



Seminar MAKING EDUCATION MORE INCLUSIVE

General Comment No.4- Article 24: Right to Inclusive Education

Bucharest, 18-19 May 2017

Setting the context

- CRPD adopted by the UN in 2006 – huge leap forward
- Article 24 asserts the rights of persons with disabilities to inclusive education without discrimination and on an equal basis with others.
- However, significant challenges in implementation: discrimination: exclusion: multiple barriers: poor understanding: lack of data; failure to understand the case for inclusion
- Committee on Rights of Persons with Disabilities decision in 2015 to elaborate a General Comment on Article 24
- Adoption of the General Comment by the Committee in August 2016

The General Comment applies to.....

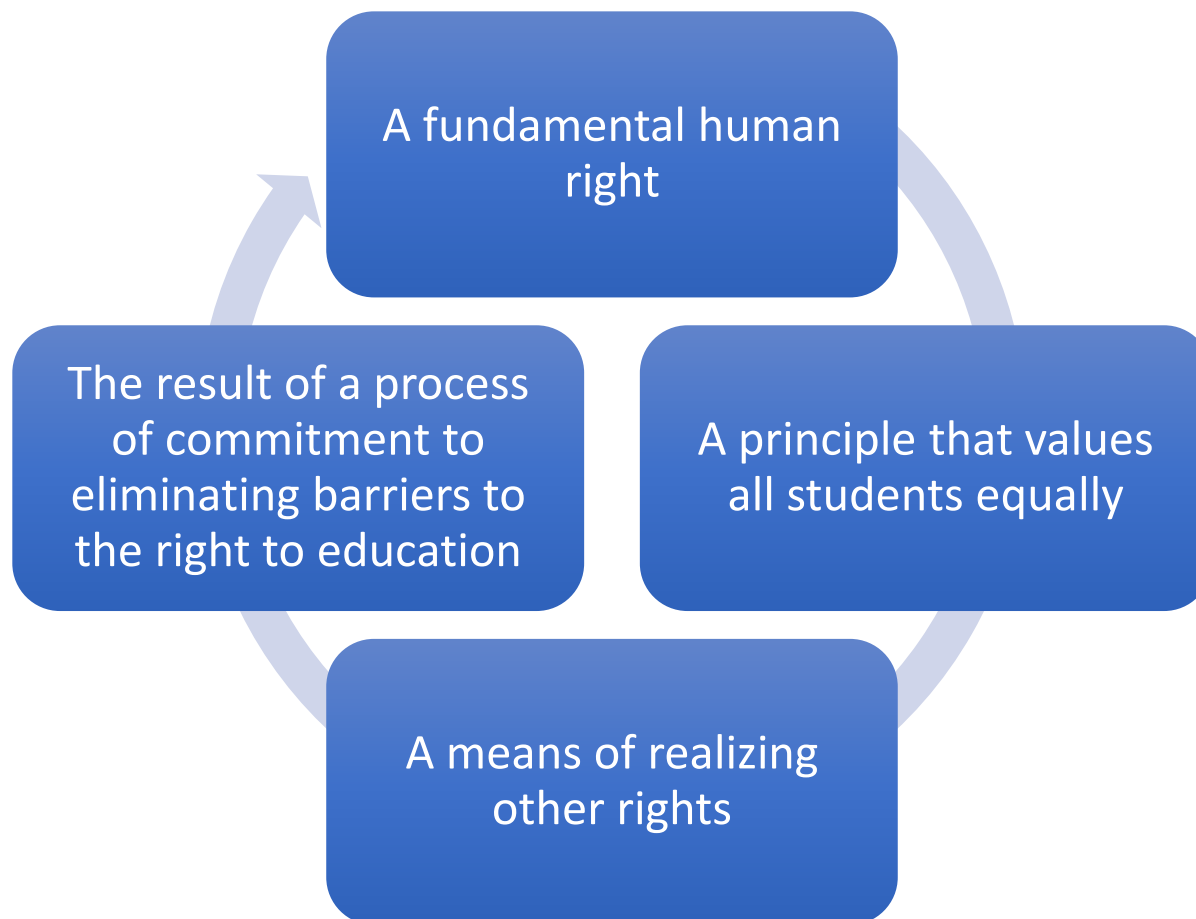
All persons (including those) with disabilities those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 24: The right to (inclusive) education

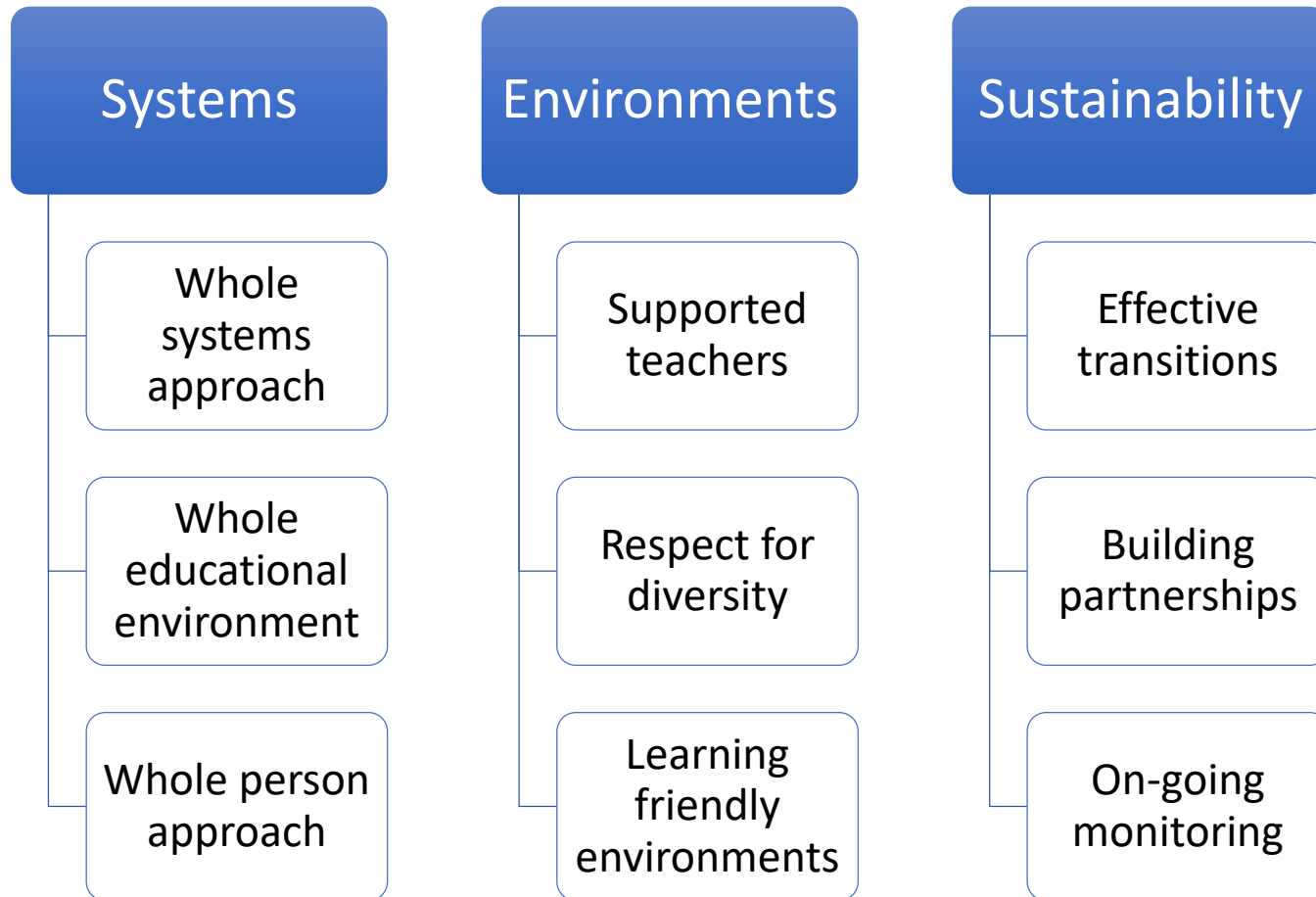
States must ensure for persons with disabilities:

- the right to education **without discrimination** and on the basis of equal opportunity;
- an **inclusive education system at all levels**;
- provision of **reasonable accommodation**, and **individualised support measures**;
- opportunities to acquire skills to ensure **equal participation** in education and community;
- access to **teachers** qualified with appropriate skills
- **progressive realisation**

What is inclusive education?



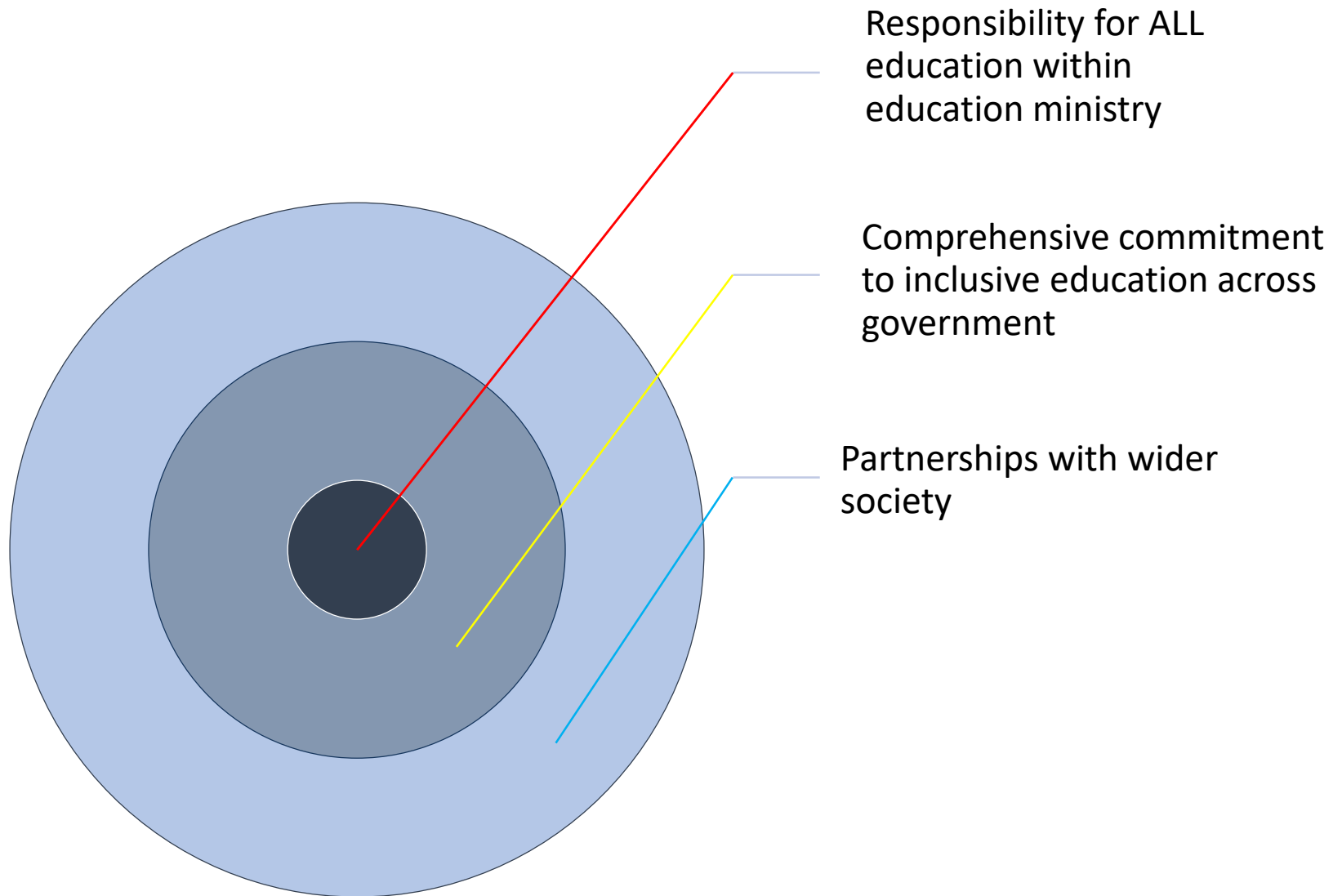
Key features of inclusive education



Action required for implementation

- Structures and systems
- Legislation and policy
- Planning and data collection
- Resourcing
- Teacher education and support
- Student assessment
- Accountability and monitoring

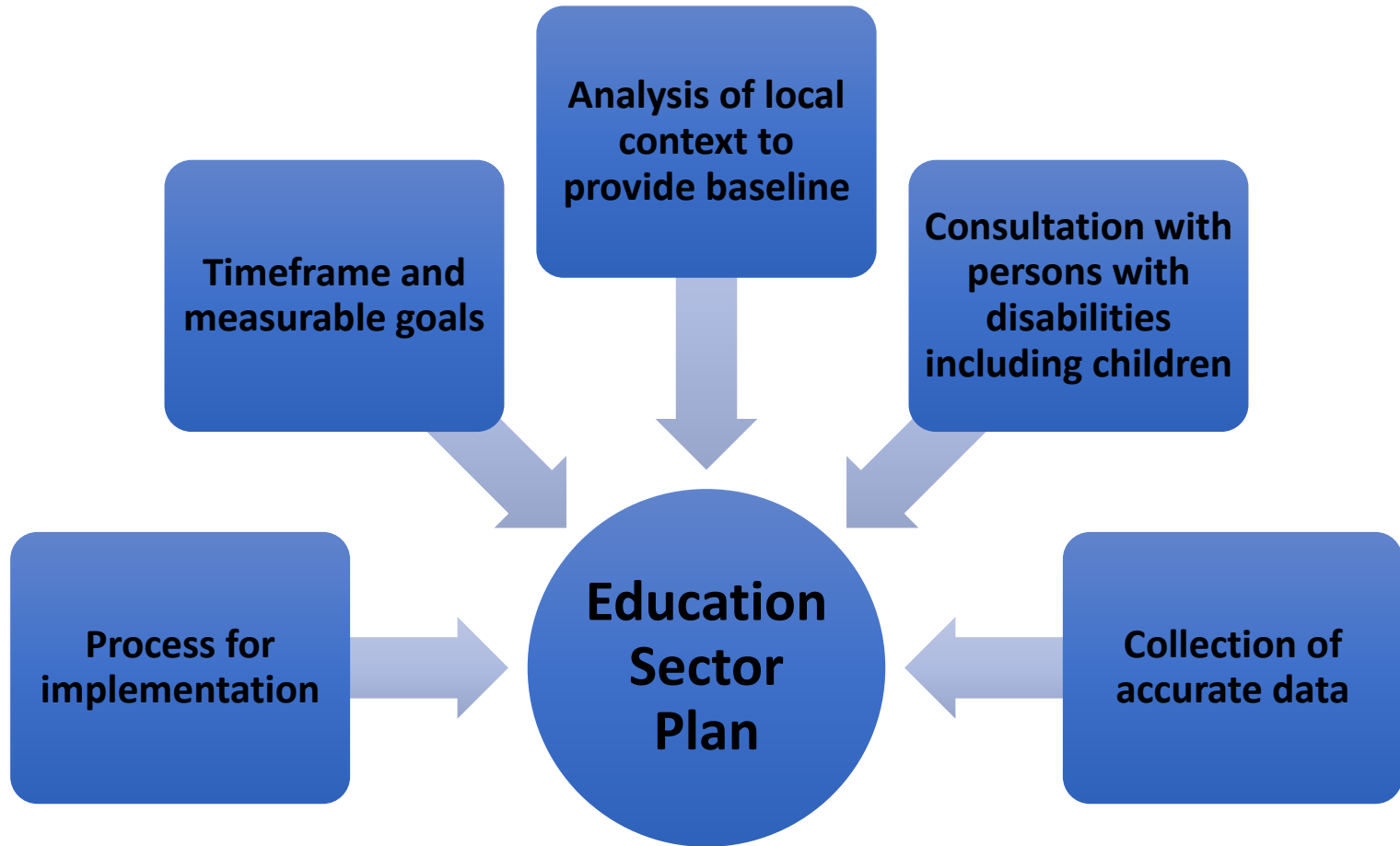
Structures and systems



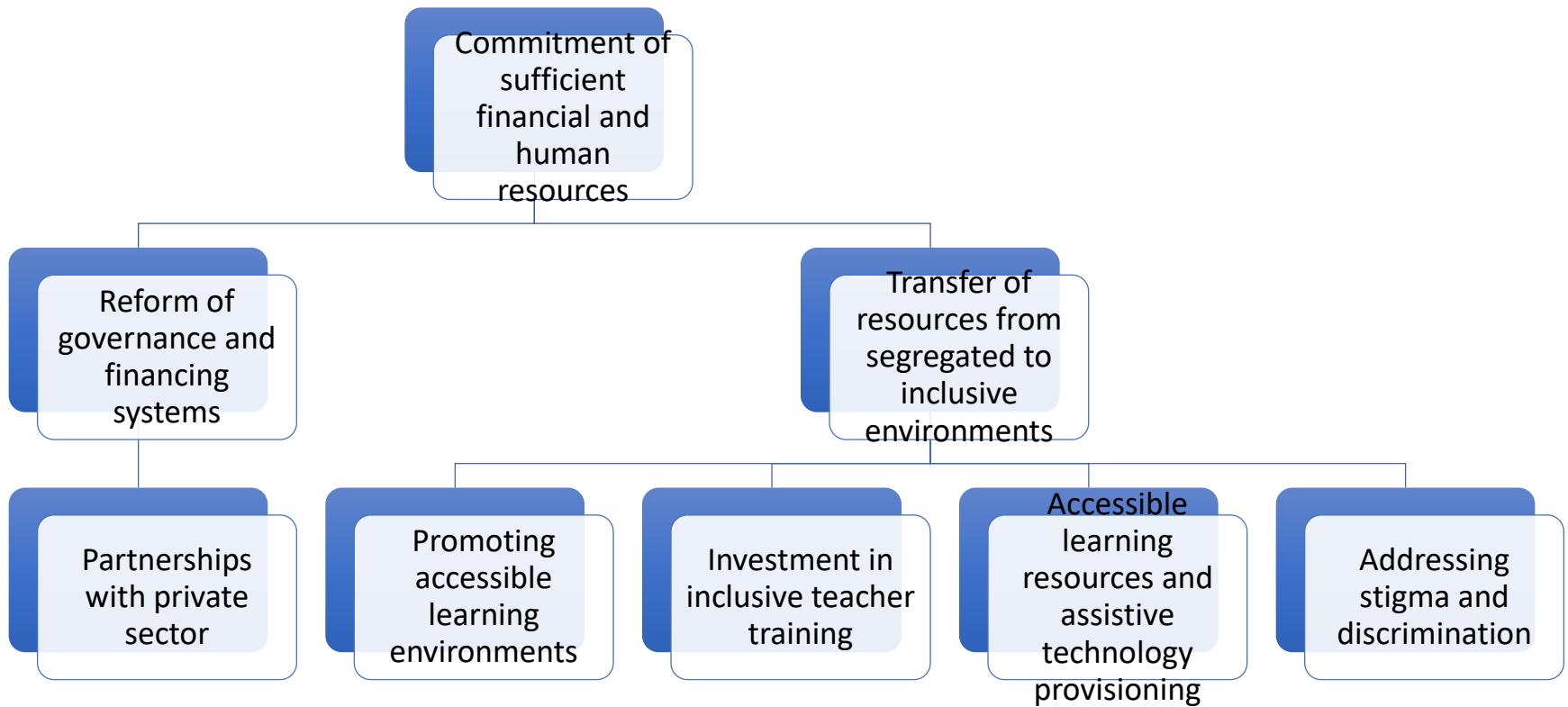
Legislation and policy

- Compliance with human rights standards
- Definition of and affirmation of the right to inclusive education
- Commitment to de-institutionalisation
- Guarantee of access and appropriate support
- Comprehensive quality standards
- Recognition of need for reasonable accommodations
- Framework for early identification and support
- Obligation on local authorities to plan and provide for all learners
- Guarantee of the right to be heard
- Creation of partnerships with key stakeholder

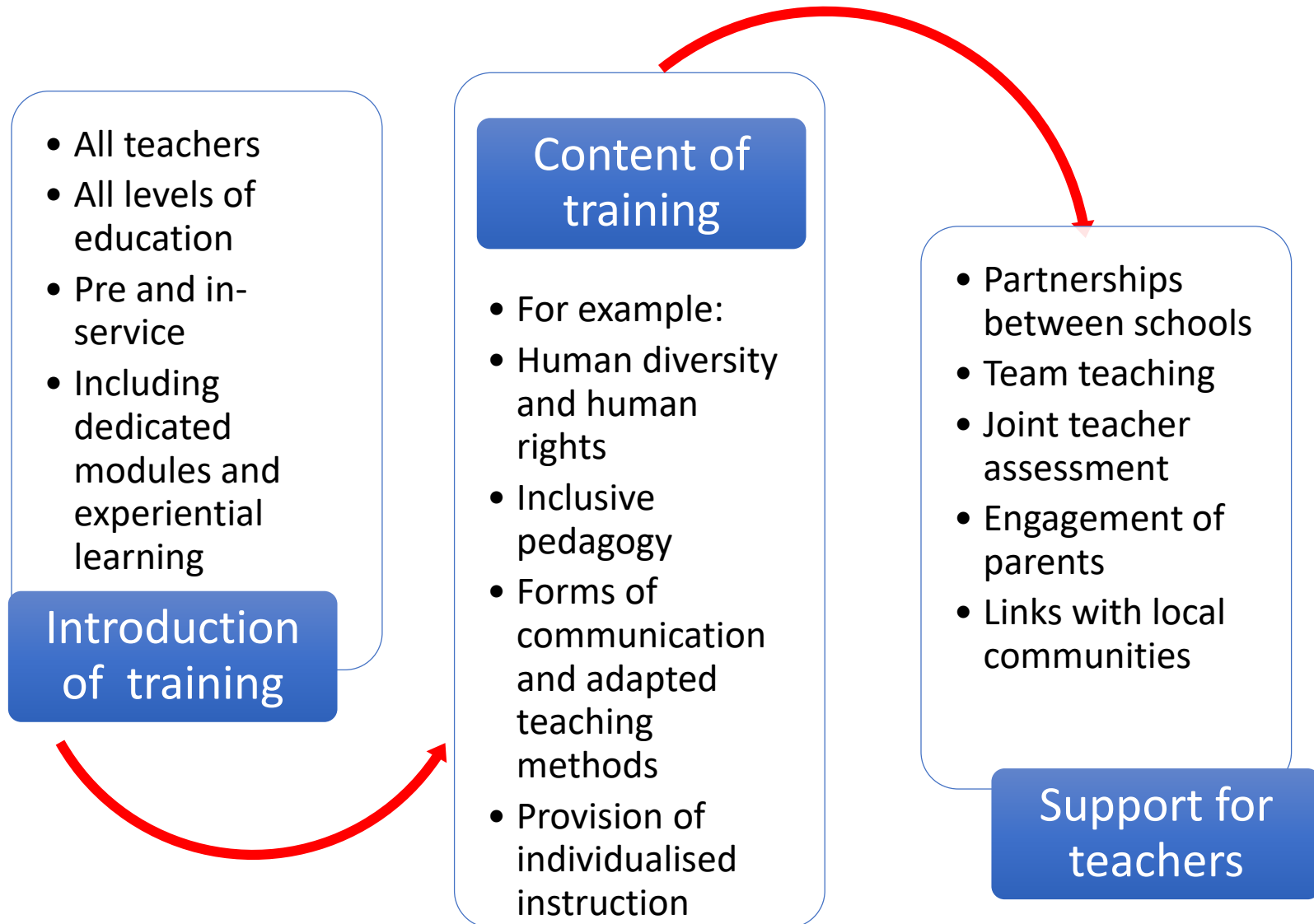
Planning and data collection



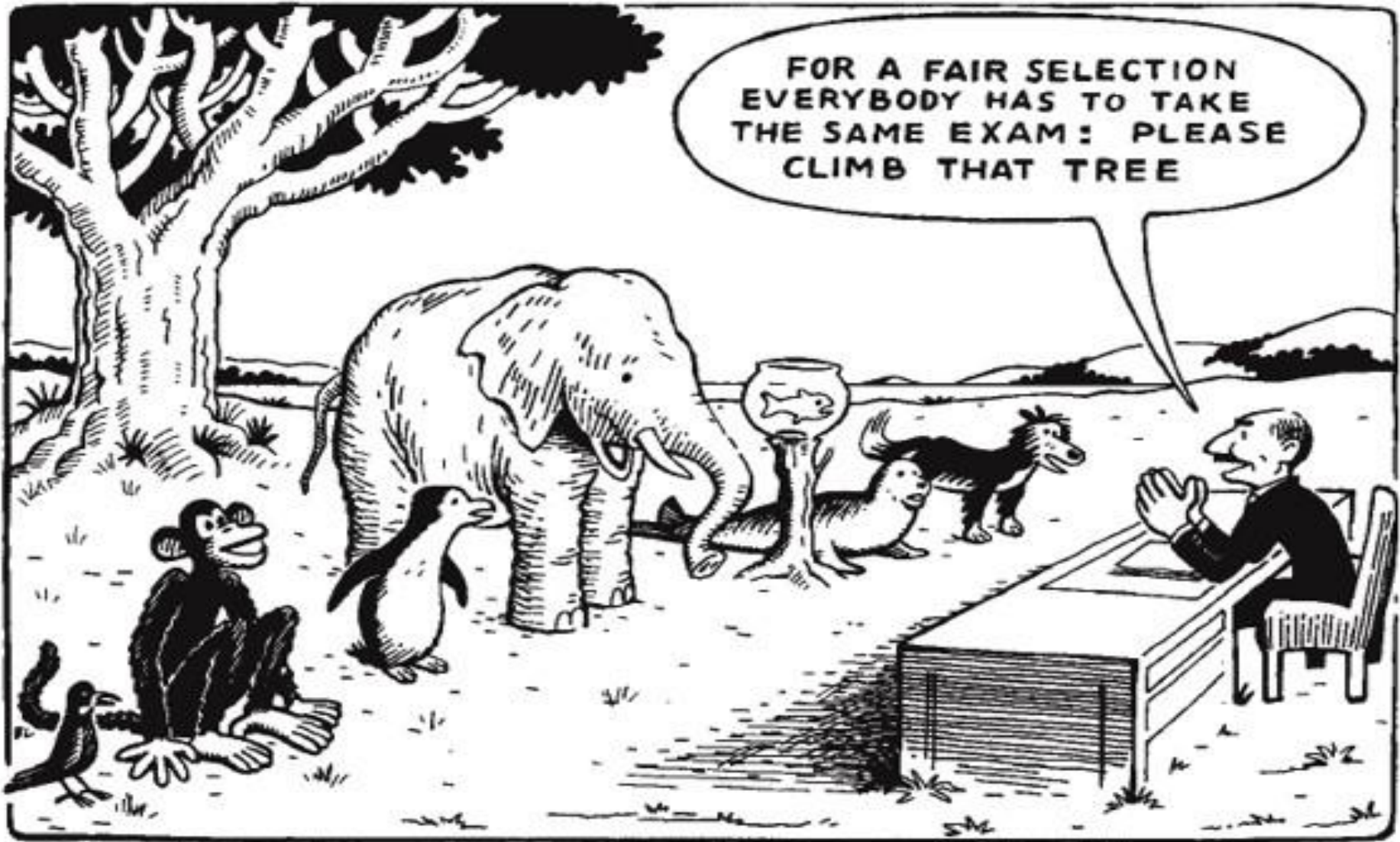
Resourcing



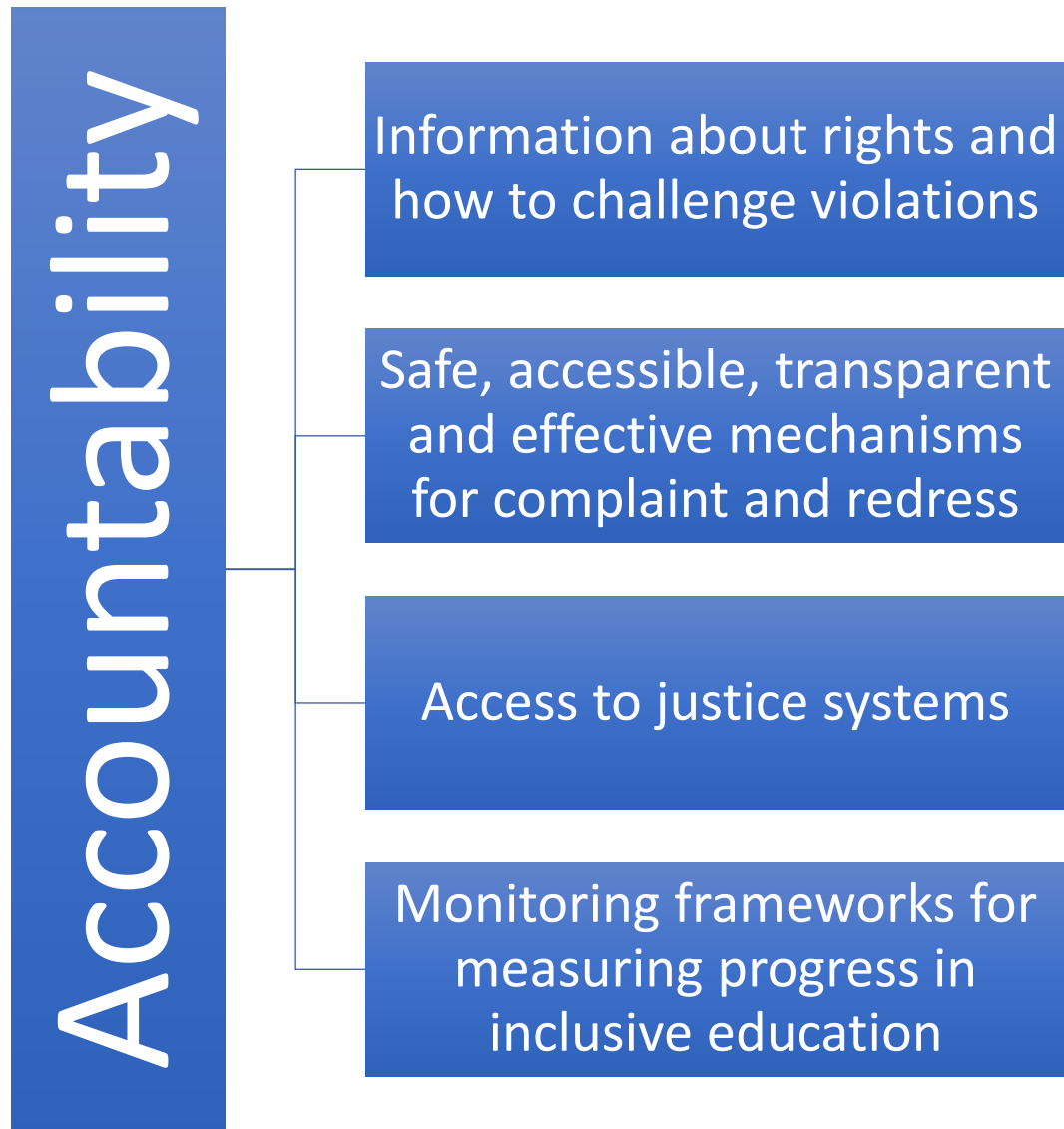
Teacher training and support



Student assessment



Accountability and monitoring



Conclusion

- Inclusive education is fundamental human right - not an optional extra, not a matter of good will.
- It brings social, economic and educational benefits – a win-win investment.
- It needs to be recognized as a process involving both legal reform and transformation of cultures, values and policies.
- Requires systems change – cannot happen just at school level.
- The General Comment provides the framework and guidance for States.
- Now is the time to invest in making the right a reality.

European context

- UNCRPD is the first human rights treaty of the 21st century and also the first one to be signed & ratified by the European Union
- *European Disability Strategy*, signed in 2010, outlines EU's commitments towards the implementation of the UNCRPD and - A *Renewed Commitment to a Barrier-Free Europe*

One in six people in the European Union (EU) has a disability that ranges from mild to severe making around 80 million who are often prevented from taking part fully in society and the economy because of environmental and attitudinal barriers. For people with disabilities the rate of poverty is 70 % higher than the average² partly due to limited access to employment. (EDS, introduction, pg. 3)

European Disability Strategy 2020

- Strategy focuses on eliminating barriers.
- There are eight main areas for action:
 - Accessibility,
 - Participation,
 - Equality,
 - Employment,
 - Education and training,
 - Social protection,
 - Health,
 - and External Action.
- For each area, key actions are identified.

UNCRPD in CEE/CIS

	Signature		Ratification	
	Convention	Optional Protocol	Convention	Optional Protocol
Albania	2009	-	2013	-
Armenia	2007	2007	2010	-
Azerbaijan	2008	2008	2009	2009
Belarus	2015	-	2016-	-
BiH	2009	2009	2010	2010
Bulgaria	2007	2008	2012	-
Croatia	2007	2007	2007	2007
EU	2007		2010	
Georgia	2009	2009	2014	-
Kazakhstan	2008	2008	2015	-
Kosovo*	-	-	-	-
Kyrgyzstan	2011	-	-	-
Moldova	2007	-	2010	-
Montenegro	2007	2007	2009	2009
Romania	2007	2008	2011	-
RF	2008	-	2012	-
Serbia	2007	2007	2009	2009
Tajikistan	-	-	-	-
TfYRoM	2007	2009	2011	2011
Turkey	2007	2009	2009	2015
Turkmenistan	n/a	n/a	2008	2010
Ukraine	2008	2008	2010	2010
Uzbekistan	2009	-	-	-



CEE/CIS
KEY
MILESTONES
in
INCLUSIVE
EDUCATION

2010 - 2017

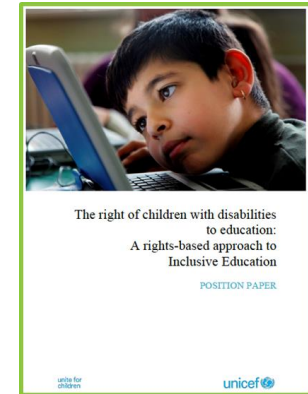
KEY MILESTONES (1)

- 2010 - IE Roundtable (Geneva): Take stock of interest, current situation at regional and country levels, available capacity and needs → development of a medium-term plan for the region
- 2011: hiring a full-time consultant to support and encourage a collaborative engagement across the region

Concurrently: HQ created a Disability Section and established positions for this Section

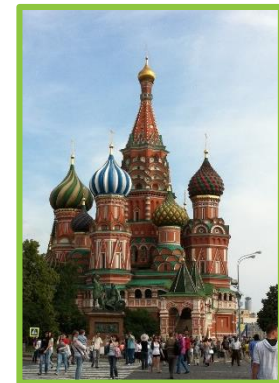
KEY MILESTONES (2)

2011: RO developed a **Regional Position Paper on Inclusive Education** providing a conceptual framework aligned with the UNICEF's human-rights mandate.



Position Paper

2011 - Moscow Conference: 1st UNICEF Ministerial Conference on Inclusive Education, attended by 13 countries from the region → spreading the word on Inclusive Education



Moscow Conference

CEE/CIS Position Paper on IE



The right of children with disabilities
to education:
A rights-based approach to
Inclusive Education

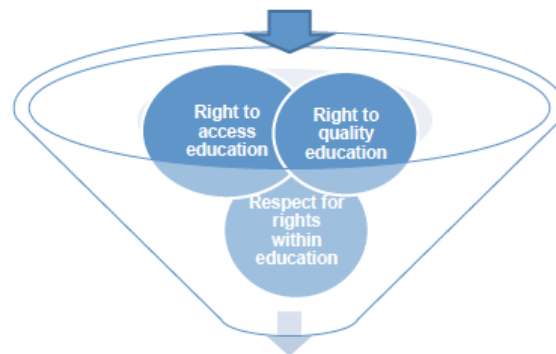
POSITION PAPER

unite for
children

unicef

A rights-based approach to inclusive education

Specific legislation, policies, strategies and processes to introduce and sustain inclusive education



The right to education

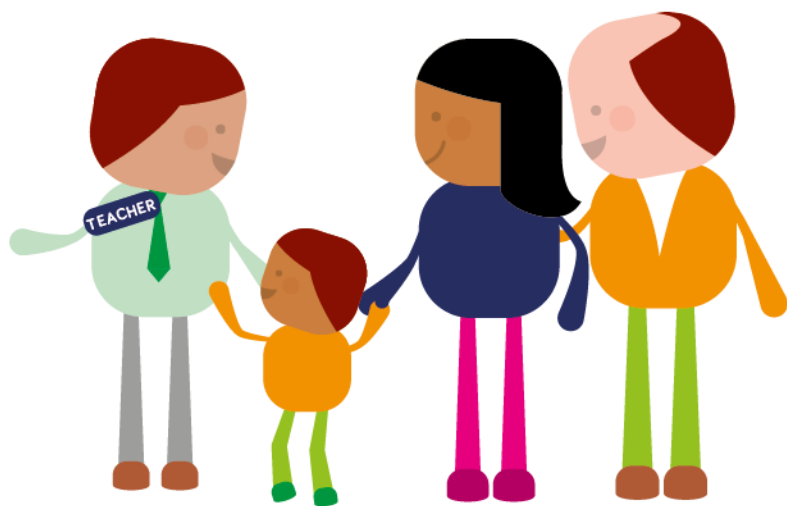
Government wide investment to systems, structures and processes to underpin inclusive education

TECHNICAL CAPACITY & COUNTRY SUPPORT

- Country-level support to 14 countries in the region
- Involvement in various HQ initiatives related to inclusive education and/or children with disabilities (REAP Project)
- Introduction of the ICF-CY as a tool for compliance with the UNCRPD as a common language for IE
- Concurrently: development of a Regional Framework for Monitoring Out of School Children and Adolescents (Section on CWD) → Global OOSC Operational Manual

And ... a Web-Based Regional Inclusive Education Database

www.inclusive-education.org



HQ/RO Compact on Inclusive Education

2013-2017

DEVELOPMENT OF KNOWLEDGE PRODUCTS (1)

Under the HQ's REAP Project, the RO for CEE/CIS developed:

- Inclusive Education **Orientation Module** (Script)
- Series of **14 Webinars/Booklets** on specific themes and technical areas pertaining to inclusive education (end of June 2015)

THEMES ADDRESSED BY THE 14 WEBINARS/BOOKLETS

1. **Conceptualizing** Inclusive Education and **Contextualizing** it within the UNICEF mission
2. **Definition** and **Classification** of Disability
3. **Legislation** and **Policy** for Inclusive Education
4. Disability **Data Collection**
5. Mapping Children with Disabilities **Out of School** and Child-Find Responsibilities
6. **EMIS** and Children with Disabilities
7. **Partnerships, Advocacy** and **Communication** for Social
8. **Financing** of Inclusive Education
9. Inclusive **Pre-school** Programmes
10. Access to School and the **Learning Environment I**
11. Access to the Learning Environment II – **Universal Design for Learning**
12. **Teachers**, Inclusive, Child-centered **Teaching**, and **Pedagogy**
13. Parents, Family and Community **Involvement** and **Participation**
14. **Planning, Monitoring and Evaluation**

<https://vimeo.com/channels/842958>

DEVELOPMENT OF KNOWLEDGE PRODUCTS (2)

The RO also supported the development of **4 Teacher Education Modules on Inclusive Education** (piloted in Macedonia and improved/finalized by the Zurich University of Teacher Education (Sept. 2015))

- ✓ Module 1 – ***Introduction*** to Inclusive Education
- ✓ Module 2 – IE: ***Vision, Theory*** and ***Concepts***
- ✓ Module 3 – Working together to ***create inclusive schools***
- ✓ Module 4 – ***Enabling environments*** for individualized learning

DEVELOPMENT OF KNOWLEDGE PRODUCTS (3)

Other knowledge generation initiatives include:

- General Comment # 4 on UNCPRD - Article 24 (developed jointly with OHCHR – adopted in Aug. 2016)
- Chapter on IE in the joint GPE/WB/UNICEF/UNESCO Methodological Guidelines on Education Sector Analysis (+ checklist + piloting in Ghana)
- Worldwide dissemination of the IE Toolkit (14 Booklets) through translation in Russian, Portuguese (completed), French and Arabic (underway), and Spanish (planned).

THE INCLUSIVE EDUCATION TOOLKIT

LEGAL TOOLS

- ✓ UNCRPD
- ✓ GC #4



IE TOOLKIT

TECHNICAL TOOLS

- ✓ IE Position Paper (CEE/CIS)
- ✓ IE Orientation Module
- ✓ 14 IE Booklets
- ✓ 4 Teacher Education Modules
- ✓ ICF/CY
- ✓ IE Database

PROGRAMMING TOOLS

- ✓ ESA Guidelines – IE Chapter
- ✓ ESA/ESP Checklist



WAY FORWARD

THROUGH THE HQ/RO COMPACT:

1. Further support the global **dissemination** of IE knowledge products developed through the compact + development of secondary products (GC)
2. Documentation successful initiatives / good practices – Special Schools Transformation (Armenia, Moldova, Serbia ...)
3. Contribute to CO **capacity development** within and beyond the CEE/CIS region
4. Contribute to the development of **partnerships** and alliances on Inclusive Education

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On behalf of:

**UNICEF Regional Office for
CEE/CIS**

&

UNICEF Romania