**Annex viii Checklist for State Parties on Implementing Inclusive Education for children with Disabilities.**

Based upon UN Special Rapporteur’s suggestions on how to develop inclusive education[[1]](#footnote-1) as amended by Richard Rieser in light of the findings of the UNICEF REAP Project on Educating teachers for children with disabilities[[2]](#footnote-2)

Ratify the Convention on the Rights of Persons with Disabilities.

*-Consult on, develop and adopt an Implementation Plan for Implementing Article 24 of the UNCRPD throughout the Member State. This needs to have achievable targets that are monitored and funded by the State.*

(**a)** **Legislation.** Eliminate legislative or constitutional barriers to the inclusion of children and adults with disabilities in the regular education system. In this regard States should:

– Ensure a constitutional guarantee of free and compulsory basic education for all children;

– Adopt and entrench legislation aimed at ensuring the rights of persons with disabilities;

--Ensure that legislation prohibiting discrimination in employment is adopted and enforced. ***Take all necessary steps to enable persons with disabilities to become teachers***

**(b) Ministerial responsibility**. Ensure that one ministry is responsible for the education of both children and adults. States may therefore need to:

– Amend legislation so that the Ministry of Education is responsible for the provision of all education.

**(c) Develop a mainstream system for all**. Ensure that one school system is responsible for the education of all children in their region. To this end, States may need to:

– Amalgamate budgets and administration of special education and regular education within a geographical area;

– Adopt policy priorities and legislation that promote the inclusion of all students in the mainstream education system.

***cc) Develop mass media awareness/ public information campaigns on inclusive education*.** *State parties need to develop public awareness campaign which have the effect of:-*

*Challenging negative stereotypes towards children and adults with disabilities;*

*Make the public aware of the benefits of inclusive education;*

*Win support for the human right of access to education for children and students with disabilities.*

*Develop transparent monitoring and reporting mechanisms of progress towards the goal of inclusive education for all, with disaggregated data.*

*Provide channels for poor parents and disabled people and their representative organisations to be involved in holding regional national government accountable.*

**(d) Transform special schools into resource bases.** Transform existing special education resources – special schools or classes – into resources to assist the mainstream system. To do this States may need to:

– Train special educators to serve as additional resources to regular teachers;

--*Train mainstream teachers to become advisors/local trainers based in the resource base, whose role is to develop inclusive education for children with disabilities with a twin track approach;*

– Transfer students from special programmes to regular classes supported by the resource staff;

– Allocate financial resources for the adequate accommodation of all students and for technical assistance to support Ministry of Education officials, at district, school and classroom level;

– Revise testing and assessment policies and methods to ensure that accommodation is made for students with disabilities *providing individually tailored support to enable them to move with their peers.*

**(e) Teacher training.** Provide pre-service and in-service training to teachers so that they can respond to diversity in the classroom *both in general for inclusive methods and also impairment-specific adjustments*. To this end, States may therefore need to:

– Train teachers in classroom techniques such as differentiated instruction and co-operative learning;

--*Train teachers in basic screening for impairment, making reasonable accommodations, providing necessary support and developing individual education plans;*

– Encourage persons with disabilities to train as teachers;

--*Develop school leaders to facilitate regular whole-school training on inclusive pedagogy;*

– Use pyramid training techniques where teachers, once trained in inclusive education methodologies, teach other teachers and so on. *Make sure those who attend such training are fully committed to inclusive education and wish to build the capacity of their colleagues.*

*Recognise the crucial role of the headteacher/principal/school director in leading school change to inclusion and ensure they receive adequate training on this role.*

*--In each school establish collective problem solving methods amongst staff such as ‘school based support groups’ or ‘solution circles’;*

*--Seek through professional development to develop teachers in each school who have more specialised expertise on meeting various impairment-specific needs such as Braille, sign language, augmented and facilitated communication and other accommodations.*

**(f) Train administrators.** Provide training for educational administrators and support staff on best practice in response to individual student needs. States may need to:

– Provide models of practice that provide support such as ‘school-based support teams’;

– Provide regular access to new knowledge on school and classroom ‘best practices’

– Provide and disseminate domestic research into best practice as it relates to inclusive education;

--*Provide training and support on developing independence for children with disabilities, supporting their medical and personal needs with dignity and respect.*

***ff) Develop Peer Support*** *Teaching and administrative staff should be trained to:-*

*-Empower children and young people with disabilities to develop their self-esteem, contribute to decision making and make their voices heard*

*-Encourage peer support and collaborative learning*

*-Use and develop person centred planning tools with disabled children & students*

*-Challenge bullying, name calling and harassment and enlist children to stop it.*

**(g) Remove constraints on teachers.** Ensure that conditions that constrain teachers to teach inclusively are addressed. To do this, States may need to:

*--Provide adequate remuneration, conditions of service and career progression to retain teachers*

– Address class size. Smaller class sizes are generally considered to be most effective;

– Revise and adapt curriculum content in accordance with best practice;

--*Study, with their class, disability from a human rights perspective;*

– Ensure that school materials are accessible to children with disabilities.

***gg) Training of Teacher trainers in inclusion.*** *State parties must ensure that existing and new staff in Universities, colleges and local districts that train teachers at pre-service, in-service, advanced and leadership levels undergo regular mandatory training to ensure they are up to date on the issues contained in this checklist and can effectively deliver training on both the general pedagogy of inclusion and the impairment specific adjustments that are necessary for children with disabilities to thrive at school.*

**(h) Develop inclusive early years.** Invest in inclusive early childhood care and education (ECCE) programmes, which can lay the foundation for lifelong inclusion of children with disabilities in both education and society. States may need to:

– Undertake a consultative process, including disabled people’s organisations and groups for parents of disabled children, to develop a national ECCE policy;

– Include ECCE in key government resource documents such as national budgets, sector plans and poverty reduction strategy papers.

*--Build and encourage development of Community Based Rehabilitation for early identification and support to families and children with disabilities to encourage their school/ECCE readiness and transition.*

*-Provide sufficient aides, appliances, habilitation and rehabilitation so children with disabilities can access school and learning.*

**(i) Train and empower parents *and disabled adults and their organisations.*** Provide training to parents of children with disabilities so that they know about their rights, *what to do about them and how best to support their children with disabilities to be included at local schools.* Here States may need to:

– Support civil organisations, including those of parents of children with disabilities, to build capacity on the right to education and how to influence effective policy and practice.

\_\_*Train and empower local and national disabled peoples organisations (DPOs) and involve them in implementing and monitoring the country and local plans for Article 24.*

**(j) Monitor enrolment and participation.** Develop accountability mechanisms in order to monitor exclusion, school registration and completion of education by persons with disabilities. States should therefore, as a minimum:

– Adopt and revise reporting mechanisms to disaggregate data on school participation. Such data should specifically include type of disability *and be backed up with an efficient Education Information Management System*

--*Support school leaders, teachers, parents and school students to identify out of school children with disabilities and provide mechanisms of meeting their needs and getting them successfully enrolled in school.*

***jj) Plan and build sufficient accessible schools and classrooms****. State parties should*

*-- Ensure all new build is to international access standards;*

*--Instigate a programme to provide plans, tools and materials for local communities to adapt existing school buildings to access standards including ramps, washrooms, toilets, classrooms and play areas;*

*--provide support for children with disabilities to get to and from school.*

***kk)National Cooperation.*** *State parties need to encourage the coordination of Non-Governmental Organisations, Disabled People’s Organisations, Community, Parents, Youth organisations, Teacher Trade Unions as partners in developing an inclusive education system with local, district and regional education administrators.*

**(k) Prioritise international collaboration.** Seek, and act upon, assistance as required. To this end, States may need to

– Seek assistance on best practice from States and international and/or intergovernmental *and regional* organizations;

– Integrate these best practices into legislative and policy frameworks;

--*Where insufficient training for teachers and school staff is available seek international assistance*

– Where adequate resources are lacking, seek international assistance.

The UN Special Rapporteur also calls on national human rights institutions and civil

society to participate actively in the design of inclusive education and to help

monitor implementation and raise awareness.

1. Vernor Muñoz Villalobos, The Right to Education of Persons with Disabilities, Report of the Special

   Rapporteur on the Right to Education to the UN Human Rights Council, A/HRC/4/29, Geneva, 19

   February 2007, pp. 23–25. [↑](#footnote-ref-1)
2. The original text is plain the additions from the Reap project are in italics. [↑](#footnote-ref-2)