An Inclusive Education (IE) approach ensures that schools and local education systems are responsive to the needs of all children, including children with disabilities. Inclusive education that addresses the needs of children with disabilities plays a positive role in helping address community stigma related to disability, demonstrating that children with disabilities can have a positive future and contribute to society.

Humanity & Inclusion currently runs 34 projects in 30 countries worldwide. In 2010 in Kara, northern Togo, one of the approaches used to facilitate inclusive education was to introduce the “itinerant teacher” model as part of our regional West Africa Inclusive Education Programme funded by AFD. The project provided mobile, itinerant teachers trained in disability-specific teaching skills. The teachers visit different schools and work with specific students while simultaneously providing ongoing support and advice to mainstream teachers. Sign language is used during classes at the school in the photo which is now fully inclusive.

Humanity & Inclusion and the Regional Directorate for Education (DRE) in Togo jointly run this scheme. We have also been involved in national advocacy and teacher training and are currently rolling out Inclusive Education modules in six teacher training institutes. The impact of this intervention has been that Inclusive Education is now embedded in the Education Sector Plan (2014-2016) and the Ministry of Education has validated HI’s braille, sign language and Inclusive Education manuals for use nationwide.

References
(1) UN Convention on the Rights of Person with Disabilities, Article 24
(2) Plan International, Data across 56 Countries
(3) World Education Forum, Incheon Declaration
(4) Transforming Our World: The 2030 Agenda for Sustainable Development, Goal 4, 2015
(5) “Send All My Friends to School”, Global Campaign for Education
Human rights provision: UN Convention on the Rights of Persons with Disabilities (UNCRPD, Article 24). General Comment 4 (2016) provides detailed guidance for states on implementing Article 24. 155 countries have signed and ratified since 2007, which has been reflected in the education plans and policies of some national governments and key bilateral and multilateral education donors.


What can education actors do?

States
- Embed disability into the State’s education strategy and policies making disability a core requirement for State country education plans and business cases.
- Increase targeted resources to enable children with disabilities to access quality inclusive education.
- Strengthen the capacity of States to deliver system-wide reforms in education, in order to address the multiple barriers (attitudinal, institutional, physical, transportation, information or communication based) that currently inhibit access to quality education for children with disabilities.
- Strengthen the capacity of personnel to gather research and evidence about education for children with disabilities.

Donors
- Embed and prioritize disability as a core indicator into education funding programmes with reporting requirements within programme monitoring and evaluation.
- Provide funding to Disabled Persons Organisations (DPOs) in the South to enable them to conduct advocacy and actively participate in national policy development, implementation and monitoring.

Practitioners
- Implement an ‘inclusive’ classroom as per recommendations outlined in the GEC report “Send All My Friends To School.” (See webpage for larger version of image)
- Group seating arrangement to promote group working, peer to peer support and buddy systems.
- Use visual supports eg, timetable in pictures.
- Accessible and child friend classroom: ramps, low reach blackboards, large window to let in light, easy maneuverability, accessible teaching and learning materials.
- Interactive teaching methods, supported by a specialist itinerant teacher (eg sign language or braille experts).
- Resource room for small group teaching.

How to measure progress?

Access to services
Local mainstream schools are physically accessible for children with disabilities. Mainstream teachers have received training on the IE for children with disabilities and on going support. Information, teaching and materials are available in accessible formats for children with sensory and learning impairment. Improved attitudes and reduced stigma within the community enabling children with disabilities to freely attend school.

Legislation and policies
Shared inter-departmental guidelines and strategies exist ensuring IE at all stages of design and implementation.