policy makers
- legislators.

The need to increase a sense of ownership and responsibility amongst all stakeholders through:

- strong participation from the beginning and throughout
- strong forums for information and idea-sharing at different levels
- strong belief in the benefits of, and need for, inclusion amongst various actors
- harmonisation of ideas and plans.

Handicap International now has extensive experience in the field of inclusive education. In the coming years we will further develop and promote our identity as pragmatic and responsive field practitioners, providing relevant tools and practical guidelines for improving the inclusiveness of education systems, schools and classrooms. Such productions/publications should be the knowledge management focus of the Technical Advisors and explicit outputs of our projects.

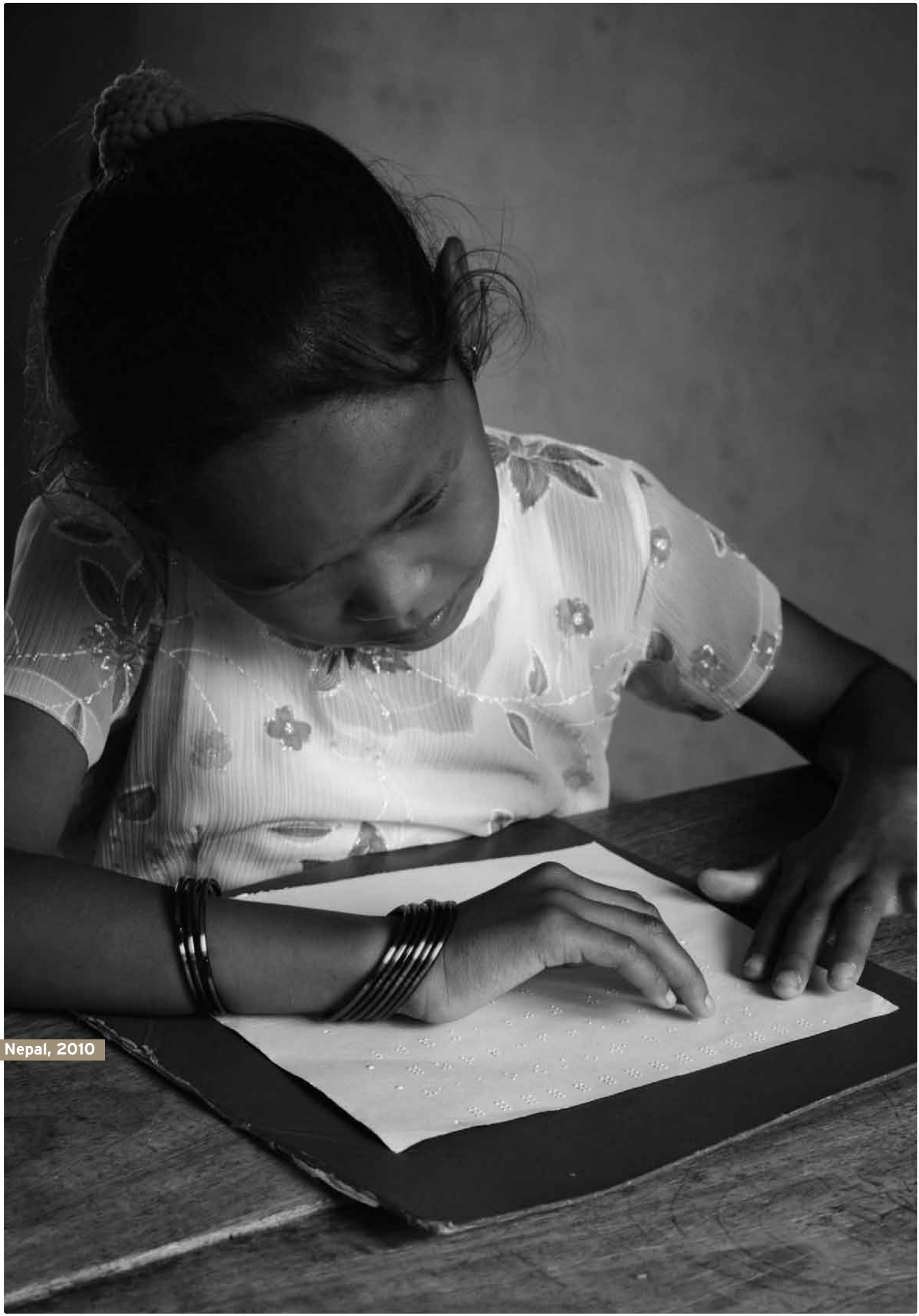
This priority will be emphasised at the international education workshop organised by Handicap International in 2013. This event will be a key step for the knowledge management process in inclusive education.

Handicap International's other priorities on inclusive education are to:

- Strengthen capacities of staff and partners
- Improve the visibility of the Federation in education networks
- Improve the relevance, effectiveness, sustainability and impact of the projects
- Define a new strategy based on the capitalisation of project implementation experience and new capacities of staff and partners.

In general, the social, education and livelihood sectors are central to development processes globally and as such they form an important component of Handicap International's comprehensive approach to disability in our programmes. For the period 2011–2015, sector-specific projects should be linked explicitly with cross-cutting approaches such as access to services, local inclusive development and community-based inclusive development, to achieve maximum impact for the living conditions of people with disabilities.

End of Intervention Methods



Nepal, 2010

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Information about advocacy and education networks

Handicap International is an active member of various education networks, particularly in Europe. Through advocacy and collaboration at international, national and field levels, Handicap International is currently promoting an inclusive approach to the MDG and EFA goals.

The **Global Campaign for Education (GCE)** is an international network of thousands of organisations (NGOs, teachers' trade unions and civil society groups) which promotes education as a basic human right. UNESCO is a strong driver of this campaign worldwide. Every year the Global campaign organises a range of activities and campaigns including the **Global Action Week** which takes place annually in **April**. All network members are invited to take part and organise activities in their own countries at national, regional and local levels.
Handicap International currently attends three of the GCEs' UK working groups on policy, campaigns and media. Since 2003 Handicap International field programmes have also taken part in the GCE in various ways, most notably in Burkina Faso, Madagascar Cambodia and Nicaragua. Activities have included lobbying education ministries for inclusion in education, participating in demonstrations alongside education professionals and Disabled People's Organizations, and accompanying ministry representatives on visits to inclusive schools.
http://www.campaignforeducation.org

The International Disability and Development Consortium (IDDC)
"is a global consortium of 23 disability and development non-governmental organizations (NGOs), mainstream development NGOs and Disabled People's Organizations (DPOs) supporting disability and development work in more than 100 countries around the world. The aim of IDDC is to promote inclusive development internationally, with a special focus on promoting the full and effective enjoyment of human rights by all disabled people living in economically poor communities in lower and middle-income countries". Handicap International is an active member of the IDDC Inclusive Education task group.
http://www.iddcconsortium.net/joomla

Coordination Sud is a national platform of 130 French NGOs with a dual mission to support the professionalization of NGOs and represent their position with public and private institutions in France, Europe and worldwide. Within the platform, an education committee develops collective positions between NGOs aimed at changing French cooperation in education, with a view to greater effectiveness, equity and transparency and better coordination between NGOs and governments. Handicap International contributes to the meetings organised by, or with, Coordination Sud on education, when relevant to our mandate and sphere of activity.
www.coordinationsud.org

IDAY (International Day of the African Youth), is a consortium of 9 Luxembourg NGOs united in a coalition to promote education in Sub-Saharan African countries through awareness-raising and advocacy activities targeting the general public and cooperation and development policy makers. Handicap International contributes to these activities by informing on the specific difficulties of children with disabilities to access education. *www.iday.lu*

The Enabling Education Network (EENet)
"is an inclusive education information-sharing network which helps people worldwide to access information and encourages critical thinking, innovation and conversations on issues of inclusion,

equity and rights in education". Handicap International benefits from EENet, notably in terms of technical support, access to electronic publications on inclusive education and it's a database of education consultants. EENet produces an annual newsletter to which Handicap International has contributed. EENet also has regional networks notably in Asia to which Handicap International is also affiliated.
www.eenet.org.uk

History of Handicap International's Work in the Education Sector (1996–2010)

Handicap International's initial education interventions [33] took a sector-wide approach [34], with interventions aimed at education systems at the macro level, for example through improving teacher training programmes. At this time, Handicap International's direct work with children with disabilities was located more as part of broader community projects, not specific to education. These projects supported individuals and their families following physical rehabilitation. This included promoting education for children with disabilities, and primarily those with physical impairments.

From 1996 to 2004 Handicap International employed a range of technical staff to work on education, with a remit to focus on the education and vocational training of children and young people with disabilities. By 2005 Handicap International's work in education had evolved from this sector-wide, macro approach, to a more specific focus on the education of children with disabilities within special and mainstream education provision. The framework for Handicap International's interventions was now on the role of education as a means towards accessing and exercising human rights, and towards the full participation and social inclusion of children and young people with disabilities and other marginalised groups. By this time, there were three Handicap International field programmes implementing pilot activities to promote the education of children with disabilities at local level (in Madagascar, Burkina Faso and Nicaragua).

In 2005 Handicap International made the decision to separate its work on education for children with disabilities from its vocational work for young people and adults with disabilities. As a result, the education technical advisor's role was to

focus solely on children and young people with disabilities from early years education up to secondary school level. The vocational training aspect of education was now supported by a dedicated technical advisor for this field.

In 2005 also Handicap International took the strategic decision to recruit an inclusive education technical adviser to be based within the Handicap International UK office. This decision was based upon the widely acknowledged wealth of expertise and critical thinking on inclusive education in the UK, deriving from national education practice, UK-based INGOs, Universities and think tanks. In 2010, Handicap International recruited a second technical adviser to work part-time (50%) on inclusive education, based at Handicap International Luxembourg. This was the result of an increase in the number of Handicap International programmes with planned or existing inclusive education activities, from just three to over 20 in five years.

United Nations Convention on the Rights of Persons with Disabilities

Article 24 Education

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

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

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

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

2. In realizing this right, States Parties shall ensure that:

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

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

c) Reasonable accommodation of the individual's requirements is provided;

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

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

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

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

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

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

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

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

A|Z

Glossary of terms

The terminology used in this policy document is based upon the social model of disability. It also conforms to the definitions of disability and impairment set out by the UN Convention on the Rights of Persons with Disabilities [35], the WHO International Classification of Functioning, Disability and Health (ICF), and the Disability Creation Process [36].

Children with disabilities
Children with disabilities are the main service users [35] of all Handicap International's inclusive education activities. This refers to children with physical, sensory and intellectual impairments, children with multiple impairments, disabled girls, children with disabilities with HIV/AIDS, street children with disabilities, refugee children with disabilities, children with disabilities from ethnic minority groups. Handicap International's education projects also include vulnerable children with specific medical needs which, if neglected, could result in exclusion from education and/or discrimination, such as HIV, anaemia, epilepsy, cleft palate, sickle cell anaemia etc. It is clearly recognised and understood that children and young people are not a homogeneous group and that they have individual learning, support and personal needs which should be taken into account at all times in education planning and delivery.

Child-to-child approach
The child-to-child approach means that the children are the drivers of an activity and in doing so are developing their skills as decision-makers. Children are often more accepting of difference than their teachers or parents. They can be actively involved in the process of developing inclusive education by, for example, identifying children with disabilities who are excluded from school and challenging negative attitudes towards disabilities. Children can help their peers with disabilities by pushing them in their wheelchairs on the way to school or by sharing their notes from lessons. Children with disabilities can help their non-disabled peers with class work in subjects they are good at and enjoy. A child-to-child approach can promote friendship among all children and the acceptance of diversity.

Disability
Handicap International's Scope of Activity defines people with disabilities as "persons with lasting physical, mental, intellectual or sensorial, impairments which, when combined with certain barriers, prevent them from participating in society on the same basis as other people". This definition is in line with the Convention on the Rights of Persons with Disabilities (CRPD), the International Classification of Functioning, Disability and Health (ICF) and the Disability Creation Process (DCP).
Indeed, disability is increasingly understood as the result of a complex interaction between a person's health condition and broader contextual factors. The Preamble to the CRPD clearly states:
"Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others".
As stated in the WHO and World Bank World Report on Disability 2011: "Defining disability as an interaction means that "disability" is not an attribute of the person. Progress on improving social participation can be made by addressing the barriers which hinder persons with disabilities in their day to day lives".

Inclusive local development
This is a process in which all marginalized/excluded groups are included in the local development process. This means that people with disabilities should be involved in decision-making about local development and should benefit from the same services

or activities as other members of society. In this regard, services and activities should be flexible to adapt to different needs, rather than specialised. As such, they are designed to be inclusive for all of the community, and not specifically for people with disabilities. For example, a school that is accessible for children with and without disabilities.

Individual Education Plan
The individual education plan (IEP) is a tool for helping to plan any child's education, particularly if they have a specific need or problem, which may or may not be related to disability. It allows teachers to collaborate with the child, his/her parents and other carers. An IEP is individual (each child has their own IEP) and child-centred, and fully takes into account the child's needs and capacities. The IEP guides the teachers on how they can help the child in his/her learning, by prioritising objectives and listing specific measurements that have to be taken in order to make learning and participation possible for the child.

In-service teacher training
In-service training is for teachers who are already working as teachers or qualified as teachers. This training can take many forms, for example:

- a two-week intensive training
- weekly sessions over a period of time
- several intensive training sessions during a longer period (e.g. 2 weeks per year over 3 years).

Life-long learning
Life-long learning is the process of constantly looking for new knowledge, new experiences, skills, etc. This is learning throughout a whole professional career; learning doesn't stop once you have a diploma. Life-long learning can also be interpreted as learning for adults who have not already had the opportunity of an education and therefore do not have a diploma or a professional career.

Multi-stakeholder
Multi-stakeholder means that there is more than one person, group, organisation or body involved. These individuals or groups can be from the same or different sectors and at government or civil society levels (education, health, social sectors, or parent groups etc).

Multi-disciplinary
Multi-disciplinary refers to more than one support service being active at one time to help a child to access and benefit from education. For example, these support services could be speech therapy, occupational therapy, a doctor (specialist or not), a school nurse/health worker, a community social worker. A multi-disciplinary approach is necessary within any education environment and especially for some children with disabilities and their families.

Partner
A partner, as used in this document, refers to a civil society or government body which is responsible for overseeing and/or implementing project activities with Handicap International. There is usually a contract (memorandum of understanding) drawn up between Handicap International and partners which outlines the responsibilities of each party for the duration of the project cycle.

Policies
Policies refers to the rules, regulations and standards established by local, regional, national and international government or other recognized authorities, which govern or regulate systems that control services, programmes and other infrastructural activities in various sectors of society [38].

Pre-service teacher training
Pre-service training takes place before starting a job. In this case, we talk about student teachers who will become teachers after completing their pre-service training. The goal of pre-service training is to help the student teacher develop an understanding of the role of the teacher, and to gain the necessary skills and competences to become a teacher.

Services
In this document, the term services usually refers to the teaching in a school or the health care at community level. In general, services refers to the provision of benefits, structured programmes and operations, which may be public, private or voluntary, and established at a local, community, regional, state, provincial, national or international level by employers, associations, organizations, agencies or government in order to meet the needs of individuals (including the persons who provide these services). The goods provided by a service may be either general or adapted and specially designed.

Service users
The term service users, rather than 'beneficiaries', is used in this document to emphasize the active role of the children as key players in the development of an inclusive education system.

Stakeholder
A stakeholder, as referred to in this document, is any individual/s who is involved in the inclusive education process. This could be a child with a disability, their family, a local community-based organisation, a government representative or department. Unlike a partner, a stakeholder is not necessarily under contract to implement certain activities. However, their role is still important to the success of the work. Partners are stakeholders by nature of their involvement.

Systems
Systems, in this document, refer to how the teaching of children is delivered in schools, or the consultation or referral of children accessing health care is organized. These systems are dictated by policy and they control the functioning of services.

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Footnotes

1. Richard Rieser (2008) p167: Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of People with Disabilities, London: Commonwealth Secretariat.

2. Action Nord Sud was created by a group of French (Lyon) NGOs, including Handicap International and was in action between 1989-1997.

3. This list is not exhaustive.

4. *www.unescobkk.org/education/efa/efa-goals*

5. EFA global monitoring report 2010 *www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports*

6. As the first years of childhood development are so crucial links with early intervention projects are desirable.

7. Education For All Global Monitoring Report 2010 states that (p 5) "in 2007, some 72 million children were out of school—a 28% decline from the start of the decade"

8. UNESCO 2006 cited in Education's Missing Millions report, World Vision, 2007. *www.worldvision.org.uk/upload/pdf/Education%27s_Missing_Millions_-_Main_Report.pdf*

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11. Adapted from Disability, Poverty and Development White Paper, DFID 2000.

12. UN Convention on the Rights of Persons with Disabilities Article 24, in appendices.

13. *http://www.un.org/millenniumgoals*

14. *http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals*

15. World Vision, Missing Millions report 2007.

16. Children with disabilities and their families, communities, education, social & health services and authorities, national governments, Disabled People's Organizations and NGOs.

17. Handicap International's interventions in education and emergencies situations will be developed in the next revised version of the policy paper.

18. This policy does not focus on vocational training or adult education. These areas are addressed by Handicap International's policy paper on Inclusive Employment: *http://www.hiproweb.org/uploads/tx_hidrtdocs/InclusiveEmploymentPP05.pdf*

19. Sandra Boisseau. Schooling for deaf children in mainstream schools in Burkina Faso. Lyon: Handicap International, 2011 *www.hiproweb.org/en/annexes/document-search/docs/liste.html?tx_hidrtdocs_pi1%5BuidDoc%5D=457&cHash=8ce6a5bfe5*

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21. These sectors include education, health and social services.

22. See Methods of Intervention for the circle of actors involved in the IE process.

23. Refer to Handicap International guide on Social support. *http://www.hiproweb.org/fileadmin/cdroms/Kit_Accompagnement/index.htm*

24. Making PRSP inclusive, the Twin Track approach *http://www.making-prsp-inclusive.org/en/6-disability/63-disability-and-development/632-the-twin-track-approach.html*

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26. Reference: Handicap International Accessibility policy paper, 2009.

27. Refer to Handicap International's Inclusive Local Development Policy *www.handicap-international.org.uk/Resources/Handicap%20International/PDF%20Documents/HI%20Associations/InclusiveLocalDevelopment_2009.pdf*

28. *www.hiproweb.org/en/annexes/document-search/docs/liste.html?tx_hidrtdocs_pi1%5BuidDoc%5D=382&cHash=4d07bb63d1*

29. The guide « access to services » can serve as an excellent support for undertaking this baseline.

30. Stubbs, S. (2002, revised 2008) Inclusive Education: Where There Are Few Resources. Norway: Atlas Alliance.

31. Note that some activities relate to the development of quality teaching services and some to the achievements of the children with disabilities.

32. Poverty Reduction Strategy Papers: *www.making-prsp-inclusive.org*

33. Handicap International worked with Action Nord Sud (ANS) 1989-1997.

34. A "Sector-Wide Approach (SWAp) is an approach to international development that brings together governments, donors and other stakeholders within any sector". http://en.wikipedia.org/wiki Sector-Wide_Approach. In this case it means that Handicap International focused on the broad aspects of education and not specifically the inclusion in education of children with disabilities.

35. UN Convention on the Rights of Persons with Disabilities weblink *http://www.un.org/disabilities/default.asp?navid=13&pid=150*

36. Disability Creation Process *www.ripph.qc.ca/?rub2=0&rub=nouvelles&lang=en*

37. The term service users, rather than 'beneficiaries', is used to emphasize the active role of the children as key players in the development of an inclusive education system.

38. Reference: World Health Organization: International Classification of Functioning, Disability and Health (2001) cited in Making it Work Guideline 2009, page 9: *www.makingitwork-crpd.org*

End of Appendices

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Inclusive Education

This policy paper describes Handicap International's mandate and values in operational terms as applied to to the theme of inclusive education.

It presents the approaches and references for Handicap International's actions, choices and commitments. It aims to ensure coherence in terms of practices whilst taking into account different contexts.

Essentially this is a guidance document for programme staff which defines the topic and outlines the target populations, methods of intervention (expected results, activities) and indicators for monitoring and evaluation. This policy aims to ensure that all projects carried out by Handicap International programmes are consistent with the methods of intervention presented.

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