

Teddy, Uganda

# Enabling Education

Steps Towards Global Disability-Inclusive Education

Summary Report



Source: Sight Savers

## The global perspective on inclusive education

### Leave no child behind

The 2030 Agenda for Sustainable Development and its Sustainable Development Goals are the new milestone in the process of inclusive development. The SDGs include persons with disabilities and have thus opened doors for their participation and recognition as actively contributing members of society, who must not face any discrimination, nor be left out, or left behind.<sup>1</sup> Specifically, SDG4 seeks to ensure 'inclusive and equitable quality education and to promote lifelong learning opportunities for all'. Equality of access to all levels of education for persons with disabilities, and inclusive, accessible learning environments for all, are highlighted in the targets, as is the need for access to good quality early childhood development and education (ECDE).<sup>2</sup>

### Global reality

At present it is estimated that 65 million primary and lower secondary school aged children in developing countries have disabilities, half of whom are out of school<sup>3</sup>. Young children with disabilities, girls and children with intellectual disabilities are among the most marginalised, often invisible in household and education surveys, and excluded from national and global strategies targeting out-of-school children<sup>4</sup>. Disability is strongly associated with poor rates of primary school completion in Latin America, Asia and Africa<sup>5</sup>. Cultural barriers keep children with disabilities out of school, as do systemic and pedagogical barriers such as untrained teachers, and inaccessible school infrastructure and materials. Children with disabilities are also the last to receive emergency relief and support, because basic supplies and relief services are not inclusive or accessible.<sup>6</sup>

### What is inclusive education?

It is always the obligation of national governments as duty bearers to ensure that children have access to quality education 'without discrimination and on the basis of equal opportunity'<sup>7</sup>. The right to education is a human right recognised in a number of international human rights instruments. For children with disabilities

the most relevant of these are:

- The UN Convention on the Rights of the Child (CRC) Articles 28 and 29.
- The UN Convention on the Rights of Persons with Disabilities (CRPD) Article 24 and 32.

Inclusive education entails providing meaningful learning opportunities to all students within the regular school system.<sup>8</sup> Ideally, it allows children with and without disabilities to attend the same age-appropriate classes at the local school, with additional, individually tailored support as needed. It requires physical accommodation as well as a new, child-centred curriculum that includes representation of the full spectrum of people found in society, and reflects the needs of all children.<sup>9</sup> Inclusive education offers high quality, relevant, formal and informal learning opportunities within a mainstream system that adapts to all learners.

### The importance of inclusive education

The inclusion of children and adults with disabilities in education is important for several reasons:

- Education contributes to human capital formation and is thus a key determinant of personal well-being and welfare. It has been demonstrated that each additional dollar invested in Early Childhood Development and Education (ECDE) brings a return of 6-17 dollars.<sup>10</sup>
- At an individual level, inclusive education improves social skills and creates social networks for learners. In addition, it can increase opportunities for employment, higher wages and more sustainable livelihoods.
- Children with disabilities will also benefit from public health campaigns or other development initiatives. These are often provided at schools, especially if children are the subject of interest.
- Inclusive Education has proved to be more cost-efficient. In South-Africa, the average cost of building a new special school in 2012 was 9 million dollars. On the other hand, upgrading the infrastructure of a mainstream school to

accommodate children with disabilities cost an average of around 370,000 dollars.<sup>11</sup>

- Inclusive education enables better interaction of children with disabilities with their non-disabled peers. In that way prejudice and stigma of disability can be tackled, and gender empowerment and equality can be promoted among all children.

### 4As approach to education

The 4As approach was developed by the former UN Special Rapporteur on the Right to Education, Katarina Tomashevski. To be a meaningful right, education must be acceptable, available, accessible and adaptable. The government, the teachers, the parents and civil society organisations are all duty-bearers that are obliged to fulfil the right to education for all children, including children with disabilities. By using a participatory process, this 4As framework can become a tool to enable diverse stakeholders to think through what the right to education means to children with disabilities, and compare their current reality to this ideal context.

### The aim of this report

For the Liliane Foundation, the education of children with disabilities is one of the most important components of its strategy. In 2015, the Foundation invested almost 40% of its budget in education programmes of its partners in 30 countries in Africa, Asia and Latin America. This report presents evidence that has come out of a review of more than hundred previously published studies and reports of other relevant organisations that work on the subject of inclusive education. This report aims to persuade decision makers to ensure that inclusive education becomes the norm, so that no child is left behind in the education process.

<sup>1</sup> IDDC (2016), Costing Equity, the case for disability-responsive education financing. Brussels: Myers, J., Pinnock, H. & Suresh, S

<sup>2</sup> IDDC, 2016.

<sup>3</sup> Education Commission, 2016.

<sup>4</sup> UNICEF (2013), The state of the world's children

2013: Children with disabilities. New York: UNICEF.

<sup>5</sup> Mitra et al.(2011), Disability and Poverty in Developing Countries: A snapshot from the World Health Survey, SP Discussion paper, NO.1109.

<sup>6</sup> UNICEF (2007), A Human-Rights Based Approach to Education For All.

<sup>7</sup> UNCRPD, article 24.

<sup>8</sup> UNICEF, 2013

<sup>9</sup> UNICEF, 2013

<sup>10</sup> IDDC, 2016a

<sup>11</sup> IDDC, 2016a





photo: Liliane Foundation



photo: Jan-Joseph Stok

# 1 Acceptability of education for children with disabilities

The education system is **acceptable** to children with disabilities when these children are fully able to participate at school. In order for this to happen, the government should set and enforce requirements for minimum standards of health and safety, characteristics of the building, and the quality of education.<sup>12</sup> It should also be possible for children with disabilities to participate in the education system. This right is secured in the Convention on the Rights of Persons with Disabilities, and in the Convention on the Rights of the Child.

## Children as subjects of rights

Children with disabilities are often not heard, because the value of listening to them is not recognised. This is the result of children with disabilities still being considered as ill, and as recipients of charity. In addition, they are put in a passive position in which others decide on their destiny and their further development. On the basis of the CRC, however, children with disabilities are entitled to express their views on all matters of concern to them, and to have these concerns given due weight in accordance with their age and maturity.<sup>13</sup> Besides, the CRPD also expresses the fact that children with disabilities are citizens with rights and that they are able to claim those rights. Only when children with disabilities are given the opportunity to express their views and have them taken seriously the challenges they face can be properly addressed.

## Minimal standards in education

The acceptability of education means that governments have to set up minimum standards for health, safety and quality of education. Many governments are, however, not able to guarantee these, which increases the chances of a high drop-out rate. It is important for children with disabilities that these minimum standards for private, public or religious institutions are enforced. This also means that children are protected from bullying and abuse (including sexual abuse) by teachers and fellow students. The diversity of children should also be reflected in the design of school facilities, the recreational areas, water and sanitation facilities and surrounding spaces. The playground, for example, should also be open for children with disabilities. Clean latrine and a raised pedestal to sit on to avoid touching the ground are minimal components without which these children are unable to independently access water or sanitation during their full day at school. In better accessing water, the schools need to have boreholes that are with adjusted height and pipe system that children with physical disabilities can reach. The expertise of the teachers, the number of pupils per teacher in a class, and timetables for full-time education are important elements of the minimum standards.<sup>14</sup>

## Parental choice of education

Parents can also have demands on the school system concerning their children. These demands include that their children gain skills, knowledge and confidence, as well as that the beliefs and ideas of the school match with those of the parents. Parents of a child with a disability are, however, often ashamed and keep their child hidden from the rest of society. Parents also do not often realise that their children have the power to participate in educational processes, and that as parents they can act as stakeholders who can influence and change the education system. This right, that the choice of the school conforms with the convictions of the parents concerning religion, values and standards, is included in the UNESCO Convention against Discrimination in Education.



<sup>12</sup> Tomashevski, K. (2001), Human rights obligations: making education available, accessible, acceptable and adaptable, Right to Education, primers No. 3, Novum Grafiska AB, Gothenburg.

<sup>13</sup> Tomashevski, K., 2001.  
<sup>14</sup> UNICEF a humanitarian approach to education for all. 2007



Lin, Cambodia



photo: Henk Braam

Aisha, Philippines



photo: Liliane Foundation

## 2 Availability of education for children with disabilities

The availability of education entails two different kinds of governmental obligation. The government has an obligation to provide public education. Furthermore, the government should allow non-state actors to establish educational institutions as a civil and political right. As a social and economic right, governments should also establish or fund these educational institutions, or a combination of these and other means, in order to ensure that education is available to all who need it.<sup>15</sup> Each child should therefore be provided with a school place or learning opportunity, together with appropriately qualified teachers and appropriate resources and equipment.<sup>16</sup>

### Fiscal allocations for inclusive education

The presence of an inclusive education policy or strategy is not a guarantee of adequate funding.<sup>17</sup> The education budgets in most low-income countries do not aim to support inclusive education systems. In quite a few countries, governments provide subsidies to non-governmental schools.<sup>18</sup> There is a need in more countries for disability-inclusive budgeting at national and decentralised levels, and targeted incentives should be provided to schools so that children with disabilities can attend school. In order to have enough financial resources for the education system, national budgets for education should be increased to the internationally recommended level of 20%.

### Matching the needs of children with disabilities

Classrooms are often overcrowded and teachers are frequently not trained to respond to diverse needs. This is bad for all children in the education system. There is also a general lack of adequate teaching and learning materials, assistive devices and school facilities. The low expectations of parents and teachers for school enrolment also need to be addressed, especially for girls with disabilities and for children with mental or multiple disabilities. More research needs to be done on the pre-school and school-aged children with disabilities in each district or locality, to get an accurate picture of the situation, and ensure that the availability of places, trained teachers and educational resources is consistent with the size of the population and diversity of needs.<sup>19</sup>

### Teaching capacity

If the education is available for children with disabilities, this also requires that teachers should be educated properly. There is currently a lack of understanding and acceptance from teachers. The training they receive does not address ways of dealing with and teaching children with disabilities. Teachers also lack the knowledge and resources needed to support the specific needs of children with disabilities. Teachers therefore need to receive training in this area, but also in didactics and pedagogics. This should include identifying the strengths, weaknesses and interests of students, and responding to diverse learning needs, classroom management, and positive discipline and attitudes. Teachers should have the opportunity to develop throughout their careers. There are also shortages, particularly of qualified teachers, in the most disadvantaged regions and schools. More personnel should therefore be recruited, including persons with disabilities, who can be seen as role models by their disabled students. To improve the quality of education, more research into pedagogical best practices is needed.

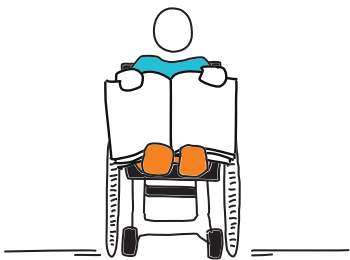


<sup>15</sup> Tomashevski, K., 2001.  
<sup>16</sup> UNICEF, 2007.  
<sup>17</sup> UNICEF, 2007.

<sup>18</sup> UNICEF, 2007  
<sup>19</sup> UNICEF, 2007.



# Global facts & figures



Disability contributes to poverty, while poverty increases the likelihood of becoming disabled. Through education you can break this vicious cycle.

## GLOBAL/REGIONAL FACTS

- Globally between **93 million** and **150 million** children are estimated to live with disabilities.
- 80%** of the people living with a disability live in developing countries.
- 20%** of the poorest populations are persons with disabilities.
- At present it is estimated that **65 million** primary and lower secondary school aged children in developing countries have disabilities, half of whom are out of school.
- Less than **10%** of children with disabilities in Africa attend primary school.
- The proportion of children with disabilities receiving any form of education is as low as **1-3%** in some developing countries.

In **Bolivia** it is estimated that **95%** of the population aged **6 to 11** years are in school, while only **38%** of children with disabilities are - more than doubling the chances of not being in school.

In **Burkina Faso**, having a disability increases the risk of children being out of school by two and a half times.

In **Ghana** **53%** of women with a disability is illiterate.

The greatest barriers to inclusive education are caused by the attitude of the society and not by the personal impairment that the child has.



**FACTS SITUATION IN THE NETHERLANDS**

There are up to **129.000** children in the Netherlands with a disability.

**80%** of the primary school-aged children with a mental disability receives special education on a separate school.

**99,4%** of the secondary school-aged children with a mental disability receives special education on a separate school.

**15.000** children in the Netherlands do not receive any form of education, because of disabilities, diseases, or behavior problems.

Only 31 low- and middle income countries out of 76 have specific budget allocations for children with disabilities or for special education.

In **Nepal**, **85%** of all children out of school are disabled.

In **Ethiopia**, according to the Ministry of Education, fewer than **3%** of children with disabilities have access to primary education, and access to schooling decreases rapidly as children move up the education ladder.

Countries in which the Liliane Foundation concentrates its work

**Sources**

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In1school - Schendingen recht op inclusief onderwijs. Een analyse van de actuele situatie in Nederland. Jose Sits & Jacqueline Schoonheim. Mei 2016. In1school is an initiative of the NSGK.



Fatmata Susan Kamara, Sierra Leone



photo: Beyond Borders

Sheku M. Dumbuya, Sierra Leone



photo: Beyond Borders

### 3 Accessibility of education for children with disabilities

**Accessibility** is defined as the ability of children with disabilities to have equal opportunities in education, regardless of their impairments and social status. It must that educational institutions do not discriminate against potential students, that education is provided within safe physical reach, either at a nearby location or through modern technology, and that it is economically accessible. The access of children with disabilities to education is related to attitudes, and to environmental and institutional characteristics.<sup>20</sup>

#### Institutional and legal framework

Although there are international Conventions concerning the rights of persons with disabilities and education, there is a lack of legislation, policy targets, and plans for inclusive education at national level. If there is national legislation, there is often a lack of knowledge about how to implement it. National policies and practices on inclusive education should therefore be designed on the basis of the global human rights principles and conventions such as CRC and CRPD, and the SDGs. Different stakeholders with knowledge of implementation can be active in enforcement. The priority for children with disabilities can be increased among decision-makers by collaboration with diverse stakeholders such as education officials, schools, parents, communities, families, and organisations of persons with disabilities, and by involving them in the decision-making process. The elimination or reduction of school fees and costs for uniforms, textbooks and other materials are also important as a first step towards improving accessibility. Incentives covering other costs linked to school attendance can also play a vital role in enabling children with disabilities to participate in school.<sup>21</sup>

#### Attitudes

There is a general lack of awareness, acceptance and support for persons with disabilities among the wider community. This is true for societies, but also for parents, teachers and peers in the mainstream schools, who often lack this acceptance. These negative attitudes towards children with disabilities in the mainstream education system arise from prejudice and stigma. The interaction between children with and without disabilities should therefore be encouraged, to break down prejudices. Persons with disabilities who have received education and are now successful adults make excellent role models. Different organisations can sensitise decision-makers and the general public to the fact that disability is a part of the human condition. The media can be used as a powerful tool to break down superstition and ignorance.

#### Distance, transport and infrastructure

Environmental factors can be a serious obstacle to entering school for children with disabilities. These can include long distances to school, inaccessible roads, inaccessible transport, inaccessible and inadequate doors, passageways, stairs, toilets, ramps and recreational areas. To tackle these barriers, the physical accessibility of school buildings should be improved, by adjusting the toilets, passageways, classrooms, doors and building ramps. This can be done following the principles of universal design.<sup>22</sup> Although this will cost money, it will benefit many people. For example, a ramp is also convenient for the elderly. This also applies to the provision of subsidised and physically accessible transportation. Different organisations in society can also initiate peer-to-peer support and buddy systems (not only for transport support, but also for support in the classroom). This reduces stigma, and children without disabilities learn from supporting the child with a disability.



<sup>20</sup> UNESCO, 2009

<sup>21</sup> Education for All (2010). Global Monitoring Report, page 168.

<sup>22</sup> The term Design for All (DfA) is used to describe a design philosophy targeting the use of products, services and systems by as many people as possible

without the need for adaptation. "Design for All is design for human diversity, social inclusion and equality" (EIDD Stockholm Declaration, 2004).



Supriya, Nepal



photo: Henk Braam

## 4 Adaptability of education for children with disabilities

**Adaptability** means that education should be adjusted to the needs of students. In order for education to be adaptable, it needs to have flexible curricula and examinations, adaptable teaching and learning materials, and assistive devices and technology for children with disabilities. According to the Convention on the Rights of the Child, the best interests of the child have to be put first. The choice presented in the Convention to refer to the best interests of the individual child highlights the need for the educational system to become and remain adaptable for each child, not just for children with a disability.

**Learning and teaching materials, technology and devices**  
Currently only 5 to 15% of children in low income countries have access to the assistive technologies they need. This hinders their access to school, reduces the ability to participate in society, impacts their learning achievements, and holds back their independence and social inclusion. These assistive technologies include, for example, braille textbooks, but there is also a general shortage of teachers able to teach braille. When children receive appropriate technologies, teaching and learning materials and devices, this ensures that all learners are supported. Assistive technology helps children with disabilities to become mobile, to communicate more effectively, to see and hear better, and to participate more fully in learning activities. As a result, children with disabilities are not only able to participate more fully in school, but also in society. For children with intellectual impairments, information needs to be presented in clear and simple language or the information needs to be adjusted. These children also need to be able to encounter health workers who are skilled and have the confidence to communicate effectively with them.

**Curricula and examinations**  
Education curricula are often centrally designed and rigid and there is therefore little flexibility for local adaptations. As a result, the system is often unable to meet the needs of a wide range of different learners. The examination method is also rigid, and it can be highly discouraging and de-motivating if students do not pass the examinations, which may result in an increase in the drop-out rate. To overcome this problem, educational strategies can be introduced that cater for the naturally diverse learning styles of all students, whilst accommodating the exceptional learning needs of some. This includes a requirement that the curriculum, teaching methods and materials can be adjusted to the needs of each individual learner. This demands that the education system adopts a learner-centred approach, which recognises that each student has the ability to learn and focus on reaching their optimal potential. The curriculum should teach all children the basic cognitive and essential life and social skills that equip them to face life's many and varied challenges.

Nicaragua



photo: Mariëke Viergever

Nicaragua



photo: Mariëke Viergever





# Steps Towards Disability-Inclusive Education

**Achieving inclusive education is a long and challenging trajectory for a variety of stakeholders. The 7 concrete steps explained below can be taken into account, primarily by national governments. Civil society organisations, donor governments and intergovernmental organisations can support national governments by providing advice, and further sharing knowledge and experiences on the importance of inclusive education. The engagement of the private sector, research institutes and other stakeholders in multi-stakeholder partnerships for inclusive education might bring innovative solutions to the question of how the goal of inclusive education can be achieved in a sustainable way.**

## step 1

**Creating positive attitudes towards inclusive education**

- Create awareness of the positive effects of inclusive education through public campaigns.
- Promote inclusive education as education for all among teachers, parents, communities, governments, and civil society organisations.
- Support Community Based Rehabilitation (CBR) approaches, which can help to reduce stigma and prejudice.

## step 2

**Creating appropriate policy frameworks for inclusive education**

- Implement the CRPD by aligning the national level legislation to meet these commitments.
- Develop realistic national inclusive education plans, outlining the specific activities which each stakeholder in the education sector needs to undertake.

- Involve children with disabilities, parents and Disabled Peoples Organisations (DPOs), as well as other marginalised groups, in the process of development, implementation and monitoring of the education action plans.
- Develop strategies which increase community and family involvement in school management committees and district education offices, including encouraging inputs into budget priorities and the tracking of expenditure.

## step 3

**Building commitment, leadership, capacities of government institutions**

- Ensure that the Ministry of Education has the primary responsibility for the education of children with disabilities, and coordinates the relationship with other resource ministries and governmental bodies.
- Back the inclusive education action plans by high level political leadership.<sup>23</sup>
- Put in place accountability measures – such as inclusive education indicators – as performance criteria across departments, from national and district to school level.
- Invest in improving the attitude, knowledge and capacity of local and national government institutions, to facilitate their delivery of inclusive education.

## step 4

**Making resources available**

- Ensure a time-bound and costed inclusive education implementation plan, with sufficient and specifically allocated resources.<sup>24</sup>
- Increase education funding to the internationally recommended level of 20% of the national budget is the first necessary step, and it is vital

- to follow this with prioritizing those who are the most marginalized, with at least half of education spending going to basic education.<sup>25</sup>
- Increase the domestic resource base through progressive taxation, counter-cyclical investment, and addressing tax evasion.<sup>26</sup>
- Finance a twin-track approach to inclusive education by supporting systemic changes alongside specific initiatives to support the needs of learners with disabilities.

## step 5

**Making schools accessible for all children**

- Design inclusive early childhood interventions for children with disabilities.
- Ensure a cohesive transition of the curriculum between early childhood, primary and secondary education to allow continuity of education and minimise dropping out.
- Design flexible curricula and assessments procedures that fit the diverse needs of all children.
- Provide accessible materials, resources people and assistive technology, such as braille or sign-language interpreters, and actively endorse the use of universally accessible Information Communication Technology (ICT).
- Provide accessible and subsidized transport for children who need to travel longer distances.
- Adjust the water and sanitation facilities that fit the needs of children with disabilities by building clean latrines, raised pedestal and boreholes systems with adjusted heights.

## step 6

**Improving capacity and coping skills for teachers**

- Increase acceptance of children with disabilities

- among teachers.
- Increase the pedagogical capacities of teachers to be able to cope more effectively with flexible curricula.
- Create incentives and improve the social status and the living conditions of teachers. (E.g. increasing salaries, providing better living quarters, providing home leave, increasing respect for their work, etc.).
- Transform existing special education institutions into knowledge-resource centres to assist the mainstream system.<sup>27</sup>
- Create smaller classes, so that teachers can focus on individual children's needs.
- Ensure that adequate support materials and expertise in disability specific skills are available (i.e. computer technology, large print and braille learning materials, sign language and augmentative and alternative communication).
- Promote the training and recruitment of teachers with disabilities.

## step 7

**Improving data and building accountability for action**

- Ensure data are disaggregated by disability and gender, and track both enrolment and retention (including in different schools, such as segregated or mainstream).
- Ensure effective collection and analysis of data to improve planning and monitoring.

# Recommendations for the Dutch Government

The Netherlands accepted and endorsed the Sustainable Development Goals in the end of 2015. A few months later (April 2016), the Netherlands ratified the UNCRPD. Both international frameworks are strongly related to inclusion of children with disabilities in the Dutch Foreign policies:

- The Netherlands has been playing a prominent role in promoting the 'Leave No One Behind agenda' of Sustainable Development Goals (SDGs). During the High Level Political Forum the Netherlands challenged other state parties to develop concrete action plans on inclusion of marginalised groups<sup>28</sup>. The Netherlands established a new fund 'Voice' which specifically aims on strengthening the voice of marginalised groups (which children with disabilities apparently are).
- The UNCRPD mainly relates to domestic policies of the Netherlands, but has one specific article on International Cooperation, article 32. It states that policies for international cooperation need to be inclusive for persons with disabilities. Next, it emphasises that inclusion of persons with disabilities is a shared international responsibility among States and civil society actors.

In the light of the two above mentioned international frameworks, we recommend the following:

- 1 Nine out of ten children with disabilities are left behind, and not receiving any education. Education is a very powerful tool to empower children who face multiple forms of exclusion. Therefore,

**prioritize education for children with disabilities** in the policies for Development Cooperation, as part of a broader, strong focus on 'Leave no one behind'. Make budget available for a 'Leave no one behind Education Fund', which focuses on making existing education more inclusive.

- 2 **Don't build new barriers in existing programmes:** Ensure that education-activities, financed by Dutch development funds are inclusive for all children, and not used to construct new barriers. Accessibility is not costly when built in from the design stage. For example, by including accessibility criteria in calls for proposals and involvement of persons with disabilities in planning right from the start. More specific:
  - Unemployment rates amongst youngsters with disabilities are very high. Therefore, **ensure that vocational training programmes are inclusive for youngster with disabilities** (as part of 'Food Security' priority). There are successful models already, like 'Employable'.<sup>29</sup>
  - Children with disabilities are almost four times more likely to experience sexual violence than non-disabled children.<sup>30</sup> Therefore, **ensure that children and youngsters with disabilities are included in sexual education** (as part of 'Sexual and Reproductive Health and Rights' priority).
  - Ensure that Water and Sanitation facilities near or in school buildings are accessible for children with disabilities and offer a safe environment.

- 3 **Make sure that children with disabilities and their families are not left behind in humanitarian crises:** Several reports state that in humanitarian crises, children with disabilities are not reached at all, and do not have access to school. Therefore, ensure that children with disabilities are included in the planning and reporting processes of the humanitarian response plans, appeals mechanisms and needs assessments of organisations that the government supports.

- Make sure that activities within the 'Education cannot wait fund' meet the standards of the 'Charter on Disability-Inclusive Humanitarian Aid'.<sup>31</sup>
- Ask relief partners to report disaggregated disability data, consistent with sphere standards. A good example of very practical guidelines for inclusive education in humanitarian situations is Age and Disability Capacity Building Programme (ADCAP).<sup>32</sup>
- Make funds available for training and implementation of inclusive education.

- 4 **Empower children with disabilities and their families to speak out to their own governments and hold them accountable for inclusive education.** The Strategic Partnership Programme, Voice and Accountability Fund are good instruments to facilitate this.<sup>33</sup>

23 Global Campaign for Education. Equal Right, Equal Opportunity- Inclusive Education for Children with Disabilities

24 Global Campaign for Education.  
25 Global Campaign for Education.  
26 IDDC, 2016

27 Sight Savers (2011), Making an Inclusive Education a reality, Policy Paper.

28 : '...all children, youth, persons with disabilities (of whom more than 80 per cent live in poverty), people living with HIV/AIDS, older persons, indigenous peoples, refugees and internally displaced persons and migrants (p7 of the Declaration)'.

29 [www.cds.hawaii.edu/employable/](http://www.cds.hawaii.edu/employable/)  
30 [www.who.int/disabilities/violence/en/](http://www.who.int/disabilities/violence/en/)  
31 [humanitariancharter.org/](http://humanitariancharter.org/)  
32 [www.helpage.org/what-we-do/emergencies/adcap-age-and-disability-capacity-building-programme/](http://www.helpage.org/what-we-do/emergencies/adcap-age-and-disability-capacity-building-programme/)

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photo: Liliane Foundation



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