

A checklist for the effective implementation of inclusive education

The enabling legislative and policy environment

■ Harmonise existing legislation with the relevant international conventions, such as the Convention on the Rights of Persons with Disabilities (particularly Article 24 on education) and the Convention on the Rights of the Child, to create education systems that are inclusive at all levels.

■ Remove legislative barriers to the participation of children and teachers with disabilities in education. For example, abolish laws and policies that prevent the admission of children with disabilities into school or that do not allow people with disabilities to become teachers.

■ A good education policy or sector plan includes the needs of children with disabilities through the adaptation of existing measures, such as the provision of training on inclusive teaching and the provision of textbooks in accessible formats.

■ A good education policy or sector plan also incorporates targeted measures for children with disabilities. These include the provision of allowances/funds for transport or assistive devices and technology for children with disabilities.

Implementation strategies

■ Strengthen data on children with disabilities, align definitions and instruments with international standards and the ICF framework, and synchronise data collection on children with disabilities between ministries and national statistical offices.

■ Plan and implement public awareness campaigns to change attitudes towards children with disabilities.

■ Promote inclusive early childhood care and education programmes. Early intervention and stimulation can enhance the

development of children with disabilities and foster inclusive and non-discriminatory attitudes among children from the start.

- Design social protection programmes that account for the additional costs of disability experienced by households with an adult or child with a disability, which can pose significant barriers to school participation.

Teacher recruitment, training and placement

- Embed the principles and strategies of inclusive education and inclusive teaching strategies throughout the teacher training curriculum.

- Design teacher training to incorporate practical experience of teaching in inclusive settings with adequate interaction with children with different types of disabilities.

- Establish teacher support systems through periodic monitoring, peer support, support from resource teachers and resource centres, and the exchange of knowledge and support.

- Train and enable teacher educators to adopt an inclusive orientation and to put that orientation into practice in inclusive settings.

- Remove barriers to the education and recruitment of people with disabilities as teachers and take reasonable measures to enable them to participate in the education system. This can break down stereotypes around disability and provide role models for learners with disabilities.

- Promote whole school-based training on inclusive education that includes community members.

- Apply the expertise available in the special education system to support inclusion of children with disabilities in general schools.

Accessible schools

- Promote standards, budgets and monitoring to ensure accessible school construction and the provision of water, sanitation and hygiene facilities that are designed to be universally accessible.

- Provide assistive devices, alternative or augmented forms of communication such as sign language and accessible materials such as textbooks and other learning materials in Braille or as audio books.

- Promote positive images of people with disabilities in textbooks and other school materials.

Curriculum and assessment

- The MLE curriculum should be based on the national curriculum, with the exception that most language skills will be taught initially in the home language and transferred gradually to second and third languages.

- Assessment of learning outcomes can often be carried out bilingually to ensure understanding.

Monitoring and evaluation

- Data from education management information systems (EMIS) should record information on learners, which can be disaggregated by disability.

- EMIS should include data on the accessibility of schools.

Multi-sectoral approaches

- Adopt multi-sectoral approaches and coordination of services between ministries of education, health, social welfare, transport, etc. to ensure the seamless provision of the support and services necessary for the education and school participation of children with disabilities.

■ Strengthen linkages with community-based rehabilitation services to identify, prepare, enrol and sustain the educational participation of children with disabilities.

From UNESCO Global Report

MLE curriculum – Multi-lingual

ICF framework – International classification for functioning, disability and health