

Achieving Inclusive Education

For the Liliane Foundation, inclusive education of children with disabilities is one of the most important components of its strategy. Inclusive education offers high quality formal and informal learning opportunities for every child within a mainstream system that adapts to the needs of all learners. In order for children with disabilities to attain meaningful inclusive education, Liliane Foundation considers four general principles: acceptability, availability, accessibility and adaptability.

- > **Acceptability** requires from the government minimal standards on the curriculum and quality of teachers. The school is a safe place to learn.
- > **Availability** means that for every child there is a school or learning opportunity close to their home. The school has qualified and trained teachers and appropriate resources and equipment for children with and without disabilities.
- > **Accessibility** means (implementation of) inclusive policies and legislation, acceptance from teachers, peers and other school staff. The school, classrooms including the toilets are accessible.
- > **Adaptability** means that the education system is flexible and the curriculum can be adapted to the needs of each individual learner.

Liliane
Fonds

open the world
for a child
with a disability

Enabling Education Vision on Inclusive Education

Urgency of the problem

It is estimated that 65 million school-aged children in developing countries have a disability, half of whom are out of school. In the poorest regions in Africa, Asia and Latin America not even 10 per cent of the children with a disability ever will set foot in a classroom. In addition, even those children with disabilities that are in school, are less likely to stay in school and being promoted. Children with disabilities are also often excluded from mainstream education. The disability of a child is not the biggest barrier to education. The greatest barriers are caused by the attitude of the society. Children with disabilities are out of school because of attitudinal, policy and infrastructural barriers, such as: stigmatization from the community members, inaccessible school infrastructure and learning materials, untrained teachers or a lack of educational fees.

The 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) are the first global agreement to mention persons with disabilities, and provide a clear message to leave no one behind. SDG4 aims to ensure

'inclusive and equitable quality education and promote lifelong learning opportunities for all.' This Right to Education is included in both the United Nations Convention on the Rights of the Child (CRC) as in the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

Importance inclusive education

- > Inclusive education creates the opportunity to break free from the cycle between disability and poverty.
- > Inclusive education increases the personal well-being of individuals.
- > Inclusive education contributes to the prosperity and growth of the economy of a country.
- > Inclusive education is bridging the income gap between people with and without disabilities.
- > Inclusive education removes prejudices about disabilities and increases common understanding.
- > Inclusive education costs less than special schools and the social, academic and economic outcomes for learners are better.



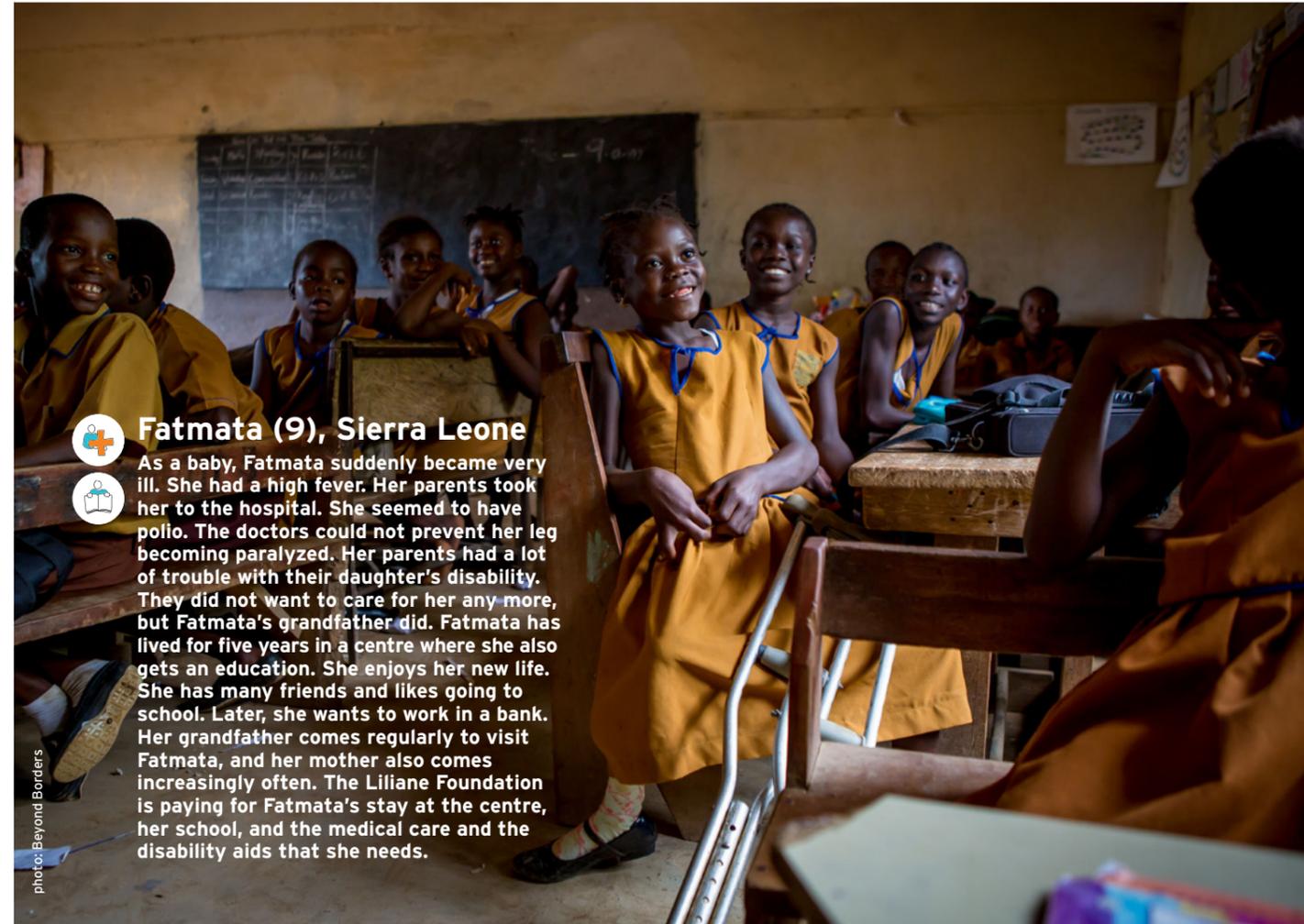
Lin (13), Cambodia

Lin suffered brain damage at birth and has difficulty moving. Does this mean he is bullied at school? On the contrary, Lin is the hero of the class. Everyone loves him and looks up to him, because the teacher has made Lin the class-assistant. This special role suits him particularly well. He likes to show what he is capable of. Lin is doing very well at his inclusive school where he has peers with and without disabilities. The Liliane Foundation is paying for Lin to receive physiotherapy at school and at home to improve his mobility.



Fatmata (9), Sierra Leone

As a baby, Fatmata suddenly became very ill. She had a high fever. Her parents took her to the hospital. She seemed to have polio. The doctors could not prevent her leg becoming paralyzed. Her parents had a lot of trouble with their daughter's disability. They did not want to care for her any more, but Fatmata's grandfather did. Fatmata has lived for five years in a centre where she also gets an education. She enjoys her new life. She has many friends and likes going to school. Later, she wants to work in a bank. Her grandfather comes regularly to visit Fatmata, and her mother also comes increasingly often. The Liliane Foundation is paying for Fatmata's stay at the centre, her school, and the medical care and the disability aids that she needs.



The Liliane Foundation supports annually nearly 35.000 children with disabilities to access education.



> Provide children with assistive devices and physiotherapy in order for them to be able to attend school



> Finance school fees, books, learning materials and/or school uniforms



> Make schools accessible for children with disabilities (ramps, toilets)



> Train teachers and school staff (sign language, braille, teaching methods)



> Adjust curricula and provide tailor-made inclusive learning materials



> Educate parents and communities about disability and inclusive education



> Lobby for financial resources from governments and private institutions

We ring the bell is a worldwide initiative of the Liliane Foundation to raise awareness for the right to education of children with disabilities. Teachers, parents and children make as much noise as possible for one minute.

> Annual campaign since 2012

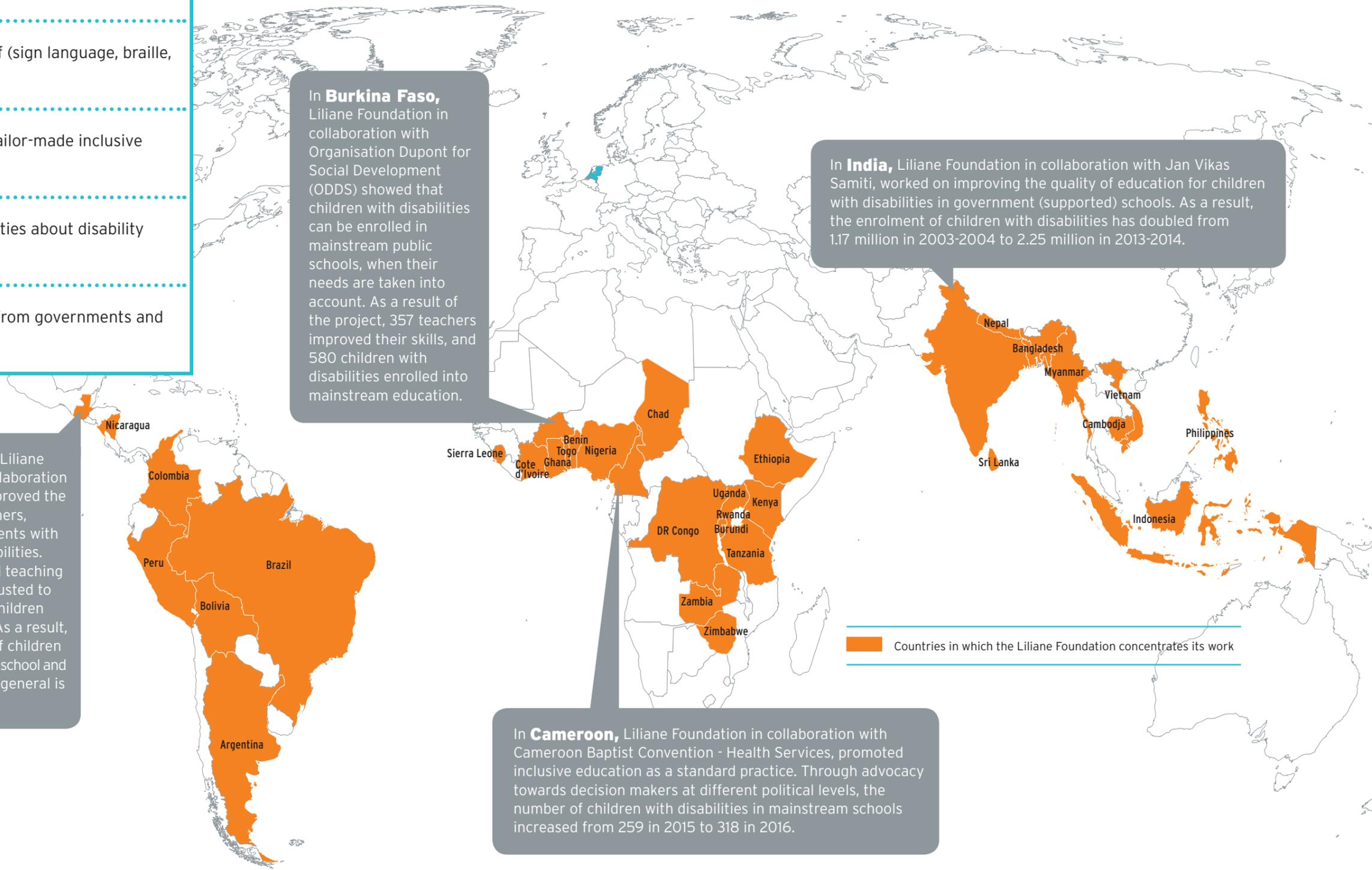
> In 2017 22 countries, 1100 schools and more than 200.000 children participated

In **Burkina Faso**, Liliane Foundation in collaboration with Organisation Dupont for Social Development (ODDS) showed that children with disabilities can be enrolled in mainstream public schools, when their needs are taken into account. As a result of the project, 357 teachers improved their skills, and 580 children with disabilities enrolled into mainstream education.

In **India**, Liliane Foundation in collaboration with Jan Vikas Samiti, worked on improving the quality of education for children with disabilities in government (supported) schools. As a result, the enrolment of children with disabilities has doubled from 1.17 million in 2003-2004 to 2.25 million in 2013-2014.

In **Guatemala**, Liliane Foundation in collaboration with FUNDAL improved the attitudes of teachers, parents and students with and without disabilities. The curricula and teaching materials are adjusted to fit the needs of children with disabilities. As a result, the acceptance of children with disabilities in school and the community in general is increased.

In **Cameroon**, Liliane Foundation in collaboration with Cameroon Baptist Convention - Health Services, promoted inclusive education as a standard practice. Through advocacy towards decision makers at different political levels, the number of children with disabilities in mainstream schools increased from 259 in 2015 to 318 in 2016.



Countries in which the Liliane Foundation concentrates its work