# **Inclusive Education: The Way to Achieve SDG 4 (Perspective of the International Disability Alliance)**

The International Disability Alliance (IDA), is a global network of organisations of persons with disabilities, representing and advocating for the rights of 1 billion persons with disabilities around the world. Its members were active participants and contributors to the drafting of the UN Convention on the Rights of Persons with Disabilities (CRPD). Since the Convention came into force, IDA members have continued to work together to refine their understanding of how to implement it. With respect to Article 24 of the Convention, IDA believes that respecting the right to inclusive education for persons with disabilities can contribute to Sustainable Development Goal 4 (SDG 4) and provide quality and equitable education for all.

Building a truly inclusive education system is the only way to respond simultaneously to the learning and schooling crises and to ensure inclusive and equitable quality education for all children and learners, wherever and whoever they are.

In an inclusive education system, all learners with and without disabilities, are learning together in classes in their local community schools. They all receive the support they need, from preschool to tertiary and vocational education, in inclusive and accessible schools.

## Some learners with and without disabilities may choose to attend an inclusive education setting away from their community to benefit from quality bilingual sign language education, acquire skills and knowledge, or get specific support that is not yet available in their local community schools.

## An inclusive education system is geared to foster quality, equity, and inclusion through the following measures:

### Whether managed by the public or private sectors, all education facilities are regulated by the ministries of (higher) education or relevant ministries for inclusive vocational training, early childhood development and life-long learning.

### Enforcement of non-discrimination and zero rejection policies including provision of reasonable accommodation, across the country in all levels and systems of education.

### Significant investments are made in recruiting and training sufficient numbers of teachers, including teachers with disabilities, who can provide quality learning for all learners. Curriculum reforms and teachers’ training foster Universal Design for Learning.

### Significant investments are made in the accessibility of all education facilities and teaching materials, with access to assistive products and technology.

### There are well resourced support services at all levels, to assist all schools and all teachers to provide effective learning for all learners, including those with disabilities.

* A diversity of languages, including sign language and tactile sign language, and modes of communication are used throughout the system with teachers who have full fluency.
* Special schools and other segregated settings are progressively phased out with key human resources and knowledge assets converted into support of equal access and inclusion. Because of their critical role in language acquisition for deaf children, schools for the deaf are supported to become inclusive bilingual sign language schools.

### Data are consistently collected, disaggregated and analysed to ensure adequate monitoring and resourcing of inclusive and equitable quality education.

* In decentralised systems, there are consistent set of regulations, accountability mechanisms and resource planning for inclusive education at the different levels of government
* A multi-stakeholder’s engagement between parents, communities, educators, support services, schools and ministries of education to ensure equal access and effective inclusion.
* In coordination with the education system, a range of supports services are available for children and their parents from an early age for the development of specific skills and language acquisition, coverage of disability extra cost and overall support.

For more information, please visit our website: [www.internationaldisabilityalliance.org](http://www.internationaldisabilityalliance.org/)