Sustainable Development Goal 4 aims to achieve inclusive and equitable quality education and promote lifelong learning opportunities for all. Yet, half of the estimated 65 million primary and lower secondary-school age children with disabilities in developing countries are still out of school! SDG 4 can only be achieved if we deliberately include children with disabilities in all education programmes and include them in the (post) COVID-19 responses.

This guide gives a quick oversight of what inclusive education is and what immediate steps you can take to make your education programmes more inclusive. We have also brought together a selection of practical tools and background information that will help to kickstart your journey into inclusion.

Who is this guide for

Programme managers, proposal developers and field coordinators involved in the development, implementation, monitoring and evaluation of primary education programmes.

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Differences between special, integrated and inclusive education

Key Concepts

Inclusive education means that all children — no matter who they are — can learn together in the same school. This entails reaching out to all learners and removing all barriers that could limit participation and achievement.

It is a system that caters for all children, also those who are often not supported to achieve their potential at school, such as children from ethnic and linguistic minorities, girls, nomadic and street children, children suffering extreme poverty as well as children with disabilities.

Inclusive Education embraces “Universal Design for Learning” and ensures good quality education for all, which means that school systems are equipped with skills, knowledge and resources to provide quality education to all learners in accessible and safe learning environments.

Disability is a long-term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder someone’s full and effective participation in society on an equal basis with others.

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Inclusive Education embraces “Universal Design for Learning” and ensures good quality education for all, which means that school systems are equipped with skills, knowledge and resources to provide quality education to all learners in accessible and safe learning environments.
### Legal & Policy Frameworks

- **2015**: Conclusion on refugees with disabilities and other persons with disabilities protected and assisted by UNHCR.
- **1994**: UNESCO Salamanca Statement.

### Key Ingredients For Disability Inclusive Education

Inclusion does not happen automatically; you have to plan for it in your projects and programmes and strengthen the capacity of all staff involved in the educational process. Attitudinal, communication, accessibility and institutional barriers have to be removed. The following ingredients will help you make your programmes more inclusive.

UNESCO has developed a framework for disability inclusive planning (see next page) to distinguish between the supply and demand side and the quality aspects to make education programmes inclusive. On the supply side, it is essential to ensure that teachers are well trained, infrastructure is accessible, and learning materials are available in accessible formats. On the demand side, it is important that teachers and administrators are positive about inclusive education and that the whole community supports the idea of inclusive education. Also, parents need to be motivated to send their children with disabilities to school, and they should be enabled to meet the costs that are involved in sending their child with a disability to school.

Inclusive education is more than just being present in the classroom. To ensure children with disabilities have equal learning opportunities and outcomes, attention needs to be paid to the quality of the education. Curriculum adaptations will be required, as well as individual assessments and learning support. It is equally important that children with disabilities feel safe and included and are not bullied in the classroom.

### Benefits of Inclusive Education

- Children with disabilities have higher academic achievements compared to children who are educated in special school setting.\(^2\)
- Inclusion supports the social and emotional development and the self-esteem of children with disabilities and increases social acceptance by their peers.\(^3\)
- All children learn to be more accepting of diversity and have increased sensitivity to the needs of others.
- Supporting teachers to respond to diverse learning styles benefits all learners and improves the quality of education for all.
- Educating students with disabilities will lead to greater participation in employment and income generation and will bring economic benefit at individual, family and national GDP level. There are potential efficiency savings from eliminating parallel education structures and using resources more effectively in a single inclusive mainstream system.\(^4\)
Inclusive education programmes thrive best in an enabling environment where laws and policies, data & evidence, leadership and management support the inclusion of children with disabilities and where the required finances are provided. The link with other sectors is also vital. Access to health and rehabilitation services is crucial; without wheelchairs, glasses and other assistive devices, it will be more difficult for them to go to school and learn.

This quick guide will focus on inclusion in primary education, but inclusion in early childhood education, secondary, tertiary, and vocational training is also equally important.
Background Resources

**Global Education Monitoring Report 2020: Inclusion and education: ALL MEANS ALL**
Are we able to achieve Sustainable Development Goal 4 on education, and are children with disabilities included? Find out all the facts in this report (UNESCO).

**IDA Inclusive Education Report 2020: What an inclusive, equitable, quality education means to us**
The report includes recommendations of good practices and lays down the minimum conditions required for the inclusion of all children (International Disability Alliance (IDA)).

**Evidence digest: disability inclusive education in focus**
Looking for the latest evidence and guidance on disability inclusion? This digest gives you a good overview of recent research, best practices and manuals (Disability Inclusion Helpdesk).

**Good practices in inclusive education of children with disabilities in Cape Verde**
Looking for good practices? This study clearly explains what works and what can be reproduced and developed in other contexts as well (Handicap International).

**EENET Enabling Education Network**
A global information sharing and learning network on inclusive education.
Looking for more information on inclusive education? You will find all you want to know in the up-to-date EENET library.

**International Disability and Development Consortium-Inclusive Education TG**
The IDDC Inclusive Education Task Group promotes disability inclusive education by influencing policies, strategies and financing through evidence-based advocacy, sharing information and knowledge.
Want to be involved in the international lobby for inclusive education? Link up with this task group.

**Inclusive Education Initiative**
A multi-donor trust fund (overseen by the Worldbank) that invests in inclusive education.
Looking for technical knowledge or funding for innovative projects? Check this website.

**Inter-agency Network for Education in Emergencies**
A global network of members working together on education in a humanitarian context.
Working on education in humanitarian contexts? Check this website for practical resources.

**Dutch Coalition on Disability and Development**
DCDD is a Dutch network for disability inclusion whose participants are active in more than 70 countries worldwide.
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Make The School Infrastructure Accessible

To make sure children with disabilities can participate equally, physical barriers have to be removed. Each child should be able to enter the school and classroom without any obstacles, play together with the other kids, use the playground, go to the toilet, and come to school safely and without extra costs.

Toolbox

Towards an inclusive learning environment for students with disabilities South Sudan
Are you designing a disability inclusive school building or want to make an existing building accessible? This practical document is a great starting point (Light for the World - Netherlands).

Welcome to School kit
Want to create a welcoming atmosphere and a barrier-free environment in your school? Use this toolkit and engage all children to investigate how welcoming their school is to children with disabilities (Liliane Foundation).

Inclusion at Play Example from Malaysia
Looking for an example of an inclusive playground? Check what UNICEF Malaysia has done (UNICEF).

Inclusive play design guide
Want to make the school playground inclusive? This guide will inspire you to create outdoor play environments for everyone (Playworld).

Inclusion in sport and exercises will help children with disabilities to feel included at school. Check this video for practical tips (EENET).

Barriers to Play and Recreation for Children and Young People with Disabilities
Want to deepen your knowledge on Inclusive Play? This book will help you understand how barriers in the environment influence how children with disabilities play (LUDI).

Video inclusion in Sport and Exercises
Inclusion in sport and exercises will help children with disabilities to feel included at school. Check this video for practical tips (EENET).

Teacher Training And Support

Inclusive education can only be achieved when teachers receive proper training, including on the job follow-up support to help teachers integrate new skills into classroom practices. Ideally, inclusive education is also an integral part of the national teacher training curriculum.

In addition, teachers will need supplementary classroom support to enable them to pay attention to the needs of all learners.

Toolbox

Preparing teachers for inclusive education
You want to train teachers, but you don’t know yet how to set this up? In this guide, you will find a clear explanation and examples of different approaches to teacher training (Catholic Relief Service (CRS) - Vietnam).

Inclusive Schools. A Training Module for Teachers
Looking for ready-made teacher training? You can use this five-day Training Module to train teachers on the inclusion of children with disabilities in their school (Save the Children India).

Teachers for All: Inclusive Teaching for Children with Disabilities
Do you want to train policy-makers and teacher trainers on disability inclusion? This publication gives you practical tips and tricks on how to go about it (International Disability and Development Consortium).
Looking for a quick training tool for teachers? In videos 4, 5, 6 & 7, teachers will learn what practical steps they can take to improve the inclusion of children with disabilities in everyday school activities (EENET).

Looking for information on how to organise teacher training and support? In Chapter 2.2, you'll find information on how to set up a tiered teacher support system (USAID).

“A quarter of teachers in 48 education systems report a high need for professional development on teaching students with special needs.”

**Accessible Learning Materials And Inclusive Communication**

Children with disabilities need learning materials in a format that is accessible for them; think of braille books, audiobooks and easy read versions. Also, the communication in the classroom needs to be inclusive, for example, the use of sign language in case some children are deaf.

**Toolbox**

**Inclusive Education Report: Realities Facing Hard of Hearing Learners in Nepal and Uganda**

Want to know how to include children who are hard of hearing in education? In this publication, you will find some good inspiration (International Federation of Hard of Hearing People).

**Language Before Literacy Videos about teaching deaf and hard of hearing children**

Deaf or hard of hearing children in your class? These videos will help teachers to support language acquisition and will allow them to use a communication-first approach (Deaf Child Worldwide, eKitabu and Royal Dutch Kentalis).

**WFD Position Paper on Inclusive Education**

Find out the recommendations of the World Federation of the Deaf about inclusive education (WFD).

**Accessible Digital Textbooks for all**

Want to know how to make textbooks accessible for children with disabilities? This website is a great starting point (UNICEF).

**International Council for Education of People with Visual Impairment**

Want to learn how to include children with visual impairments in the classroom? Browse through these publications (ICEVI).

**Guidelines on best practice for persons living with deafblindness**

Want to learn more about teaching children who are deafblind? This publication will give you practical guidance (CBM).
When children with disabilities are enrolled in school, they must receive a good intake assessment to identify what support and accommodations they will need. They will benefit from an Individualised Educational Plan that monitors their progress and needs for support throughout their school career.

When needed, refer the child to rehabilitation or medical support as well. For example, they may benefit from assistive devices such as glasses, hearing aids or a walker. In addition, in cooperation with rehabilitation workers, individual learning support for children with disabilities can be arranged.

Strict examination rules and rigid school curricula are a barrier for students with disabilities to succeed in their school careers. Therefore, it is important to be flexible with the curriculum and examination rules and look for individual accommodations for children with disabilities.

**Toolbox**

- **Instructional Approaches and Teaching Supports**
  Want to learn how to set up Individualised Education Plans, make the curriculum accessible and how to provide reasonable accommodation? In Chapter 2.3, you’ll find practical guidance (USAID).

- **Ensuring All Students Are Learning**
  Want to know how to apply Universal Design and appropriate Information Communication Technology for Education? In chapters 8 & 9, you’ll find recommendations (DAI).

- **Handbook of Inclusive Education and Curriculum Planning, Teaching Methodology, Assessment**
  Looking for more practical tips and examples about curriculum planning, assessments and individual Education Plans? Check chapters 6 and 7 of this handbook of Inclusive Education (CBSE).
To make sure children with disabilities are enrolled in school, it is important to identify children with disabilities systematically. Parents will only send their children with disabilities to school when they know their child is welcomed by the teachers and accepted by the other children. To create a safe and welcoming atmosphere, it is crucial to raise awareness and a positive attitude towards persons with disabilities in the community. Organising peer support can be very powerful: it will increase acceptance and empathy between students with and without disabilities.

### Toolbox

**Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments**
Want to identify children with disabilities in the community? In Chapter 3.2 of the Booklet, you’ll find tools for finding children who are not in school and why they are not in school (UNESCO Bangkok).

**Guidelines for consulting with children and youth with disabilities**
Nothing about us without us also applies to children with disabilities. In this publication, you’ll find out how to consult children with different disabilities (Plan International).

**Ethical Guidelines For ethical, meaningful and inclusive children’s participation practice**
Looking for inspiration to make your children’s participation practice inclusive? Check these guidelines with practical checklists (Save the Children).

**Parenting Poster**
Want to know how to involve parents in the development of their child with a disability? This parenting poster is an excellent first step (Liliane Foundation).

**Why are you not going to school? Children investigating barriers to education in Kosti, Sudan**
Want to learn more about how children experience the barriers in their school? Have a look at these unadorned recordings (War Child).
Making educational programmes inclusive does not have to be costly, but it is necessary to budget for disability inclusion. Keep in mind that when accessibility is taken into account when designing new infrastructure, it usually adds only 1% to the construction costs.\(^1\) Adjusting inaccessible infrastructure will be more expensive.

When developing an inclusive educational project budget, not only the costs for teacher training, educational materials and accessible infrastructure should be included. Also, a budget needs to be reserved to support parents to meet the direct or hidden costs of sending their children with disabilities to school when needed. Think of transport costs\(^2\) and the costs of assistive devices.

To realise high quality, sustainable inclusive education, enough funding should be allocated at the regional/national/international level. Advocacy is needed to ensure that also children with disabilities are included in national education policies. Education authorities need to be encouraged to develop inclusive laws, implementation strategies and sufficient allocation of funds towards inclusive education interventions.\(^3\)\(^4\) It is also important to ensure that children with disabilities are included in the educational COVID-19 response programmes and post COVID-19 education programmes. The following tools will help you to lobby for more inclusion.

**Toolbox**

- **Making Schools Inclusive - How change can happen**
  Want to predict what budget you will need to make education inclusive? In Chapter 6, you’ll find suggestions for addressing financial barriers to inclusive education and cost-prediction tools (Save the Children UK).

- **Costing equity**
  How is disability inclusive education funded? In the report, you’ll find how donors and governments currently fund disability inclusive education and what challenges still need to be overcome (IDDC).

- **Enabling Education - Steps towards Global Disability Inclusive Education**
  Want to know more about the lobby for inclusive education? This document includes practical recommendations for the Dutch Government (Liliane Foundation).

- **Let’s break silos now! Achieving disability inclusive education in a post-COVID world**
  Working on post-COVID Education Plans? This report calls for learning from the pandemic and for renewed efforts to improve inclusive education (Humanity and Inclusion).

- **Planipolis: Portal of Education Plans and Policies**
  Want to know what policy your government has with regards to inclusive education? Check this website for an overview of national inclusive education policies around the world (UNESCO).
Partnerships For Inclusion

Disability inclusive education can only be achieved if all actors and all sectors cooperate.

Organisations of Persons with Disabilities (OPDs) play a key role in this process. Meaningful participation of persons with disabilities in inclusive education is a prerequisite. While moving from special education to inclusive education, OPDs will have new roles to play within schools (and systems). They become advisors, mentors and role models for children and youth with disabilities and support mainstream schools to allow them to welcome and ensure participation of children and youth with disabilities. In short, persons with disabilities and their families are the best placed advisors for a system transformation that places children and youth with disabilities – and UNCRPD commitments – at the core of reform.

In many villages, persons with disabilities have not yet organised themselves and are in need of capacity strengthening support. That is why it is crucial while working on inclusive education to also work together with Community-Based Inclusive Development (CBID) initiatives. CBID (formerly known as Community Based Rehabilitation) is an approach that is implemented through the combined efforts of people with disabilities, their families and communities, and representatives of the appropriate health, education, vocational and social sectors. Local CBID service providers will be a great support in making inclusive education a reality.

It’s vital to link with other sectors – such as health and child protection – to ensure that children are receiving support outside of the classroom as well.

Toolbox

CBR Guidelines as a tool for Community Based Inclusive Development

Want to learn more about Community-Based Inclusive Development? Read this publication (IDDC).
During emergencies such as wars and natural disasters, children with disabilities are usually left behind, also when it comes to education. The assumption that it is too difficult to include children with disabilities in education during emergencies and that much expertise is needed should change. It is important to start by asking ourselves: “Who are the people currently excluded from learning and participation? What can all of us do first to improve the situation?” The INEE Minimum Standards are a useful tool for reflecting on how inclusive an emergency education programme is.\textsuperscript{16}

COVID-19 has created the worst crisis in education and learning in a century. To make education more inclusive, effective and resilient than before the crisis, it’s important to respond during the three phases. First, while schools are closed, it is necessary to cope with the crisis, which means protecting health, safety and nutrition and prevent learning loss through remote learning. Second, as schools reopen, we should manage continuity preventing an increase in dropout, prepare for partial reopening, train teachers to assess learning losses, and provide adequate financing for recovery needs. Then, throughout, we should seize opportunities to improve the system for the long term: scale up effective COVID-response approaches (e.g. incorporate remote learning, teach at the right level, track at-risk students to prevent dropout), focus on creating build-back-better education systems, protect and enhance education financing.\textsuperscript{17}

**Toolbox**

- **Education in Emergencies: Including Everyone**
  Are you providing education in a humanitarian context? This guide will help you to get started (INEEInter-Agency Network for Education in Emergencies).

- **COVID-19 and inclusive education Guidance**
  Looking for up-to-date and practical resources about inclusive education during and post COVID-19? Check this overview (EENET).

- **Practical Guide to blended/remote learning and children with disabilities**
  Looking for guidance how to make remote learning disability inclusive? This guide covers the topic from A to Z (UNICEF).

- **Right to education: challenges with inclusive education and accessibility during the coronavirus disease pandemic**
  Want to know how to implement the UNCRPD obligations regarding education (article 24) in times of COVID-19? This publication comes with a good insight into the barriers and comes with practical tips (Conference of States Parties UNCRPD).
Endnotes

3. UNESCO, Global Education Monitoring Report, 2020
4. CBM, Costs of Exclusion and Gains of Inclusion Report, 2015
6. UNESCO, Global Education Monitoring Report, 2020
8. DAI, Ensuring All Students Are Learning, 2020
10. UNESCO, Global Education Monitoring Report, 2020
15. IDA. What an inclusive, equitable quality education means to us
16. INEE, Education in Emergencies: Including Everyone, 2009
Cover image: SeeYou Foundation – IDP camp in South Sudan
Pictures on page 8 & 11: Liliane Foundation
Visuals on page 2 are adapted from: Inclusive Education. Where there are few resources. Sue Stubbs. Atlas Alliance, 2008

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