



IDA's Compilation of CRPD Committee's Concluding Observations

*Article 24 CRPD
(Education)*

April 2024

Article 24 – Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
 - b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
 - c) Reasonable accommodation of the individual's requirements is provided;
 - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
 - e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
 - a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

AZERBAIJAN (2024)

BAHRAIN (2024)

COSTA RICA (2024)

KAZAKHSTAN (2024)

NICARAGUA (2024)

SWEDEN (2024)

ZAMBIA (2024)

ANDORRA (2023)

AUSTRIA (2023)

GERMANY (2023)

ISRAEL (2023)

MALAWI (2023)

MAURITANIA (2023)

MONGOLIA (2023)

PARAGUAY (2023)

ANGOLA (2023)

ARGENTINA (2023)

GEORGIA (2023)

PERU (2023)

TOGO (2023)

TUNISIA (2023)

BANGLADESH (2022)

CHINA (2022)

INDONESIA (2022)

JAPAN (2022)

LAO PEOPLE'S DEMOCRATIC REPUBLIC (2022)

NEW ZEALAND (2022)

REPUBLIC OF KOREA (2022)

SINGAPORE (2022)

HUNGARY (2022)

JAMAICA (2022)

MEXICO (2022)

SWITZERLAND (2022)

VENEZUELA (2022)

DJIBOUTI (2021)

FRANCE (2021)

ESTONIA (2021)

ALBANIA (2019)

AUSTRALIA (2019)

ECUADOR (2019)

EL SALVADOR (2019)

GREECE (2019)

INDIA (2019)

IRAQ (2019)

KUWAIT (2019)

MYANMAR (2019)

CUBA (2019)
NIGER (2019)
NORWAY (2019)
RWANDA (2019)
SAUDI ARABIA (2019)
SENEGAL (2019)
SPAIN (2019)
VANUATU (2019)
ALGERIA (2018)
BULGARIA (2018)
MALTA (2018)
PHILIPPINES (2018)
POLAND (2018)
SOUTH AFRICA (2018)
NORTH MACEDONIA (2018)
HAITI (2018)
NEPAL (2018)
OMAN (2018)
RUSSIAN FEDERATION (2018)
SEYCHELLES (2018)
SUDAN (2018)
LATVIA (2017)
LUXEMBOURG (2017)

MONTENEGRO (2017)

MOROCCO (2017)

PANAMA (2017)

**UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND
(2017)**

ARMENIA (2017)

BOSNIA AND HERZEGOVINA (2017)

CANADA (2017)

CYPRUS (2017)

HONDURAS (2017)

IRAN (ISLAMIC REPUBLIC OF) (2017)

JORDAN (2017)

REPUBLIC OF MOLDOVA (2017)

BOLIVIA (2016)

COLOMBIA (2016)

ETHIOPIA (2016)

GUATEMALA (2016)

ITALY (2016)

UNITED ARAB EMIRATES (2016)

URUGUAY (2016)

CHILE (2016)

LITHUANIA (2016)

PORTUGAL (2016)

SERBIA (2016)

SLOVAKIA (2016)

THAILAND (2016)

UGANDA (2016)

BRAZIL (2015)

EUROPEAN UNION (2015)

GABON (2015)

KENYA (2015)

MAURITIUS (2015)

QATAR (2015)

UKRAINE (2015)

COOK ISLANDS (2015)

CROATIA (2015)

CZECH REPUBLIC (2015)

ARGENTINA (2012)

SPAIN (2011)

TUNISIA (2010)

[Azerbaijan \(2024\)](#)

53. The Committee notes with concern:

- (a) The limited understanding of inclusive education, and the prevalence of segregated educational settings, such as boarding schools, rehabilitation centers, special educational institutions and special classes, and “integrated inclusive schools” (CRPD/C/AZE/2-3, para. 217 and written replies provided by the State party after the constructive dialogue);
- (b) The limited accessibility of teaching materials and methodologies as well as barriers to the physical environment and information, the lack of trained teachers on sign language and that sign language training is not required for school teachers;
- (c) The social isolation of children with disabilities, including autistic children preventing them from attending mainstream inclusive schools and emphasizing home-schooling model for them;
- (d) The lack of reasonable accommodation and of individualized support for children with disabilities in schools.

54. Recalling its general comment No. 4 (2016) on the right to inclusive education and targets 4.4, 4.5 and 4.8 of the Sustainable Development Goals, the Committee recommends that, in close consultation with and with the active involvement of persons with disabilities, through their representative organizations, the State party:

- (a) Ensure that the amendments to the Law "On education of persons with disabilities (special education)" (CRPD/C/AZE/2-3, para. 216 (a)) recognize inclusive quality education for persons with disabilities, repeal regulations providing for special education, and ensure that children with disabilities are enrolled into regular inclusive education settings. The State party should establish monitoring mechanisms concerning inclusive education;**
- (b) Strengthen measures to prepare teaching material in accessible formats, including in kindergarten facilities, implement inclusive teaching methodologies and tools, ensure accessibility to textbooks and to information in digital formats for children with disabilities. The State party should ensure the use of sign language by teachers in schools, update recruiting mechanisms for teachers, and reinforce programmes, such as the pre-service teacher training course on inclusive education;**
- (c) Prevent stigmatization of children with disabilities and isolation at home due to disability and ensure that all children with disabilities have access to quality, inclusive education in regular education settings, on an equal basis with others;**
- (d) Recognize reasonable accommodation and individualized support at all levels of education and strengthen training for members of the Psychological-Medical-Pedagogical Commissions (CRPD/C/AZE/2-3, para. 216 (b)) to work in line with the human rights model of disability and ensure early identification of support requirements and reasonable accommodation.**

[Bahrain \(2024\)](#)¹

The Committee is concerned that:

- (a) The absence of a national strategy for inclusive education and the absence of any provision in Law No. 74 of 2006 (on the care, rehabilitation and employment of persons with disabilities) on the right of persons with disabilities to inclusive education.
- (b) The adoption of restrictive educational environments and special education at the expense of inclusive education and the lack of clear data on the number and status of students integrated into general education schools.

¹ When compiling the recommendations, the Concluding Observations were only available in Arabic. This document includes an automated translation to English by [DeepL](#).

(c) The lack of specialized training programs for educational and administrative staff to promote inclusive education.

(d) The lack of availability of school and university curricula in accessible formats, especially for students with intellectual disabilities and blind students, especially in science and mathematics.

49. Recalling its general comment No. 4 (2016), the Committee recommends that the State party should

(a) Develop a national strategy and implementation plan for the transition to inclusive education for all persons with disabilities at all levels of education.

(b) Provide reliable and disaggregated data on students with disabilities enrolled in special education centers and education programs attached to non-governmental associations, their academic status and the steps to be taken to transition them to inclusive education.

(c) Develop specialized training programs for teachers and administrators working in the education sector to enable them to understand inclusive education and the requirements of providing an inclusive and safe school environment for all.

(d) Provide school and university curricula in accessible formats, including sign language, easy reading, Braille, and electronic formats.

Costa Rica (2024)

39. Al Comité le preocupa:

a) La falta de un marco estratégico para la implementación de un sistema educativo inclusivo, que tenga en cuenta las disparidades regionales así como los territorios indígenas, con metas, plazos y financiación para su finalización;

b) Que aún esté pendiente la armonización del artículo 62 del Código de la Niñez y la Adolescencia con el artículo 24 de la Convención de modo a garantizar el derecho de los niños y niñas con discapacidad a una educación inclusiva de calidad;

c) La falta de accesibilidad en los centros educativos, las deficiencias en el servicio de transporte para estudiantes con discapacidad, y la falta de información sobre las ayudas necesarias para las actividades educativas;

d) El número insuficiente de docentes capacitados dentro del modelo de educación inclusiva y de medidas para garantizar que la tecnología educativa digital sea accesible y esté adaptada al uso de los estudiantes con discapacidades;

e) La falta de información detallada sobre el número y la proporción de estudiantes con discapacidad que están matriculados en entornos educativos inclusivos, y que han completado la educación primaria, secundaria y superior.

f) Que las titulaciones y los certificados otorgados a los estudiantes con discapacidad en las escuelas especiales no corresponden a las titulaciones y los certificados otorgados en las escuelas regulares, restringiendo su acceso al mercado laboral y a las universidades.

40. Recordando su observación general núm. 4 (2016), sobre el derecho a la educación inclusiva, y las metas 4.5 y 4.a de los Objetivos de Desarrollo Sostenible, el Comité urge al Estado parte a:

a) Adoptar un marco estratégico para la implementación del sistema educativo inclusivo, en consulta con organizaciones de las personas con discapacidad, que tenga en cuenta las disparidades regionales así como los territorios indígenas, con metas, plazos y financiación para su finalización;

b) La armonización del artículo 62 del Código de la Niñez y la Adolescencia con el artículo 24 de la Convención para garantizar el derecho de los niños y las niñas con discapacidad a una educación inclusiva de calidad;

c) Redoblar esfuerzos para garantizar la accesibilidad en las escuelas regulares, las ayudas necesarias para las actividades educativas, y la adecuación de los servicios de transporte para estudiantes con discapacidad, incluyendo en áreas rurales y remotas;

- d) Asegurar la capacitación continua, permanente y de calidad a los docentes, y que se apoye con maestros de educación especial como monitores a los alumnos que se integren a la educación regular para lograr una educación de calidad e inclusiva, y garantizar que la tecnología educativa digital sea accesible y esté adaptada al uso de los estudiantes con discapacidades;
- e) Garantizar la recopilación sistemática de datos, desglosados por edad, sexo, tipos de discapacidad y ubicación geográfica para contar con datos estadísticos confiables sobre los alumnos con discapacidad y donde se encuentran recibiendo su educación, como también para conocer sobre los avances hacia el logro de una educación inclusiva;
- f) Que se elimine la titulación diferenciada y que los estudiantes con discapacidad obtengan la titulación y/o certificación en igualdad de condiciones que los demás.

Kazakhstan (2024)

51. The Committee notes with concern:

- (a) That children with disabilities, including children in institutions, continue to be enrolled in special education schools, in special classrooms in schools, or in home schooling (CRPD/C/KAZ/RQ/1, paras. 209, 210, 216);
- (b) The lack of information about children with disabilities dropping out of mainstream educational settings and on measures to prevent such occurrences in the State Education and Science Development Programme for 2020-2025;
- (c) Decisions based on the psychological and medical-pedagogical consultations depriving children with disabilities from their right to inclusive education;
- (d) The insufficiencies of reasonable accommodation in educational settings at all levels.

52. **Recalling its general comment No. 4 (2016) on the right to inclusive education and targets 4.4, 4.5 and 4.8 of the Sustainable Development Goals, the Committee recommends that, in close consultation with and with the active involvement of persons with disabilities, through their representative organizations, the State party:**

- (a) **Thoroughly review its approach to inclusive education and ensure that it recognises quality inclusive education for all children regardless impairment, take effective measures to end segregated educational settings, to remove existing integration practices in education, and home-schooling on the basis of disability, ensure accessibility of the learning environment and remove barriers, including attitudinal barriers against inclusion at all levels of education, render teaching and learning strategies fully inclusive, including through assistive technologies, and provide individualized support, reasonable accommodation and early intervention;**
- (b) **Take urgent measures to end educational institutions and replace them with fully inclusive educational settings in mainstream schools;**
- (c) **Effectively prevent children with disabilities from dropping out of inclusive education at all levels;**
- (d) **Replace the Psychological-Medical-Pedagogical consultation mechanism with an individualized assessment based on the human rights model of disability, identifying the requirements and reasonable accommodation required, to ensure full inclusion of students with disabilities in education;**
- (e) **Adopt legislative, policy and administrative measures for the provision of reasonable accommodation in mainstream education across public and private schools, including in tertiary education.**

Nicaragua (2024)

50. Al Comité le preocupa:

- a) La falta de un Plan Nacional de Inclusión Educativa, por lo que los esfuerzos que se realizan son aislados e insuficientes y no toman en cuenta ajustes razonables y que se priorice la educación especial, sobre todo en estudiantes con discapacidad intelectual y/o psicosocial,

lo que dificulta una transición adecuada hacia una educación regular, lo que lleva a que el 40.98%, de los niños y niñas con discapacidad se encuentra sin recibir educación;

b) Que persisten barreras de accesibilidad al medio físico, en todas las escuelas y colegios del país y en términos de acceso a la información y comunicación, especialmente para estudiantes con discapacidad intelectual y/o psicosocial, y continua la falta de docentes y/o personal de apoyo especializado en el sistema braille y lengua de señas;

c) La brecha digital entre zonas rurales y urbanas en relación con la educación, que afecta también a los estudiantes con discapacidad;

d) La falta de información sobre los avances en la capacitación y formación a docentes de escuelas urbanas y las situadas en comunidades rurales o indígenas.

51. Recordando su observación general núm. 4 (2016), sobre el derecho a la educación inclusiva, y las metas 4.5 y 4.a de los Objetivos de Desarrollo Sostenible, el Comité urge al Estado parte a que, en consulta estrecha y colaboración activa con las personas con discapacidad y las organizaciones que las representan:

a) Redoble esfuerzos para poner fin a la educación especial segregada, especialmente con respecto a estudiantes con discapacidad intelectual, del espectro autista y síndrome de Down, incluyendo por medio de un plan de acción nacional sobre la educación inclusiva de calidad, con objetivos específicos, plazos, recursos humanos y presupuesto suficiente, a fin de asegurar la provisión de apoyos y ajustes razonables para estudiantes con discapacidad que lo requieran en todos los niveles educativos, garantizando el acceso a las escuelas regulares a todos los estudiantes con discapacidad incluyendo áreas rurales y remotas;

b) Garantice la accesibilidad plena de los establecimientos educativos, así como el uso de modalidades y sistemas alternativos y aumentativos de comunicación, como el braille, los formatos de lectura fácil, la educación en lengua de señas, el uso de pictogramas, protectores auditivos, y señalética accesible, asegurando la provisión de apoyos y ajustes razonables para los estudiantes con discapacidad que los requieran;

c) Ponga especial énfasis en las áreas rurales e indígenas para proporcionarles las herramientas digitales que les permitan una mejor educación, incluyendo para los estudiantes con discapacidad;

d) Fortalezca la formación y capacitación continua, permanente y de calidad a orientadores y personal docente actual y para la totalidad de los futuros docentes en sus procesos de formación, en materia de estudiantes con discapacidad.

[Sweden \(2024\)](#)

53. The Committee is concerned:

(a) At the increase of segregation measures in education, as well as the lack of a clear mechanism to monitor and implement inclusive education;

(b) That the choice for professional and vocational education is restricted and limited only to segregated structures;

(c) At the decrease in allocation of resources for provision of reasonable accommodation in education, such as personal assistance and support services for students with disabilities;

(d) At the insufficient training for teachers and non-teaching staff on the right to inclusive education, and the insufficient development of specific skills and teaching methodologies.

54. Recalling its general comment No. 4 (2016) on the right to inclusive education and the Sustainable Development Goal 4, target 4.5 and indicator 4(a), the Committee recommends that the State party, in close consultation and active involvement of organisations of persons with disabilities, learners with disabilities and their families:

(a) Develop a national inclusive education strategy to transition from segregated education to inclusive education, and establish a mechanism to monitor and enforce the implementation of national legislation on inclusive education;

- (b) Ensure that children with disabilities can attend mainstream schools, including by enhancing accessibility and reasonable accommodation for all kinds of disabilities and providing appropriate arrangements for transportation, in particular in remote areas;**
- (c) Provide students with disabilities with assistive compensatory aids and learning materials in alternative and accessible formats, such as inclusive digital access, modes and means of communication, including Easy Read, communication aids and assistive and information technology and ensure that there are enough teachers fluent in Swedish Sign language;**
- (d) Guarantee ongoing training for teachers and non-teaching staff on inclusive education at all levels, including training in sign language and other accessible formats of communication, and develop a monitoring system to eliminate all forms of direct and indirect discrimination against children with disabilities and their families;**
- (e) Allocate further resources to provide reasonable accommodation and dedicated assistance programs in higher education institutions, including professional training for students with all types of disabilities.**

Zambia (2024)

47. The Committee is concerned that children with disabilities are often excluded from the general education system. It is particularly concerned about:

- (a) The fact that the national inclusive education policy (Educating Our Future) does not cover all types of disabilities and that segregated education for children with disabilities continues to be provided alongside inclusive education, in the absence of a time frame for full transition;**
- (b) Children with albinism are placed in special schools for blind and taught Braille;**
- (c) Barriers to inclusive education, such as discriminatory attitudes towards children with disabilities that prevent them from enrolling in education, resistance on the part of teachers and the school community, families, the inaccessibility of school premises, the low number of trained personnel, the inadequacy of teaching materials, the lack of water and sanitation, the long distances that must be covered to access schools and inadequate road infrastructure, the insufficient number of teachers proficient in sign language, inadequate material and financial resources, lack of reasonable accommodation for children with disabilities, in particular students with intellectual disabilities, autism, blindness and deaf-blindness;**
- (d) The lack of systematic data, disaggregated by sex and type of impairment, on the number and proportion of children with disabilities in mainstream schools receiving individualized support, and on the enrolment and dropout rates of children with disabilities, as well as the lack of multi-sector evaluation system for learners with disabilities which results in incorrect evaluations.**

48. **Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:**

- (a) Implement the national inclusive education policy, ensure the full adoption of quality inclusive education and a transition from special schools to inclusive education with a timeframe;**
- (b) Ensure that children with albinism are not placed by default in the segregated schools for blind and not obliged to learn Braille, that they are provided necessary support and accommodation within mainstream educational settings;**
- (c) Address barriers and challenges that prevent a meaningful transition from special education to inclusive education and raise awareness as well as enforce the Persons with Disabilities Act and the national inclusive education policy;**
- (d) Take practical steps towards modifying infrastructure in all learning institutions and ensure that new buildings meet the required standards of universal design to make them accessible to learners with disabilities and ensure that reasonable accommodation is provided as required;**

- (e) Promote and implement an optimal intersectional assessment system for students with disabilities and provide for it in the legal system;
- (f) Scale up efforts to implement the inclusive education policy, including allocating adequate financial resources to enable children with disabilities to fully enjoy their right to education on an equal basis with others, including creating awareness on the 10% bursaries slots to students with disabilities in higher education;
- (g) Establish an effective programme for training of teachers on inclusive education, including learning sign language, Braille and Easy Read skills;
- (h) Provide students with disabilities with assistive compensatory aids and learning materials in alternative and accessible formats, such as inclusive digital access, and modes and means of communication including Easy Read, communication aids, and assistive and information technology;
- (i) Provide disaggregated data on the number of children with disabilities mainstreamed into the regular school environment with adequate teaching support measures.

[Andorra \(2023\)](#)

49. The Committee acknowledges the progress in implementing inclusive education, as well as the provision of pedagogical adaptations for the student's personal project, assistants of life to facilitate autonomy of students with disabilities, and data on the number of students with disabilities par gender and educative level. However, it is concerned about:

- (a) The absence of a long-term policy in the State party for implementing and monitoring inclusive education, with specific targets and timelines;
- (b) The limited inclusion of gender perspective and a disability perspective in its legislation and education policies, including Act No. 17/2018 on the Organization of the Andorran Education System (LOSEA);
- (c) The segregation of students with high requirements of support in special schools, through medical-based assessments;
- (d) The insufficient alternative and augmentative modes and methods of communication and information in regular schools;
- (e) Deaf children not having sufficient access to learning Catalan sign language.

50. Recalling its general comment No. 4 (2016) on the right to inclusive education and target 4.5 and target 4.a of the Sustainable Development Goals, the Committee recommends that the State party:

- (a) Formulate a comprehensive inclusive education policy, with strategies, measurable indicators and timelines, promoting a culture of inclusion in mainstream education at all levels, including individualized human-rights-based assessments of educational requirements and necessary accommodations, and provide appropriate training for teachers and non-teaching education personnel on inclusive education, and periodically evaluate inclusion measures;
- (b) Strengthen the incorporation of a gender perspective and a disability perspective into its legislation and education policies, including Act No. 17/2018 on the Organization of the Andorran Education System (LOSEA);
- (c) Reinforce measures to eliminate the segregation of students with high requirements of support and ensure their inclusion in mainstreaming schools;
- (d) Enhance efforts to guarantee the use of augmentative and alternative modes and methods of communication in regular education settings, including Braille, Easy Read, sign language, tactile sign language, tracking, tactile fingerspelling and speech reading and communication aids and assistive information and communication technologies;
- (e) Increase the sign language classes for deaf children, promote the deaf culture in inclusive educational environments, and allocate appropriate resources to ensure the availability of education in Catalan sign language.

Austria (2023)

55. The Committee is gravely concerned about:

- (a) The regression in inclusive education, partly due to the termination of inclusive school policies, the prioritization of segregated schools over inclusive schools in the Education Reform Act (Bildungsreformgesetz 2017), the severe capacity shortages of inclusive kindergarten and elementary education, and a lack of funding and transfer of resources from the segregated school system towards inclusive education, resulting in increased enrolment of students with disabilities in segregated schools, including at the kindergarten level;
- (b) The lack of trained personnel for inclusive education, due to cuts at the primary and secondary levels, and the insufficiency of disability specific teacher training and recruitment;
- (c) The lack of reasonable accommodation in education, such as personal assistance and support services for students with disabilities, especially at the secondary and tertiary level, and the exclusion of persons with psychosocial and/or intellectual disabilities from such supports;
- (d) Exceedingly complex and lengthy administrative procedures for access to inclusive education;
- (e) The non-admission of children with disabilities to extra-curricular pedagogical supervision services, such as complementary care facilities, and their inaccessibility;
- (f) The lack of an established, enforceable legal right for children with disabilities of age 14 and older, to attend inclusive schools at the secondary level;
- (g) The absence of Austrian Sign Language in the school programs, as a means of communication in class as well as a subject to be taught;
- (h) The lack of comprehensive data on education of children with disabilities, disaggregated by sex, age, level of education, region and type of impairment, and the lack of comprehensive data on financial, organizational, educational and political measures taken to implement the objective of inclusive education in accordance with the Convention.

56. **Recalling its general comment No. 4 (2016) on the right to inclusive education, the Committee recommends that the State party:**

- (a) Promptly end the expansion of and phase out the segregated school system, transition resources, including funding, from segregated education to inclusive education, develop a nationwide strategy for inclusive education that encompasses all education systems of all levels of education, including those of the Länder and the municipalities, establish inclusive education policies and guidelines, including on the level of the Länder and the municipalities, develop harmonized inclusive education curricula, in close consultation with and the effective involvement of organizations of persons with disabilities, and implement them with all deliberate speed;**
- (b) Redevelop and expand teacher training for inclusive education;**
- (c) Provide reasonable accommodation, including personal assistance, for students with disabilities at all levels of education;**
- (d) Render administrative procedures for access to inclusive education fully accessible, easy to navigate, and speedy;**
- (e) Take measures at all federal levels, including the municipalities, to ensure access of all children with disabilities to extra-curricular pedagogical supervision services, such as complementary care facilities;**
- (f) Enact legislation providing an enforceable, legal right of all children with disabilities to attend inclusive education, including at the secondary and tertiary levels;**
- (g) Recognize the Austrian Sign Language in education and effectively implement it as a means of communication at school and as a subject to be taught;**
- (h) Comprehensively collect data on inclusive and non-inclusive education of all children with disabilities, disaggregated by sex, age, level of education, region and type of impairment, and on financial, organizational, educational and political measures taken to implement inclusive education in accordance with the Convention.**

[Germany \(2023\)](#)

53. The Committee is concerned about the lack of full implementation of inclusive education throughout the education system, the prevalence of special schools and classes, as well as the various barriers children with disabilities and their families encounter to enroll in and complete studies at mainstream schools, including:

- (a) The lack of clear mechanism to promote inclusive education in the Länder and at the municipal level;
- (b) The misconception and negative perception about inclusive education at some executive entities, which may take the parents' request to enroll their children in mainstream school as indication on "incapability to take care of their child";
- (c) The lack of accessibility and accommodation in public schools and the lack of accessible transportation, in particular in rural areas;
- (d) Insufficient training for teachers and non-teaching staff on the right to inclusive education as well as the development of specific skills and teaching methodologies and reported pressure on parents to enroll children with disabilities in special schools.

54. Recalling its general comment No. 4 (2016) on inclusive education, the Committee recommends that the State party, in close consultation with and active involvement of students with disabilities, their families and representative organizations:

- (a) Develop a comprehensive plan to accelerate the transition from special schooling to inclusive education at Länder and municipal levels, with specific timeframes, human, technical and financial resource allocation, and clear responsibilities for implementation and monitoring.**
- (b) Implement awareness raising and educational campaigns to promote inclusive education at the community level and among the relevant authorities;**
- (c) Ensure that children with disabilities can attend mainstream schools, including through enhancing accessibility and accommodation to all kinds of disabilities and providing appropriate arrangements for transportation, in particular in rural areas;**
- (d) Guarantee continuous training for teachers and non-teaching staff on inclusive education at all levels, including training in sign language and other accessible formats of information and communication, and develop a monitoring system to eliminate all forms of direct and indirect discrimination against children with disabilities and their families.**

55. The Committee is concerned about the lack of data on the access of refugee children with disabilities to education and to mainstream schools.

56. The Committee recommends that the State party allocate sufficient resources for the regular collection of data, disaggregated by sex and type of disability, on the number and proportion of refugee children with disabilities who access education and are enrolled in mainstream and special schools as well as dropout rates.

[Israel \(2023\)](#)

51. The Committee notes with concern:

- (a) That the State party retains segregated education through the establishment of special classrooms for children with disabilities in regular schools, and the continued investment of human, technical and financial resources in segregated education;
- (b) The negative attitudes of parents and teachers that devalue and stigmatize children with disabilities, including autistic children, preventing them from enrolling in education;
- (c) The limited and inconsistent use of reasonable accommodation in mainstream schools for children with disabilities and for tertiary education students with disabilities;
- (d) Discontinuance of practices that improve accessibility to the learning environment, including distance learning and access to online classes and limited measures to ensure printed materials are available in alternative formats, such as Braille.

52. Recalling its general comment No. 4 (2016) on the right to inclusive education and target 4.5 and target 4.a of the Sustainable Development Goals, the Committee recommends that, in close consultation and active involvement of organisations of persons with disabilities, the State party:

(a) Develop a strategy for the transition from special education to quality inclusive education for all children with disabilities, including by ensuring that the Convention underpins the mandate of the Shapira Committee;

(b) Strengthen training and awareness-raising about the rights of children with disabilities, including to inclusive education, among children with disabilities, their parents and relatives, teachers, religious communities and in society at large;

(c) Adopt legislative, policy and administrative measures for the provision of reasonable accommodation in mainstream education across public and private schools and in tertiary education, and recognise the denial of reasonable accommodation as form of discrimination.

(d) Implement measures to ensure that the learning environment, including the physical environment, admission procedures, teaching resources and methodologies, online platforms for learning, classrooms and transport, are accessible for children with disabilities, and adopt measures to ensure the provision and availability of Braille, accessible digital material, augmentative and alternative communication and Easy Read.

Malawi (2023)

49. The Committee is concerned about:

(a) The fact that the national inclusive education policy does not cover all types of disabilities and that segregated education for children with disabilities still runs alongside with inclusive education, in absence of a timeframe for full transition;

(b) Challenges to inclusive education, such as resistance by teachers and wide school community, inaccessibility of the school premises, few trained personnel, inadequacy of teaching material, lack of water and sanitation, long distance and inadequate road infrastructure to access schools, human, material and financial resources;

(c) Information indicating that school-aged girls and adolescents with disabilities are often unable to attend class for a whole week at a time, due to a lack of access to essential menstruation products and taboos about menstruation;

(d) Discriminatory attitudes towards children with disabilities preventing them from enrolling into education;

(e) The absence of measures to track and record the participation and achievement of learners with disabilities in the inclusive setting.

50. Recalling its general comment No. 4 (2016) on the right to inclusive education and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Implement the education related legal and policy framework to fully adopt quality inclusive education and transit from special and integrated schools;

(b) Include a component of inclusive education in regular teacher training such as the use of sign language and Braille and any other assistive techniques into their curriculum;

(c) Conduct regular needs assessment to ensure that children with disabilities in the inclusive education setting receive the appropriate support and attention;

(d) Ensure adequate funding towards inclusive education for persons with disabilities to cover materials and reasonable accommodation;

(e) Modify assessment methodologies to cater for individual needs of students with disabilities;

(f) Carry out an access audit for information and infrastructure for children with disabilities in regular schools.

[Mauritania \(2023\)](#)

41. The Committee is concerned:

(a) About the slow progress towards achieving inclusive education, the prevalence of special schools and classes for students with disabilities, and the persistence of barriers to inclusive education faced by children requiring higher levels of support;

(b) That there is insufficient training for educators, teachers and non-teaching staff on the right to inclusive education, and that awareness-raising curricula as part of character and citizenship education are not based on the human rights model of disability.

42. The Committee recalls its general comment No. 4 (2016) and target 4.5 of the Sustainable Development Goals, and recommends that the State party:

(a) Develop a strategy for the implementation of quality inclusive education for all students with disabilities, including students with intellectual disabilities, students with psychosocial disabilities and autistic students, with specific targets, timelines and a budget, at all levels of education, including tertiary and vocational education;

(b) Ensure continuous training for educators, teachers and non-teaching staff on inclusive education at all levels, including training in sign language and other accessible formats of information and communication, including Braille and Easy Read, and ensure that awareness-raising curricula are based on the human rights model of disability.

[Mongolia \(2023\)](#)

47. The Committee is concerned:

(a) That the State party maintains special education which results in a high number of children with disabilities, who are still receiving segregated special education;

(b) The lack of resources in mainstream schools to support inclusive education, including the lack of sign language interpretation, reasonable accommodation, accessible school text books in Braille, large print, easy to understand format and assistive learning devices for students with disabilities based on individual needs, in particular in rural and remote areas;

(c) That the number of teachers trained on teaching children with disabilities remains low and a lack of specific measures to ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.

48. Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Formulate a comprehensive inclusive education policy with strategies and allocated budget to promoting a culture of inclusion in mainstream education at all educational levels, including individualized human-rights based assessments of educational requirements and necessary accommodation, and provide appropriate training for regular teachers and non-teaching education personnel on inclusive education;

(b) Provide students with disabilities with assistive compensatory aids, teaching and teacher aids and learning materials in alternative and accessible formats, such as inclusive digital access, and modes and means of communication including Easy Read, communication aids, and assistive and information technology.

(c) Ensure the training of regular education teachers and non-teaching education personnel on inclusive education and raise their awareness about the human rights model of disability, and ensure access of persons with disabilities to general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.

[Paraguay \(2023\)](#)

43. Al Comité le preocupa:

a) Que no se haya completado la transformación de las escuelas especiales en centros de apoyo a la inclusión educativa, acorde con la Ley No. 5136/13 de Educación inclusiva y la

Resolución No. 17267/2018, en la que se aprueban los lineamientos para un sistema educativo inclusivo en el Paraguay;

b) Que los costos de maestros de apoyo individualizados frecuentemente recaen en las familias de los estudiantes con discapacidad;

c) La falta de un plan de acción encaminado al logro de los indicadores de derechos humanos sobre el eje/área 11 del Plan de Acción Nacional para los Derechos de las Personas con Discapacidad y de la inversión del Estado parte en materia de derecho a la educación de las personas con discapacidad;

d) Que no se haya reformado la legislación para que tanto maestros de educación especial como maestros de educación regular se jubilen con los mismos años de servicio;

e) El escaso cumplimiento de la Ley N.º 4934/2013 de accesibilidad al medio físico en todas las escuelas y colegios del país y en términos de acceso a la información y comunicación, especialmente para estudiantes con discapacidad intelectual y/o psicosocial, y estudiantes que requieren un apoyo mayor;

f) Que la Dirección General de Educación Inclusiva cuente con una mínima cantidad de personal, vehículos y presupuesto para cubrir alrededor de 8.000 escuelas en más de 250 Distritos;

g) La falta de datos fiables, disponibles y precisos de los estudiantes con discapacidad, cuantos se encuentran aún en escuelas especiales, cuantos están siendo incluidos con los apoyos necesarios y cuantos niños, niñas y adolescentes no escolarizados se han encontrado a través del Programa MAPE;

h) Los escasos resultados del Plan Educativo Indígena para los años 2013-2018, así como los pocos avances en la capacitación y formación a docentes de escuelas situadas en comunidades indígenas, de acuerdo a lo establecido en la Ley de Educación Inclusiva;

i) La publicación de la Resolución No. 29664 del Ministerio de Educación y Ciencias que prohíbe temas de ideologías de género en las instituciones educativas.

44. Recordando su observación general núm. 4 (2016), sobre el derecho a la educación inclusiva, y las metas 4.5 y 4.a de los Objetivos de Desarrollo Sostenible, el Comité urge al Estado parte a:

a) Redoblar esfuerzos para poner fin a la educación especial segregada, cumpliendo con la Ley No. 5136/13, incluyendo un plan de acción nacional sobre la educación inclusiva de calidad, con objetivos específicos, plazos, recursos humanos y presupuesto suficiente, a fin de asegurar la provisión de apoyos y ajustes razonables para estudiantes con discapacidad que lo requieran en todos los niveles educativos, garantizando el acceso a las escuelas comunes a todos los estudiantes con discapacidad incluyendo áreas rurales y remotas;

b) Incrementar el presupuesto público asignado para los maestros de apoyo, para que los estudiantes con discapacidad que los requieran puedan acceder a ellos sin costo;

c) Elaborar un plan de acción con presupuesto suficiente para el cumplimiento de los indicadores de derechos humanos sobre el eje/área 11 del Plan de Acción Nacional para los Derechos de las Personas con Discapacidad;

d) Modificar la legislación para que tanto maestros de educación especial como de educación regular se jubilen con los mismos años de servicio;

e) Garantizar la accesibilidad plena de los establecimientos educativos, así como el uso de modalidades y sistemas alternativos y aumentativos de comunicación, como el braille, los formatos de lectura fácil, la educación en lengua de señas, el uso de pictogramas, protectores auditivos, y señalética accesible, asegurando la provisión de apoyos y ajustes razonables para los estudiantes con discapacidad que los requieran;

f) Reforzar el presupuesto, el personal, y los recursos asignados a la Dirección General de Educación Inclusiva, para que cumpla con sus funciones en todo el territorio del Estado parte;

- g) Establecer acciones que permitan contar con datos estadísticos confiables sobre los alumnos con discapacidad, donde se encuentran recibiendo su educación, así como información sobre niños, niñas y adolescentes con discapacidad no escolarizados;
- h) Dar a conocer los resultados del Plan Educativo Indígena para los años 2013-2018 y los planes para su extensión, así como sobre los avances en la capacitación y formación a docentes de escuelas situadas en comunidades indígenas de acuerdo con la Ley de Educación Inclusiva;
- i) Eliminar la Resolución No. 29664 del Ministerio de Educación y Ciencias que prohíbe temas de ideologías de género en las instituciones educativas, ya que se opone al empoderamiento de mujeres y niñas, especialmente a aquellas con discapacidad.

Angola (2023)

39. The Committee notes that some measures have been taken by the State party to introduce inclusive education such as the establishment of the National Policy for Inclusive Special Education, however it is concerned about:

- (a) The lack of full implementation of the practice of inclusive education throughout the education system, the prevalence of special schools and classes and the greater barriers to education faced by children requiring higher levels of support;
- (b) The lack of accessible transport for children with disabilities to reach school;
- (c) Insufficient training for teachers and non-teaching staff on the right to inclusive education;
- (d) Insufficient accessible learning materials, alternative communication and information methods or teachers fluent in Angola sign language (ASL).

40. **Recalling its general comment No. 4 (2016) on inclusive education and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:**

- (a) Develop a strategy for implementing quality, inclusive education with specific targets, timelines and a budget and share responsibilities between the national and municipal levels, and ensure that children with disabilities consistently interact with those without disabilities.**
- (b) Take all measures to ensure that children with disabilities can attend school, including through appropriate arrangements for transportation;**
- (c) Provide students with disabilities with assistive compensatory aids and learning materials in alternative and accessible formats, such as inclusive digital access, modes and means of communication, including Easy Read, communication aids and assistive and information technology;**
- (d) Ensure continuous training for teachers and non-teaching staff on inclusive education at all levels, including training in sign language and other accessible formats of information and communication.**

Argentina (2023)

45. Al Comité le preocupa lo siguiente:

- a) El 45,2% de estudiantes con discapacidad asiste a escuelas de la modalidad de educación especial, según lo reportado por el Estado parte en su informe actualizado;
- b) Los rechazos de inscripción en escuelas comunes estatales y privadas de estudiantes con discapacidad, pese a la Resolución CFE 311/16 del Consejo Federal de Educación que, entre otras cosas, prohíbe rechazar su inscripción o reinscripción por motivos de discapacidad;
- c) Los escasos apoyos y ajustes razonables otorgados para estudiantes con discapacidad en entornos educativos comunes;
- d) La poca accesibilidad de las instalaciones de los entornos educativos regulares y en términos de acceso a la información y comunicación, especialmente para estudiantes con discapacidad intelectual y/o psicosocial, y estudiantes que requieren un apoyo más intenso;
- e) El poco alcance de la formación docente y del personal educativo no docente sobre educación inclusiva;

f) Las barreras existentes para acceder a una educación inclusiva en el nivel superior y la discontinuidad del programa de Accesibilidad Física en edificios y predios de las Universidades Nacionales.

46. Recordando su observación general núm. 4 (2016), sobre el derecho a la educación inclusiva, y las metas 4.5 y 4.a de los Objetivos de Desarrollo Sostenible, el Comité urge al Estado parte a:

a) Redoblar esfuerzos para poner fin a la educación especial segregada, incluyendo un plan de acción nacional sobre la educación inclusiva de calidad, con objetivos específicos, plazos, recursos humanos y un presupuesto suficiente, a fin de asegurar la provisión de apoyos y ajustes razonables para estudiantes con discapacidad que lo requieran en todos los niveles educativos;

b) Garantizar el acceso a las escuelas comunes a todos los estudiantes con discapacidad, incluyendo, entre otras medidas, sanciones efectivas a las escuelas comunes estatales y privadas que rechazan su inscripción o reinscripción por motivos de discapacidad;

c) Asegurar la provisión de apoyos y ajustes razonables para todos los estudiantes con discapacidad, incluyendo a quienes se encuentran en los entornos educativos comunes;

d) Garantizar la accesibilidad plena de los establecimientos educativos comunes, incluyendo su infraestructura, así como el uso de modalidades y sistemas alternativos y aumentativos de comunicación, como el braille, los formatos de lectura fácil, la educación en lengua de señas, el uso de pictogramas, protectores auditivos, y señalética accesible;

e) Incrementar los esfuerzos en la formación de todo el personal educativo docente y no docente en educación inclusiva de la Convención;

f) Garantizar la educación inclusiva en el nivel superior, incluyendo el acceso a la educación a distancia y, retomar el Programa de Accesibilidad Física en edificios y predios de las Universidades Nacionales.

[Georgia \(2023\)](#)

49. The Committee observes with concern:

(a) That inclusive quality education has not been included in the Unified National Strategy for Education and Science of Georgia (2022-2030) and the prevalence of special education in executive provisions, such as the [Decree N05/N](#) on the Enrolment of Students in the Institutions of General Education and Termination of the Status of a Student, defining support to children with disabilities mainly on the basis of medical assessments, and the absence of monitoring, coordination and accountability mechanisms concerning implementation of inclusive education in early and pre-school education;

(b) That children with hearing impairments and children with autism continue to be enrolled in special education, and the limited information about access to inclusive education of children with higher requirements of support;

(c) That girls with disabilities are promoted less in their educational endeavors than boys with disabilities and face stereotyping, as do children with disabilities belonging to ethnic minorities, and children with hearing impairments;

(d) Statistical data on students with disabilities in education is limited or missing, including drop-out rates, qualified staff, including teachers, is scarce, classrooms are often overcrowded, and infrastructure is often not safe, accessible and properly equipped for children with disabilities, and classroom material is frequently inaccessible or insufficient;

(e) The lack of participation of persons with disabilities and their representative organizations in designing, implementing and monitoring of the [Vocational Education and Training Development Strategy](#).

50. Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 and target 4.a of the Sustainable Development Goals, the Committee recommends that the State party:

- (a) Ensure that the implementation of the Unified National Strategy for Education and Science of Georgia (2022-2030) leads to inclusive, quality education for persons with disabilities, that organisations of persons with disabilities are involved in periodic monitoring of its progress and that experiences of students with disabilities of all ages inform the State party's action plans;
- (b) Implement inclusive quality education for all children with disabilities, including by developing accessible enrolment procedures, participatory assessments of students with disabilities' requirements aimed at the provision of individualized supports, including through reasonable accommodation, and periodically evaluate inclusion measures in early and pre-school education;
- (c) Adopt a strategy and allot appropriate human, technical and financial resources to ensure the availability of education in Georgian sign language, Easy Read, tactile sign language, tracking, tactile fingerspelling and speech reading;
- (d) Review national policies and administrative procedures concerning the admission and retention of students with disabilities in inclusive education with the aim of identifying and eliminating barriers and factors of drop-out. The Committee also recommends that the State party promote outreach strategies to facilitate children with disabilities to complete their studies, including through distance learning;
- (e) Take measures, including awareness-raising and specific measures to address intersecting discrimination against girls with disabilities in education and students with disabilities belonging to ethnic and religious minorities;
- (f) Collect data on enrolment and completion, disaggregated by disability status, ensure that education policies set-up measures to increase the number of qualified teachers with skills and teaching methodologies in inclusive education, and time-frames for ensuring accessibility of infrastructure and teaching materials in public and private regular schools;
- (g) Promote access of students with disabilities to vocational programmes and provide students with disabilities with sufficient financial means to apply for and complete vocational education.

Peru (2023)

48. Preocupa al Comité:

- a) El importante porcentaje de estudiantes con discapacidad que no acceden a los programas educativos y/o no permanecen en ellos debido a sus escasos recursos económicos y porque persiste la negación de admisión por motivos de discapacidad sin contar con los mecanismos que evidencien esta negativa de admisión y la escasa implementación y cobertura del Servicio de Apoyo Educativo (SAE);
- b) El limitado número y cobertura de los Programas de Intervención Temprana (PRITE), que sólo ofrecen servicios especializados a niños menores de tres años;
- c) Preocupa el aumento de casos de acoso escolar contra niños, incluidos niños con discapacidad, y que las escuelas no dispongan de protocolos ni de formación para prevenir, vigilar y combatir el acoso de niños con discapacidad.

49. Recordando su observación general núm. 4 (2016), sobre el derecho a la educación inclusiva, y las metas 4.5 y 4.a de los Objetivos de Desarrollo Sostenible, el Comité insta al Estado parte a que:

- a) Asigne mayores recursos económicos para la realización de ajustes razonables para los estudiantes con discapacidad, así como para la implementación y aumento de cobertura del Servicio de Apoyo Educativo, y cree un mecanismo de monitoreo permanente que garantice el acceso a la escuela de todos los estudiantes con discapacidad;
- b) Aumente los recursos humanos y financieros para crear más Programas de Intervención Temprana (PRITE) y aumente la edad de las niñas y los niños cubiertos para garantizar la transición a la educación inclusiva;

c) Adopte medidas para eliminar el abuso y el acoso contra los niños con discapacidad en las escuelas por medio de programas y protocolos contra el acoso.

Togo (2023)

47. The Committee is concerned at the absence a policy for implementing inclusive education with specific targets and timelines in the State party, the lack of educational opportunities in mainstream schools and vocational and technical training for persons with disabilities, especially girls and children who are deaf, blind or have intellectual impairments, the lack of training for teachers on the skills and competencies required to promote inclusive education, and the insufficient number of teachers proficient in sign language. It is also concerned at the lack of systematic data, disaggregated by sex and type of impairment, on the number and proportion of children with disabilities in mainstream schools receiving individualized support, and on the enrolment and dropout rates of children with disabilities.

48. **Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:**

(a) **Formulate a comprehensive inclusive education policy with strategies, measurable indicators and timelines, promoting a culture of inclusion in mainstream education at all educational levels, including individualized human-rights based assessments of educational requirements and necessary accommodation, and provide appropriate training for teachers and non-teaching education personnel on inclusive education;**

(b) **Establish an effective programme for training of teachers on inclusive education, including learning sign language, Braille and Easy Read skills;**

(c) **Provide students with disabilities with assistive compensatory aids and learning materials in alternative and accessible formats, such as inclusive digital access, and modes and means of communication including Easy Read, communication aids, and assistive and information technology;**

(d) **Provide disaggregated data on the number of children with disabilities mainstreamed into the regular school environment with adequate teaching support measures to enable them to reach their full potential.**

Tunisia (2023)

43. The Committee is concerned that limited progress has been made in the field of education for children with disabilities over a decade since the last State party's review, in particular the continuous application of old legislation which supports segregated education. It is also concerned that the budget for inclusive education remains very low. It is further concerned that children with disabilities are only allowed in inclusive setting after assessing their abilities while reasonable accommodation in inclusive settings is not provided.

44. **The Committee, recalling its General Comment No. 4 (2016) on Inclusive Education as well as SDG's Goal 4 on Education recommends that the State party:**

(a) **Amend the current laws governing education of children with disabilities to recognise the right to inclusive education and to remove all environmental barriers to educational inclusion in accordance to the Convention and the Committee's General Comment No. 4 (2016) on inclusive education;**

(b) **Adopt unified programmes with specific goals and time frames in order to promote the access of persons with disabilities to inclusive schools, ensuring that children with disabilities can seek individualized support and have the provision of reasonable accommodation;**

(c) **Increase the budget for educational inclusion and recognise the duty of the State party to provide reasonable accommodation in the education sector and put in place procedures for requesting and granting the service;**

- (d) **Modify the role of the local disability commission to make it responsible for the identification and the provision of personalised support necessary for the inclusion of children with disabilities in addition to their assessments role;**
- (e) **Transform the specialised centres progressively to make them resource centres for inclusion instead of providing segregated education.**

Bangladesh (2022)

47. The Committee notes with concern:

- (a) The overreliance on segregated and special education, including the Combined Special Education Policy on Disability of 2019, as opposed to developing inclusive education, including the lack of statistical data on the number of children enrolled in primary schools, particularly in rural and remote areas;
- (b) The lack of available learning materials in accessible formats, including Braille, sign language and Easy Read for blind and deaf persons and persons with intellectual and/or psychosocial disabilities respectively, as well as the lack of accessible school transportation and buildings;
- (c) Insufficient training for professionals in the education system in Braille, sign language and Easy Read skills and deficient individualised support and reasonable accommodation for students with disabilities;
- (d) The lack of sufficient budgetary allocations for the promotion of inclusive education and the absence of systematic data collection, disaggregated by sex and type of impairment, on the number of students with disabilities enrolled in the education system.

48. Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:

- (a) **Adopt and implement a national action plan on inclusive education and develop statistical data on the number of children enrolled in the education system, particularly for children with disabilities in rural and remote areas;**
- (b) **Intensify efforts to make learning materials in accessible formats available to all students with disabilities, and provide accessible school transportation and infrastructure across the education system;**
- (c) **Establish an effective programme for training of teachers on inclusive education, including learning sign language, Braille and Easy Read skills and facilitate individualised support and reasonable accommodation for students with disabilities;**
- (d) **Provide sufficient budgetary allocations for the promotion of inclusive education and systematic statistical data, disaggregated by sex and type of impairment, on the number of children with disabilities enrolled in the education system.**

China (2022)

50. The Committee notes with concern that:

- (a) The number of children in segregated educational settings remains high and there is a lack of resources in mainstream schools to support inclusive education, including lack of sign language interpretation, reasonable accommodation and teachers with specialist qualifications in inclusive education in mainstream schools, in particular in rural areas;
- (b) That the updated Regulations of Education of Persons with Disabilities (2017) require that children with disabilities be evaluated by the quasi-governmental Expert Committee on the Education of Persons with Disabilities, which places children in schools according to their “physical conditions and ability to be educated and adapt to [mainstream] schools”.

51. Recalling its General Comment No. 4 (2016) on the right to inclusive education and target 4.5 and 4.a of the Sustainable Development Goals, the Committee recommends that the State party:

- (a) **Introduce legislation containing an enforceable right to inclusive education and develop a comprehensive action plan for implementing high-quality inclusive education for all**

children with disabilities, including those with intellectual and/or psychosocial disabilities, with specific targets, time frames, budgets, the transfer of resources from special schools, and inclusive education curricula;

(b) Revise its Regulations of Education of Persons with Disabilities (2017) with the aim of eliminating all discriminatory provisions regarding the education of children with disabilities and explicitly provide for quality inclusive education to ensure that no child with disabilities is excluded from the general education system on the basis of impairment.

Indonesia (2022)

52. The Committee notes with concern:

(a) The limited efforts towards achieving inclusive education, the prevalence of special schools and classes and the lack of mechanisms to ensure access to the education system at all levels for persons with disabilities;

(b) That there is a lack of accessible learning materials, alternative communication and information methods and training for teachers on Braille and sign language interpretation and other specialist services to improve the quality of inclusive education, particularly in rural and remote areas;

(c) The expulsion of children from school because they or their parents are affected by leprosy.

53. Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Develop an inclusive education strategy, with specific targets, timelines and budget, and coordinated responsibilities between national, provincial, city and regency levels, covering all levels of education;

(b) Establish disability service units in all regions and at all educational levels to facilitate the provision of accessible learning materials, alternative communication and information methods, such as inclusive digital access, Easy Read, Braille, sign language, communication aids, and assistive and information technology, and to ensure teacher training in sign language and Braille, including in rural and remote areas;

(c) Develop policies and strategies to address stigma and misinformation about leprosy in the education system and to ensure participation of children affected by leprosy or children whose parents are affected by leprosy in inclusive education.

Japan (2022)

51. The Committee is concerned about the:

(a) Perpetuation of segregated special education of children with disabilities, through medical-based assessments, making education in regular environments inaccessible for children with disabilities, especially for children with intellectual or psychosocial disabilities and those who require more intensive support, as well as the existence of special needs education classes in regular schools;

(b) Denials to admit children with disabilities to regular schools due to its perceived and factual unpreparedness to admit them, and the ministerial notification issued in 2022 by which students in special classes should not spend their time in regular classes for more than half of their school time;

(c) Insufficient provision of reasonable accommodation for students with disabilities;

(d) Lack of skills of and negative attitudes on inclusive education of regular education teachers;

(e) Lack of alternative and augmentative modes and methods of communication and information in regular schools, including sign language education for deaf children, and inclusive education for deafblind children;

(f) Lack of national comprehensive policy, addressing barriers for students with disabilities at higher education, including university entrance exams and the study process.

52. Recalling its general comment No. 4 (2016) on the right to inclusive education and the Sustainable Development Goal 4, target 4.5 and indicator 4 (a), the Committee urges that the State party:

(a) Recognize the right of children with disabilities to inclusive education within its national policy on education, legislation and administrative arrangement with the aim to cease segregated special education, and adopt a national action plan on quality inclusive education, with specific targets, time frames and sufficient budget, to ensure that all students with disabilities are provided with reasonable accommodation and the individualized support they need at all levels of education;

(b) Ensure accessibility to regular schools for all children with disabilities, and put in place a "non-rejection" clause and policy to ensure that regular schools are not allowed to deny regular school for students with disabilities, and withdraw the ministerial notification related to special classes;

(c) Guarantee reasonable accommodations for all children with disabilities for meeting their individual educational requirements and ensuring inclusive education;

(d) Ensure training of regular education teachers and non-teaching education personnel on inclusive education and raise their awareness on the human right model of disability;

(e) Guarantee the use of augmentative and alternative modes and methods of communication in regular settings of education, including Braille, Easy Read, sign language education for deaf children, promote the deaf culture in inclusive educational environments, and access to inclusive education for deafblind children;

(f) Develop a national comprehensive policy, addressing barriers for students with disabilities at higher education, including university entrance exams and the study process.

[Lao People's Democratic Republic \(2022\)](#)

44. The Committee is concerned about:

(a) Slow progress towards achieving inclusive education, insufficient implementation of the national action plan on inclusive education due to limited resources, technical assistant, lack of subsidies for persons with disabilities, and the existence of two special schools for the deaf and blind in Vientiane and Luang Prabang province, under the Ministry of Health;

(b) High illiteracy rate among persons with disabilities and high number of students with disabilities that drops out schools due to long distances to reach the school or limited public transportation, and lack of reasonable accommodation for students in the mainstream education system;

(c) Insufficient training for teachers and non-teaching staff on the right to inclusive education, in particular in rural settings, and negative attitudes toward the inclusion of students with disabilities into mainstream education among teachers, school administrative staff, students without disabilities, and their parents;

(d) Limited accessible materials, adaptive learning environments and individualized accommodation for students with disabilities at all levels, especially those residing in remote areas and those belonging to ethnic groups;

(e) Rejection from school of students with disabilities, particularly students with intellectual disabilities and autism, girls with disabilities, and those affected by leprosy;

(f) Limited availability of higher education opportunities for persons with disabilities, given that many university programmes do not give admission to students with disabilities;

(g) Data collection focused only on children with physical disabilities.

45. Recalling its general comment No. 4 (2016) on the right to inclusive education and target 4.5 and 4.a of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Adopt the necessary measures to implement the national action plan on inclusive education, involving all line ministries and stakeholders, with sufficient budgetary

allocations, to ensure that all students with disabilities have access to quality inclusive education in the mainstream education system at all levels;

(b) Redouble its efforts to reduce illiteracy and the drop-out rate from schools among persons with disabilities, including by ensuring the availability of schools close to the communities, accessible public transportation, and establishing a centralized mechanism to request reasonable accommodation in the educational system;

(c) Ensure continuous training for teachers and non-teaching staff on inclusive education at all levels, including training in sign language and other accessible formats for information and communication, as well as undertake raise awareness on the importance of inclusive education at all levels, among the community;

(d) Provide students with disabilities with individualized accommodation, including classroom support and accessible learning environments, teaching methods and learning materials in alternative and accessible formats, such as inclusive digital access, and modes and means of communication including Easy Read, communication aids, and assistive and information technology, and make sure that there are enough teachers fluent in Lao Sign Language, especially in rural and remote areas;

(e) Take measures to prevent the rejection and stigmatization of children with disabilities and ensure that all students with disabilities, in particular, students with intellectual and/or psychosocial disabilities, girls with disabilities, autistic students, and those affected by leprosy, receive an education in mainstream school settings;

(f) Ensure the accessibility of tertiary and vocational inclusive education, through measures of universal design and reasonable accommodation;

(g) Collect and disaggregate, systematically, data on all students in and out of school, and school drop out by gender, age, and disability.

[New Zealand \(2022\)](#)

47. The Committee is concerned about:

(a) The increased enrolment of students with disabilities in separate learning environments, such as specialist schools, residential specialist schools and special education satellite units, despite legislative and policy commitments to inclusive education;

(b) The proposal to change entry requirements for enrolment at residential specialist schools for children with disabilities rather than investing in inclusive education;

(c) The high proportion of Māori children with disabilities in residential specialist schools.

48. **Recalling its general comment No. 4 (2016) on the right to inclusive education and target 4.5 and 4.a of the Sustainable Development Goals, the Committee recommends that the State party:**

(a) Develop an inclusive education strategy that includes measures for the devolution of segregated education settings into a mainstream inclusive education system, to transition funding and resources from specialist education to inclusive education, to prioritise inclusive education in teacher training, to establish uniform inclusive education policies and guidelines, to develop an inclusive education curriculum, and to promote and raise community awareness;

(b) Withdraw the proposal to change entry requirements for enrolment in residential specialist schools and redirect funding and resources into an inclusive education system;

(c) Develop specific culturally appropriate strategies to address the high proportion of Māori children with disabilities in residential specialist schools, including the provision of supports to remain with whānau (extended family networks) in their local communities.

[Republic of Korea \(2022\)](#)

49. The Committee is concerned:

(a) That the State party maintains special education based on medical impairment-based approach and regularly increases the number of special schools which results in a high

number of children with disabilities, including autism, intellectual, psychosocial or multiple disabilities, who are still receiving segregated special education;

(b) About the insufficient number of teaching and support staff trained in Braille, sign language and accessible mode of teaching and the level of training for teachers on skills and competencies required to promote inclusive education;

(c) That children with disabilities who attend the day care centres other than kindergarten do not receive support from the Ministry of Education.

50. Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 of the Sustainable Development Goals, the Committee reiterates its previous recommendation (CRPD/C/KOR/CO/1, para. 46) and urges the State party to:

(a) Formulate a comprehensive inclusive education policy with strategies to promoting a culture of inclusion in mainstream education at all educational levels, including individualized human-rights based assessments of educational requirements and necessary accommodation, and provide appropriate training for teachers and non-teaching education personnel on inclusive education;

(b) Provide students with disabilities with assistive compensatory aids and learning materials in alternative and accessible formats, such as inclusive digital access, and modes and means of communication including Easy Read, communication aids, and assistive and information technology;

(c) Ensure that all children with disabilities attending segregated day-care centres operated under the Ministry of Health and Welfare are transferred to mainstream kindergarten operating under the Ministry of Education.

Singapore (2022)

47. The Committee is concerned:

(a) About the slow progress towards achieving inclusive education, the prevalence of special schools and classes for students who are assessed as having “mild to moderate disabilities”, and the nearly insurmountable barriers to inclusive education faced by children requiring higher levels of support;

(b) That school certificates of students with disabilities contain information on curriculum adaptations, which may arouse prejudice and discrimination by potential employers;

(c) That there is insufficient training for Allied Educators, teachers and non-teaching staff on the right to inclusive education, and that awareness-raising curricula under the Character and Citizenship Education are not based on the human rights model of disability.

48. Recalling its general comment No. 4 (2016) on the right to inclusive education, and its links to target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Develop a strategy for the implementation of quality inclusive education for all students with disabilities, including students with intellectual disabilities, students with psychosocial disabilities, and autistic students, with specific targets, timelines and a budget, at all levels of education, including tertiary and vocational education;

(b) Remove information on the adaptation of school curricula for students with disabilities from their school certificates, and strengthen measures, including by allocating financial resources, to provide for individualized support as well as reasonable accommodation in education, in order to attain full inclusion of all students with disabilities in mainstream schools;

(c) Ensure continuous training for Allied Educators, teachers and non-teaching staff on inclusive education at all levels, including training in sign language and other accessible formats of information and communication, including Braille and Easy Read, and ensure that awareness raising curricula are based on the human rights model of disability.

[Hungary \(2022\)](#)

48. The Committee notes with concern that children with disabilities are excluded from the general education system. In particular, it is concerned about:

- (a) The Public Education Act, which provides for segregated education and omits the obligation to admit children with disabilities into general education schools, as provided in the Convention, and legitimizes both the education of children with high support requirements in residential institutions and at home and a reduced number of teaching hours for children with disabilities;
- (b) The lack of access to regular education facilities and transportation for children with physical disabilities in their communities, providing reasonable accommodation for the requirements of individuals, including in rural areas;
- (c) The limited knowledge and skills of teachers in the general education system that are necessary for inclusive education;
- (d) The barriers experienced by deaf and hard-of-hearing children in accessing the general education system and the lack of opportunities for bilingual education within inclusive educational settings;
- (e) The lack of accessibility of general vocational education facilities and programmes, particularly for autistic children and children with intellectual disabilities;
- (f) The segregation of children with disabilities, including Roma children, through poor-quality education and in special schools.

49. **Recalling its general comment No. 4 (2016) and target 4.5 and indicator 4.a of the Sustainable Development Goals, the Committee recommends that the State party:**

- (a) Revise its Public Education Act with the aim of eliminating all discriminatory provisions regarding the education of children with disabilities and explicitly provide for quality inclusive education to ensure that no child with disabilities is excluded from the general education system on the basis of impairment;**
- (b) Ensure access to the general education system in the community and provide the necessary reasonable accommodations for all children with disabilities on an equal basis with other children;**
- (c) Guarantee access to regular education facilities and transportation for children with physical disabilities in their communities across the State party;**
- (d) Provide comprehensive and focused training for general education teachers and administrative staff on the principles and methods of inclusive education, the capacities of children with disabilities and the individualized support measures required by children with disabilities;**
- (e) Provide access to the general education for deaf and hard-of-hearing children and promote bilingual education opportunities within an inclusive educational setting, particularly through quality sign language and other support that is required;**
- (f) Ensure the accessibility of regular vocational education facilities and programmes for all children with disabilities, particularly for autistic children and children with intellectual disabilities, through measures of universal design and reasonable accommodation;**
- (g) Take measures aimed at ensuring access to inclusive, high-quality and free primary, secondary and vocational education for children with disabilities, including Roma children, on an equal basis with others.**

[Jamaica \(2022\)](#)

42. The Committee notes some measures taken by the State party to ensure online education during the COVID-19 pandemic, however it is concerned:

- (a) About the slow progress towards achieving inclusive education, the prevalence of special schools and classes, and the greater barriers to education faced by children requiring higher levels of support;

(b) That many parents of children with disabilities keep them at home until the age of 12, while school starts at 6, and often are compelled to enrol their children in regular schools without the necessary support services;

(c) That there is insufficient training for teachers and non-teaching staff on the right to inclusive education;

(d) That there are not enough accessible learning materials, alternative communication and information methods or teachers fluent in Jamaican Sign Language.

43. Recalling its general comment No. 4 (2016) on the right to inclusive education, and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Develop a strategy for implementing quality inclusive education, with specific targets, timelines and a budget, and share responsibilities between the national and municipal levels, at all levels of education, including tertiary and vocational education;

(b) Strengthen measures, including financial resources, to provide individualized support as well as reasonable accommodation in education, when so required;

(c) Provide students with disabilities with assistive compensatory aids and learning materials in alternative and accessible formats, such as inclusive digital access, and modes and means of communication including Easy Read, communication aids, and assistive and information technology, and make sure that there are enough teachers fluent in Jamaican Sign Language;

(d) Ensure continuous training for teachers and non-teaching staff on inclusive education at all levels, including training in sign language and other accessible formats for information and communication.

[Mexico \(2022\)](#)

54. The Committee is concerned about:

(a) The persistence of special education;

(b) The lack of a strategy covering all levels of the State party aimed at ensuring inclusive education for all children with disabilities;

(c) A high dropout level of children with disabilities from the education system after age 15;

(d) Widespread exclusion of women and girls with disabilities from educational settings in both early and higher education, due to, inter alia, their disability and gender, a lack of accessibility and reasonable accommodations, and a lack of knowledge about the requirements of students with disabilities;

(e) The lack of accessible schools and didactic materials, including textbooks in Braille, and sign-language interpretation.

55. With reference to paragraph 48 of its previous concluding observations, the Committee recommends that the State party:

(a) Establish, in law and policy, an inclusive education system at all levels – primary, secondary, post-secondary and life-long learning – including support measures, the provision of reasonable accommodation, adequate funding and training for educational staff;

(b) Adopt measures to ensure that all children with disabilities, in particular girls with disabilities, receive an education in mainstream school settings, including children with intellectual and psychosocial disabilities, blind-deaf children and children with disabilities from indigenous communities;

(c) Implement measures for the accessibility of schools and didactic materials, including Braille and sign language, and ensure their use from the start of education;

(d) Compile data on education, disaggregated by gender, national and ethnic origin, indigence, rural or urban living environment, and type of impairment, on enrolment in segregated school settings and in mainstream schools.

[Switzerland \(2022\)](#)

47. The Committee notes with concern:

(a) The high number of children in segregated educational settings, and the application of the inter-cantonal agreement on special education to stream children with disabilities into special education;

(b) The lack of resources in mainstream schools to support inclusive education, including lack of sign language interpretation, reasonable accommodation and teachers with specialist qualifications in inclusive education in mainstream schools;

(c) The barriers in gaining access to vocational training and higher education faced by students with disabilities, particularly those with intellectual or psychosocial disabilities.

48. Recalling its general comment No. 4 (2016), the Committee recommends that the State party:

(a) Introduce a constitutional right to inclusive education and develop a comprehensive strategy for implementing high-quality inclusive education for all children with disabilities, including those with intellectual or psychosocial disabilities and autistic children, with specific targets, time frames, budgets, the transfer of resources from special schools, and inclusive education curricula and teaching qualifications at the federal and cantonal levels;

(b) Ensure that the application of the inter-cantonal agreement on special education and cantonal policies does not result in the streaming of children with disabilities into special education, and upholds their right to inclusive education;

(c) Ensure that persons with disabilities are able to participate in accessible and inclusive higher education, including through the provision of reasonable accommodation, and that they have access to inclusive programmes for certified basic vocational and professional training.

Venezuela (2022)

42. The Committee notes with concern that the State party still makes use of a special education model, with schools for persons with hearing impairments, visual impairments, intellectual disabilities and physical disabilities, and that there is a lack of information on the progress made in introducing Venezuelan sign language in educational institutions.

43. The Committee recommends that the State party, on the basis of general comment No. 4 (2016) on the right to inclusive education, bearing in mind target 4.5 of the Sustainable Development Goals and in line with the commitments made at the Global Disability Summit 2022:

(a) Develop a national inclusive education plan for all persons with disabilities at all levels; redirect budget allocations from special education to the regular education system; provide personalized assistance starting from the preschool level and continuing on to higher education levels; provide appropriate training for teachers; and incorporate special education teachers into the regular education system as a form of support;

(b) Ensure that support, specifically designed teaching materials in alternative accessible formats, modes and means of communication, and information and assistive technologies are provided and that reasonable accommodation for individual requirements is made in all educational institutions;

(c) Assess the progress made in introducing Venezuelan sign language, as well as other formats such as Braille and Easy Read, in all educational institutions.

Djibouti (2021)

41. The Committee notes with concern:

(a) The prevalence of segregated special education settings for persons with disabilities and children with disabilities, which is permitted under article 10 of Act No. 207/AN/17/7ème L (2018), the high literacy rate among women with disabilities, and the absence of a policy for implementing inclusive education with specific targets and deadlines;

(b) The insufficient number of teaching and support staff trained in Braille, sign language and accessible mode of teaching and the inadequate level of training for teachers on skills and competences required to promote inclusive education;

(c) The barriers faced by children with disabilities in accessing inclusive education, particularly girls with disabilities and children with disabilities in rural areas and refugee camps.

42. Recalling its general comment No. 4 (2016) on the right to inclusive education the Committee recommends that the State party:

(a) Review Act No. 207/AN/17/7ème L (2018) to eliminate segregated special education for persons with disabilities, and develop and adopt a policy on inclusive education with specific targets and sufficient budget allocation, with a particular focus on women and girls with disabilities and children with disabilities in rural areas and in refugee camps;

(b) Strengthen the provision of training for teachers and non-teaching education personnel on inclusive education, including sign language;

(c) Pay attention to the links between article 24 of the Convention and targets 4.5 and 4 (a) of Sustainable Development Goal 4 to ensure equal access to all levels of education and vocational training, and build or upgrade education facilities that are disability-sensitive and safe.

[France \(2021\)](#)

50. The Committee is concerned about the high rate of children with disabilities in segregated education settings, including in residential medico-social institutions or in special separated classrooms in regular schools, perpetuating stigmatization and exclusion. It also notes with concern:

(a) Insufficient statistical information about children with disabilities, including in the Overseas territories, enrolled and attending school on full or part time basis, and about access of Roma children, asylum seeking, refugee children and children with disabilities in irregular migration to inclusive education;

(b) The refusal of children with intellectual, psychosocial disabilities or autistic children, at schools;

(c) The lack of individualised supports through the provision of reasonable accommodation for children with disabilities to meet with educational requirements, particularly affecting autistic children and children with Down syndrome;

(d) A failure to provide reasonable accommodation for children with disabilities in the context of closing schools during the pandemic COVID-19, especially for deaf children;

(e) Insufficient provision of education of and in French Sign Language;

(f) The absence of learning, teaching and use of Braille and Easy Read for persons who are blind and visually impaired and persons with intellectual disabilities;

(g) Information about violence against children with disabilities, including bullying in schools;

(h) Access to higher education for persons with disabilities; support for students with disabilities, accommodations for international mobility.

51. The Committee recalls its general comment No. 4 (2016) on the Right to inclusive education and the Sustainable Development Goal 4, target 4.5 and indicator 4 (a), and it recommends that the State party strengthen measures to attain quality, inclusive education for all children with disabilities, including in the overseas territories. The State party should promptly implement the recommendations issued by the Special Rapporteur on the Rights of Persons with Disabilities (A/HRC/40/54/Add.1, see para. 81) in this realm. The Committee further recommends that the State party:

(a) Develop data collection systems on children with disabilities disaggregated by age, place of residence, sex and ethnic background, including information about the percentage of enrolment and attendance to school and ensure that Roma children with disabilities, asylum-seeking and refugee children with disabilities or in situation of irregular migration have effective access to education;

- (b) **Adopt measures for parents or legal tutors to complaints and seek redress in cases of refusal of children at schools, on the basis of disabilities;**
- (c) **Develop a framework recognizing the right of persons with disabilities to seek individualised supports through the provision of reasonable accommodation to meet the individual educational requirements of children with disabilities, including accommodations for examinations for children with disabilities, particularly considering autistic children and children with Down syndrome;**
- (d) **Adopt programmes at the municipal level and involving public and private actors to provide support for children with disabilities in the context of the pandemic COVID-19;**
- (e) **Ensure that education in French Sign Language is provided at early stages of education and promote the deaf culture in inclusive educational environments;**
- (f) **Ensure the effective learning, teaching and use of Braille and Easy Read for persons who are blind and visually impaired and persons with intellectual disabilities;**
- (g) **Take measures to eliminate abuse and bullying against children with disabilities in school;**
- (h) **Adopt programmes with specific goals and timeframes in order to promote access of persons with disabilities to higher education, ensuring that young persons with disabilities may seek individualised supports through the provision of reasonable accommodations in tertiary education, including for facilitating international mobility, and access to sign languages.**

[Estonia \(2021\)](#)

46. The Committee notes with concern:

- (a) **The slow progress towards achieving inclusive education, as recognized in the Basic and Upper-Secondary School Act, the prevalence of special schools and classes and the greater barriers to education faced by children requiring higher levels of support;**
- (b) **That reasonable accommodation for meeting individual requirements and providing individualized support has not yet been made fully available throughout the education system;**
- (c) **That there are not enough accessible learning materials, alternative communication and information methods or teachers fluent in sign language;**
- (d) **The barriers faced by children with disabilities in gaining access to quality, inclusive education within a context of distance learning during the COVID-19 pandemic and the restrictions on school attendance imposed for children with “chronic diseases” and experiencing symptoms similar to COVID-19.**

47. **Recalling its general comment No. 4 (2016) and target 4.5 of the Sustainable Development Goals, the Committee recommends that the State party:**

- (a) **Develop a strategy for implementing quality, inclusive education with specific targets, timelines and a budget and share responsibilities between the national and municipal levels;**
- (b) **Establish a policy framework that recognizes the right of persons with disabilities to seek individualized support as reasonable accommodation in education, when so required;**
- (c) **Ensure that education is an area of life covered by anti-discrimination legislation and policies and that the denial of reasonable accommodation is included as a form of discrimination;**
- (d) **Provide students with disabilities with assistive compensatory aids and learning materials in alternative and accessible formats, such as inclusive digital access, modes and means of communication, including Easy Read, communication aids and assistive and information technology, and make sure that there are enough teachers fluent in Estonian sign language;**
- (e) **Take measures, including the provision of technical equipment and the adoption of regulations, to ensure that children with disabilities, especially those in rural areas and those facing economic hardship, receive the individualized support they need, within a quality, inclusive education system, during the COVID-19 pandemic and guarantee for children with chronic diseases equal access to school.**

[Albania \(2019\)](#)

39. The Committee is concerned about:

- (a) The absence of comprehensive legislation and strategy for quality inclusive education and that segregated education environments persist, especially for students with intellectual disabilities;
- (b) The lack of data on the public resources allocated to inclusive education in primary, secondary and higher education institutions;
- (c) The absence of data and indicators to monitor the quality of education and inclusion of students with disabilities at all levels of education, and accessibility standards of school infrastructures, information and communications, including information and communications technologies;
- (d) The limited accessibility ensured in higher education for students with disabilities and the decreasing number of enrolled students with disabilities.

40. Recalling its general comment No. 4 (2016) on the right to inclusive education, and Sustainable Development Goal 4, especially its targets 4.5 and 4.8, the Committee recommends that the State party increase its efforts to support the implementation of inclusive education, and in particular that it:

- (a) Repeal and amend laws to recognise inclusive education as a right, and grant all students with disabilities, regardless of their personal characteristics, the right to access inclusive learning opportunities in the mainstream education system with individualized support, as required;**
- (b) Formulate, adopt and implement a comprehensive inclusive education policy with strategies for promoting a culture of inclusion in mainstream education, including individualized human-rights based assessments of educational requirements and necessary accommodation, guidance and support for teachers, respect for diversity in ensuring the rights to equality and non-discrimination, and the full and effective participation of persons with disabilities in society;**
- (c) Ensure the accessibility of school environments, in line with the Convention, including through the provision of specific measures, such as accessible and adapted materials and inclusive curricula, the provision of individualized support and accommodation;**
- (d) Allocate effective and sufficient financial, material and adequately and regularly trained human resources, that include persons with disabilities;**
- (e) Incorporate inclusive education training into university curricula for future teachers and mandatory training programmes for current teaching staff, with an adequate budget;**
- (f) Increase data collection on, among others, the implementation of inclusive education laws and policies, and accessibility of school infrastructures, information and communications, including information and communications technologies, to inform inclusive education policies.**

[Australia \(2019\)](#)

45. The Committee is concerned about:

- (a) The lack of implementation of many of the recommendations of the 2015 review of the Disability Standards for Education 2005;
- (b) The significant increase in students with disabilities experiencing a segregated education, seclusion, isolation and a lack of age-appropriate settings, and about insufficient funding for inclusive education in mainstream schools;
- (c) The fact that there is no national disaggregated data on students with disabilities, including on the use of restrictive practices and cases of bullying.

46. In line with the Committee's general comment No. 4 (2016) on the right to inclusive education and targets 4.5 and 4.a of the Sustainable Development Goals, the Committee

reiterates its previous recommendations on education (CRPD/C/AUS/CO/1, para. 46) and recommends that the State party:

- (a) Conduct a robust review, in consultation with organizations of persons with disabilities, of the Disability Standards for Education 2005, implement the recommendations arising from that review and develop a national action plan for inclusive education;
- (b) Address the increasing rate of segregation, seclusion and isolation and the lack of age-appropriate settings for students with disabilities at all levels, in particular Aboriginal and Torres Strait Islander students, and redirect adequate resources to a nationwide inclusive education system for all students;
- (c) Expand the collection of data on the number of students with disabilities who do not qualify for an adjustment and who are unable to enrol in local mainstream schools, as well as data on educational attainment, on completion, suspension and expulsion rates, on the use of restrictive practices and on cases of bullying.

Ecuador (2019)

43. The Committee notes with concern that the State party retains the use of a special education model; that segregated forms of education predominate in its legislation, in particular in the Organic Act on Disabilities; that 151 segregated schools still exist; and that not enough is being done to change the education system into one based on quality inclusive education.

44. The Committee recommends that the State party revise and amend the Organic Act on Disabilities without delay and that, as an overall strategy, on the basis of general comment No. 4 (2016) on the right to inclusive education and bearing in mind target 4.5 of the Sustainable Development Goals, it establish an inclusive education system for all persons with disabilities at all levels, regardless of their migration status. It also recommends that the State party redirect budget allocations from special education to the regular education system, provide personalized support starting from the preschool level and continuing on to higher education levels and provide appropriate training for teachers. It recommends that the State party ensure that support, specifically designed teaching materials in alternative accessible formats, modes and means of communication, and information and assistive technologies are provided and that reasonable accommodation for individual requirements is made.

El Salvador (2019)

46. The Committee is concerned:

- (a) That limited progress has been made with regard to the right to inclusive education for persons with disabilities;
- (b) At the lack of information on the number of children with disabilities in segregated schools and in mainstream schools;
- (c) That the Ministry of Education's Comprehensive Sexuality Education Strategy does not include persons with disabilities in a multidimensional and intersectional manner.

47. The Committee recalls its general comment No. 4 (2016) on the right to inclusive education, and targets 4.5 and 4.A of the Sustainable Development Goals, and recommends that the State party:

- (a) Establish a national strategy for the inclusion of children with disabilities in mainstream education and redirect budget from segregated to mainstream classrooms and schools, ensure full accessibility in educational premises, adopting measures to remove architectural and communication barriers, ensure that teaching and non-teaching staff are trained, and ensure the availability of accessible learning material in Easy Read and Braille and the availability of sign language interpreters;
- (b) Establish a system to collect disaggregated data on the number of children with disabilities, especially children with intellectual or psychosocial disabilities still in

segregated education and those in mainstream education, and the types of support provided to them, with a view to designing adequate public policies;

(c) Ensure that all the educational policies and strategies aimed at the general population, including the Comprehensive Sexuality Education Strategy, are applicable to persons with disabilities.

Greece (2019)

34. The Committee is concerned that:

(a) There is no comprehensive, clear legislation or strategy on, or allocation of funds to, inclusive education, particularly with regard to lifelong learning;

(b) Schools and universities lack accessible and inclusive environments, buildings, educational material, services, equipment, information and communication technologies, as well as individualized support provided to students with disabilities;

(c) The access of Roma children with disabilities and refugee, asylum-seeking and migrant children with disabilities to education is severely limited;

(d) There is insufficient data on the amount of public resources allocated for inclusive education in mainstream schools and higher education institutions, on regulated transparent protocols relating to individual education plans, and on relevant technologies and forms of communication to ensure accessibility for students with disabilities at all levels of education.

35. Recalling its general comment No. 4 (2016) on the right to inclusive education, and taking into account Sustainable Development Goal 4, especially targets 4.5 and 4.a, the Committee recommends that the State party increase its efforts to guarantee inclusive education, and in particular that it:

(a) Adopt and implement a coherent strategy on inclusive education in the mainstream educational system;

(b) Ensure the accessibility of school and university environments, in line with the Convention, by promoting universal design, the provision of specific measures and individualized support, such as accessible and adapted materials, inclusive curricula, inclusive information and communication technologies for pupils and students with disabilities, and digital pedagogy;

(c) Immediately ensure access to formal education for all refugee, asylum-seeking and migrant children with disabilities, and for Roma children with disabilities;

(d) Allocate effective and sufficient financial and material resources and adequately and regularly trained personnel, including persons with disabilities, to effectively guarantee inclusive education;

(e) Incorporate inclusive education training into higher education curricula for trainee teachers, and into training programmes for current teaching staff, with an adequate budget.

India (2019)

50. The Committee is concerned about:

(a) The prevalence of segregated education, the high illiteracy rate among persons with disabilities, particularly persons with intellectual disabilities and women and girls with disabilities, and the low number of students with disabilities enrolled in mainstream inclusive education;

(b) Rejection from school of children with disabilities, particularly children affected by leprosy, and bullying against intersex children, causing many to drop out of school;

(c) The lack of accessible inclusive schools in rural and remote areas;

(d) The lack of training for school personnel, the lack of teaching methodologies and material to include children with disabilities, including for deafblind students, the limited number of seats for children with disabilities in schools, and the insufficient provision of sign language interpretation for students who are deaf or hard of hearing and of safe transportation for children with disabilities.

51. The Committee recommends that the State party, guided by the Committee's general comment No. 4 (2016) on the right to inclusive education and taking account of targets 4.5 and 4.a of the Sustainable Development Goals:

- (a) Take measures to ensure the implementation of inclusive education for students with disabilities, and redouble its efforts to reduce illiteracy among persons with disabilities;
- (b) Take measures to prevent the rejection, stigmatization and bullying of children with disabilities, particularly children affected by leprosy and intersex children, review regulations to ensure access to education, undertake campaigns to combat disability stereotypes and establish complaint mechanisms and sanctions in cases of discrimination;
- (c) Ensure sustainable human and financial resources to build and maintain accessible schools for children with disabilities in rural areas;
- (d) Ensure that the learning environment, including the physical environment, admission procedures, teaching resources and methodologies, online platforms for learning, classrooms and transport, are accessible and safe for children with disabilities, and adopt measures to ensure the provision and availability of sign language interpretation in the classrooms, augmentative and alternative communication and Easy Read at all levels of education.

[Iraq \(2019\)](#)

43. The Committee is concerned about:

- (a) The reference to segregated classes in the State party's legislation, such as article 9 of Law No. 118 (1976) on compulsory education, the education of children with disabilities in mostly segregated classes, with children with visual and hearing impairments being unable to study beyond a primary school certificate, and the reportedly high number of children with disabilities who are out of school;
- (b) The barriers faced by students with disabilities in accessing education, including the need to travel long distances, poor transportation, a lack of teachers trained in inclusive education, sign language, Braille and Easy Read and a lack of accessible curricula.

44. The Committee, guided by its general comment No. 4 (2016) on inclusive education, recommends that the State party:

- (a) Take prompt measures to ensure that all children with disabilities have access to inclusive, high-quality and free education at all compulsory levels, and enforce the "comprehensive educational integration" of children with disabilities and the quota of places reserved for them in university programmes, according to article 15 (2) (a) and (3) (c) of Law No. 38 (2013);
- (b) Allocate sufficient human, technical and financial resources for individualized supports that will enable children with disabilities, including children with intellectual or psychosocial disabilities, children with autism and children with visual or hearing impairments, to receive an inclusive and quality education.

[Kuwait \(2019\)](#)

46. The Committee is concerned about:

- (a) The lack of measures taken to promote inclusive education, to ensure the provision of individualized support and to prohibit the denial of reasonable accommodation to all children with disabilities in mainstream schools;
- (b) The right to inclusive education being limited to students with certain kinds of impairments while others are relegated to segregated classes within mainstream schools and to segregated schools;
- (c) The lack of disaggregated data on children with disabilities deprived of an education.

47. Recalling its general comment No. 4 (2016) on the right to inclusive education, the Committee recommends that the State party:

- (a) **Adopt the necessary legal and other measures to ensure the right of all children with disabilities, including non-Kuwaiti and Bidoon children with disabilities, to free, quality and inclusive education at all levels of education;**
- (b) **Take advantage of the road map for inclusive education developed by the Public Authority for Disability Affairs to redirect resources from segregated educational settings towards quality, inclusive education with the provision of reasonable accommodation and individual supports, accessible environments and curricula, for all students with disabilities in mainstream schools, and mandatory in-service training of all teachers and all staff in education facilities on quality, inclusive education;**
- (c) **Collect data, disaggregated by age, gender, nationality, disability and geographical area, on children with disabilities in and out of education in both mainstream and special education schools and on enrolment and dropout rates.**

Myanmar (2019)

45. The Committee is concerned about:

- (a) **Legislation providing for a dual education system that excludes children with disabilities in segregated schools, and overreliance on informal education for children with disabilities;**
- (b) **The low rate of enrolment of children with disabilities in schools at all levels, owing to, among others, the lack of individualized accommodation for children in the mainstream education system.**

46. Recalling its general comment No. 4 (2016) on the right to inclusive education, the Committee recommends that the State party, in close consultation with organizations of persons with disabilities:

- (a) **Revise its legislation to expressly recognize the right to inclusive education for all children, and address overreliance on informal education for children with disabilities, including by undertaking information campaigns to promote their enrolment in mainstream schools at all levels;**
- (b) **Adopt and implement a national action plan on inclusive education, involving all line ministries and stakeholders, with sufficient budgetary allocations, to ensure that all children with disabilities have access to quality inclusive education in the mainstream education system at all levels, including by providing individualized accommodation, including classroom support and accessible learning environments, teaching methods and materials.**

Cuba (2019)

41. The Committee is concerned that:

- (a) **Children face barriers in enjoying their right to high quality, inclusive education, on an equal basis with others, and that special and segregated forms of education still prevail;**
- (b) **Practical challenges remain for children and adult learners with disabilities to access higher education, partly due to the lack of individualized support;**
- (c) **That information on the representation of children with disabilities in student bodies is lacking.**

42. The Committee recommends that the State party, in keeping with its general comment No. 4 (2016) on the right to inclusive education:

- (a) **Ensure the implementation of quality inclusive education at all levels and provide the training of teachers and non-teaching staff, the necessary support and resources, to foster inclusive environments for all students, in particular those with intellectual or psychosocial disabilities and girls with disabilities;**
- (b) **Ensure the full accessibility of educational premises, including universities, take legislative and administrative measures to ensure the availability of accessible learning materials, including digital, Braille, Easy Read and sign language, at the technical and higher education levels for persons with disabilities;**

- (c) **Take steps to facilitate the participation of children with disabilities in student bodies;**
- (d) **Adhere to the Convention and general comment No. 4 in its implementation of targets 4.1, 4.5 and 4.A of the Sustainable Development Goals.**

Niger (2019)

39. The Committee is concerned about:

- (a) The prevalence of segregated special education for children with disabilities; the low enrolment of children with disabilities in mainstream education, particularly girls and children with psychosocial or intellectual disabilities; the negative societal attitudes against the attendance of children with disabilities in regular schools; and the poor level of education provided to children with sensory disabilities, and those with psychosocial or intellectual disabilities;
- (b) The lack of budget allocations for inclusive education; the insufficiency of specialists trained on inclusive education; the inaccessibility of school infrastructures and the lack of transport facilities for students with disabilities, particularly in rural areas;
- (c) The lack of involvement of persons with disabilities and their representative organisations in the Sector Program for Education and Training (PSEF 2014-2024), and insufficient awareness of parents and communities about the possibility and need to educate their children with disabilities.

40. The Committee recommends that the State Party, in line with the Committee's general comment on article 24 (2016) on the right to inclusive education:

- (a) **Adopt a national action plan on inclusive education, with sufficient budgetary allocations, for children with disabilities, especially girls and children with psychosocial or intellectual disabilities and undertake information campaigns in accessible formats, to promote the enrolment in education of all persons with disabilities;**
- (b) **Provide trainings for teachers and non-teaching education personnel on inclusive education, including learning sign language;**
- (c) **Involve persons with disabilities and their representative organisations in the implementation of the Sector Program for Education and Training (PSEF 2014-2024), and all education policies in accordance with article 4.3 of the CRPD;**
- (d) **Pay attention to the links between article 24 of the Convention and Sustainable Development Goal 4, targets 4.5 and 4 (a) to ensure equal access to all levels of education and vocational training, and build or upgrade education facilities that are disability-sensitive and safe.**

Norway (2019)

37. The Committee is concerned about:

- (a) The lack of an effective legal mechanism, including anti-discrimination provisions to ensure that persons with disabilities can access inclusive education without discrimination, including the denial of reasonable accommodation, in public and private schools;
- (b) The lack of standards that outline the process for the provision of individualised supports in education, including the provision of assistants and support staff;
- (c) Many children with disabilities not receiving an adequate standard of education and have low learning outcomes; a large proportion of special education services are provided by unskilled assistants and by teachers without the appropriate training;
- (d) The lack of accessible complaint mechanisms for children with disabilities and the lack of sanctions for non-compliance;
- (e) Many students with disabilities do not receive adequate training in basic skills, such as social development and communication skills, which will enhance greater learning capacities in the most suitable environment.

38. In line with the Committee's general comment No. 4 (2016) on the right to inclusive education and targets 4.5 and 4.8 of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Strengthen anti-discrimination provisions to explicitly cover disability-based discrimination in education, including the provision of an accessible and effective complaints mechanism;

(b) Adopt national standards for the provision of effective individualised support measures in mainstream education, and allocate sufficient financial and human resources to ensure that persons with disabilities receive the support required to facilitate inclusive education;

(c) Ensure all teachers have the appropriate skills for individualized instruction and ensure that individualized support measures do not entail costs for parents of children with disabilities;

(d) Introduce legislation based on the human rights model of disability that fully complies with article 24 to ensure quality inclusive education for all children;

(e) Take measures to guarantee that students with disabilities receive training in the necessary skills to enhance their learning capability in the environment adapted to suit their specific requirements within inclusive education system.

Rwanda (2019)

43. The Committee is concerned that children with disabilities face barriers to the enjoyment of the right to quality, inclusive education in mainstream schools, especially children with disabilities in refugee camps and institutions. The Committee is deeply concerned that more than 40,000 children with disabilities remain out of school owing to long distances, insufficient mobility aids, and lack of accessibility and of reasonable accommodation, especially in remote or rural areas.

44. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially its targets 4.5 and 4.a, the Committee recommends that the State party take all appropriate measures to ensure the right of all children with disabilities to quality and inclusive education, including by removing physical, communication, information, and other barriers and ensuring the provision of reasonable accommodation, assistive devices, support and accessible curricula, materials and environment.

Saudi Arabia (2019)

43. The Committee is concerned at the continuing approach to place children with disabilities in segregated educational settings, which results in the exclusion of children and persons with disabilities from the mainstream educational system on the basis of impairment.

44. In line with the Committee's general comment No. 4 (2014) on the right to inclusive education and targets 4.5 and 4.8 of the Sustainable Development Goals, the Committee recommends that the State party take the necessary measures to transform the current education system into an inclusive education system at all levels and for all children with disabilities under the Ministry of Education, and promote the provision of individualized accommodation and assistant support staff in classrooms.

Senegal (2019)

41. The Committee is concerned about the absence of an inclusive education system in the State party and:

(a) The lack of educational opportunities in mainstream schools, as well as vocational and technical training for persons with disabilities, especially girls and children with sensory, intellectual and physical impairments;

(b) The lack of training for teachers on the skills and competencies to promote inclusive education, as well as the insufficient number of teachers proficient in sign language;

(c) The absence of systematic data collection, disaggregated by sex and type of impairment, on the number and proportion of children with disabilities in mainstream schools receiving individualized support, and the enrolment and dropout rates of children with disabilities.

42. The Committee recommends that the State party, in line with general comment No. 4 (2016) and SDG 4 on the right to inclusive education:

(a) **Adopt specific measures to eliminate discrimination against children with disabilities in schools and provide individualized accommodations, and ensure that children with disabilities are treated with dignity and respect and are benefiting from effective school inclusion programmes;**

(b) **Take necessary measures including through the adoption of legislation, policies and programmes with measurable indicators and timelines to transform the education system into an inclusive education system;**

(c) **Provide disaggregated data on the number of children with disabilities mainstreamed into the regular school environment with adequate teaching supports to enable them reach their full potential;**

(d) **Pay attention to the links between article 24 of the Convention and Sustainable Development Goal 4, targets 4.5 and 4(a) to ensure equal access to all levels of education and vocational training as well as build and upgrade education facilities that are disability-sensitive and safe.**

[Spain \(2019\)](#)

45. The Committee is concerned about the limited progress made by the State party with regard to inclusive education, including the lack of a clear policy and action plans for its promotion. The Committee is particularly concerned that the State party maintains all regulatory provisions on special education and a medical impairment based approach. It is concerned that a high number of children with disabilities, including autism, intellectual or psychosocial and multiple disabilities, are still receiving segregated special education.

46. Recalling its general comment No. 4 (2016) on the right to inclusive education and the Sustainable Development Goal 4, targets 4.5 and 4(a) the Committee reiterates the recommendations provided within its report of the inquiry under article 6 of the Optional Protocol to the Convention of 2018 (CRPD/C/20/3), urging the State Party to expedite the legislative reform in line with the Convention, in order to clearly define inclusion and its specific objectives at each educational level. It recommends that the State party take measures to envisage inclusive education as a right, and grant all students with disabilities, regardless of their personal characteristics, the right to access inclusive learning opportunities in the mainstream education system, with access to support services as required, and implement all other recommendations, provided within its report of the inquiry (CRPD/C/20/3).

47. The Committee further recommends that the State party formulate a comprehensive policy of inclusive education including strategies for promoting a culture of inclusion in mainstream education including individualised human-rights based assessment of educational requirements and accommodations, support for teachers, respect for diversity for ensuring the rights to equality and non-discrimination, and the full and effective participation in society for persons with disabilities.

[Türkiye \(2019\)](#)

48. The Committee is concerned about:

(a) The persistence of segregated education that is discriminatory at all levels, the absence of an inclusive education system, reasonable accommodation and support, at all levels of education, despite the improvement of physical accessibility of schools;

(b) The absence of systematic data on children with disabilities receiving individualized support in mainstream schools;

(c) The fact that curricula, particularly on mathematics and computing, has not adapted to the requirements of students with disabilities, that teachers and non-teaching staff lack training on fostering quality, inclusive education, resulting in de facto denial of education for students who are deaf and blind.

49. With reference to the Committee's general comment No. 4 (2016) on inclusive education, the Committee recommends that the State party:

(a) **Recognize inclusive education in its legislation as a substantive enforceable right, and adopt public policies and strategies to implement it at all levels, including higher education with appropriate human, technical and financial resources.**

(b) **Ensure the provision of adequate individualized support and accommodations enabling children with disabilities, including children with intellectual disabilities, to receive quality inclusive education on an equal basis with others;**

(c) **Ensure the systematic collection of data, disaggregated by age, sex, impairment and location, on the progress to achieve inclusive education.**

(d) **Adapt curricula around students' requirements, and provide training to teachers and other staff working in the education system on the rights of persons with disabilities under the Convention and competencies to foster inclusive education.**

Vanuatu (2019)

40. The Committee is concerned that:

(a) Many children with disabilities remain at home and do not receive support to access inclusive education;

(b) One of two schools with inclusive education stopped its pilot program due to the budgetary constraint;

(c) There is a lack of accessible educational materials, facilities and accessible formats of communication including sign language, Braille, Easy Read and plain language at schools;

(d) Training for teachers and non-teaching staff on the right to inclusive education is insufficient.

41. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially targets 4.5 and 4.A, the Committee recommends that the State party:

(a) Intensify efforts to raise awareness among families of children with disabilities and their communities on the right to education of children with disabilities;

(b) Provide sufficient human, technical and financial resources and continue its effort to implement the Inclusive Education Policy and Strategic Plan (2010-2020) to ensure the right of children with disabilities to inclusive education in all mainstream schools, with individualized support;

(c) Ensure persons with disabilities are not denied reasonable accommodation at all levels of education through individualized support, including the use of technology, in-classroom support and accessible learning materials;

(d) Ensure the continuous training for teachers and non-teaching staff on inclusive education at all levels, including in sign language and other accessible formats of information and communication.

Algeria (2018)

40. The Committee is concerned that the education of children with disabilities falls under the purview of the Minister of National Solidarity and that segregated education for children with disabilities still exists. It is also concerned about the absence of a policy on the right to inclusive education for children with disabilities and a strategy to transform specialized settings into inclusive education environments, including revised curricula and training.

41. The Committee recommends that the State party, guided by its General Comment No. 4 (2016) on inclusive education:

- (a) Ensure that the Ministry of Education is responsible for the education of all children, including children with disabilities;
- (b) Take prompt measures to ensure that all children with disabilities have access to inclusive, high-quality and free primary and secondary education, and provide reasonable accommodation to ensure that education is available for them;
- (c) Formulate, implement and monitor policy measures on the right to inclusive education, including the development of appropriate school curricula, accessible learning tools and teaching methods, in close consultation with representative organizations of persons with disabilities;
- (d) Introduce training programmes to teachers and other educational staff on the right to inclusive education.

Bulgaria (2018)

49. The Committee is concerned that segregated education systems still remain in the State party, including cases of rejection of enrolment of children with disabilities in mainstream schools. The Committee is also concerned about:

- (a) The low level of awareness about the benefits of quality inclusive education for society, including among teachers and other education staff, as well as parents of children without disabilities;
- (b) The lack of an independent mechanism to monitor and assess the implementation and effects of the Pre-school and School Education Act, especially for children with psychosocial disabilities and children still in institutions;
- (c) The uneven and unsystematic allocation of human and financial resources to ensure sufficient and qualified teachers and auxiliary staff trained in the inclusive education model;
- (d) The lack of data on the number of children and youth with disabilities not currently enrolled in any form of education.

50. **The Committee recommends that State party, in line with its General comment No. 4 (2016) on the right to inclusive education:**

- (a) **Fully replace the practice of segregated systems with quality inclusive education;**
- (b) **Raise awareness and promote the advantages of quality inclusive education for society, especially among teachers and other education staff, and parents of children without disabilities;**
- (c) **Intensify its efforts to ensure quality inclusive education and provision of reasonable accommodation for students with disabilities in the mainstream schools, including by increasing systematic and sufficient allocation of all necessary human, technical and financial resources for it;**
- (d) **Collect data on the number of children and youth with disabilities not currently enrolled in any form of education disaggregated by age, sex, type of impairment, place of residence, and develop a strategy to include these children into the mainstream education system.**

Malta (2018)

35. The Committee is concerned that:

- (a) The concept of inclusive education is not fully applied in the State party;
- (b) The number of available Learning Support Educators is insufficient and that resources are lacking to ensure their replacement, in case of absence;
- (c) There are reports of children and students with disabilities having been denied access to educational institutions on the basis of their disabilities, such as childcare centres and summer schools, and the lack of accessible mechanisms for them to obtain redress when such discrimination occurs;
- (d) Many students with disabilities attend skills training at Resource Centres during their secondary education or after the completion of their secondary education which seclude them from their peers and are often distant from their school and home;

(e) The State party has not carried out sufficient research into the effectiveness of the current education inclusion policy and made research information available to professionals in the education sector and the population on the socio-economic and cultural benefits of inclusive education.

36. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially its targets 4.5 and 4.a, the Committee recommends that the State party:

(a) Ensure the implementation of laws on education, and accelerate the adoption process of the UN CRPD Bill, to ensure that the violations of all rights under article 24 of the Convention become justiciable in the State party;

(b) Adopt measures to ensure that students with disabilities, including students with intellectual and psychosocial disabilities, are provided with reasonable accommodation at all levels of education and allocate the resources necessary to guarantee reasonable accommodation according to individual requirements in consultation with the person concerned, including the provision of Learning Support Educators and their replacement, when they are absent;

(c) Ensure accessible mechanisms for accountability and redress in cases where educational institutions, such as childcare centres and summer schools, or teachers, discriminate against students on the basis of their disability;

(d) Review the curriculum of students with disabilities through Individualised Education Plans (IEPs) to ensure that the curricula allow them to learn the skills required to access the job market on an equal basis with others;

(e) Carry out research on the extent to which accessibility standards are being complied in the State party to obtain a full understanding of the barriers persons with disabilities face in the education system and the solutions required to enable their full participation, and to make research findings on the socio-economic and cultural benefits of inclusive education available to all relevant stakeholders.

[Philippines \(2018\)](#)

40. The Committee observes with concern:

(a) The prevalence of the special education model, and the lack of measures to provide for inclusive and mainstreamed education for persons with disabilities;

(b) The low number of children with disabilities enrolled in elementary schools (only 110,169 pupils with disabilities were enrolled in government elementary schools according to Department of Education data of 2013-2014 out of some 5.49 million children with 'special needs' which comprised 13 percent of the total population of children);

(c) The education of children, youth and adults with disabilities in regular educational facilities is hindered by barriers to accessibility and lack of universal design for learning, and reasonable accommodations in all academic and social aspects of student life;

(d) That the Education Act only covers official elementary schools;

(e) The general lack of quantitative data on access to education and outcomes of education for persons with disabilities, and the inconsistency of data collected by different entities.

41. The Committee recommends that the State party:

(a) Enact legislation recognising inclusive education in line with the Committee's General comment No. 4 (2016) on inclusive education, and adopt a timeframe for implementing inclusion;

(b) Improve the implementation of the principle of universal design, including accessibility and reasonable accommodation for learning;

(c) Recognise and provide reasonable accommodation in all academic and social aspects of student life, and ensure teacher training to support students with disabilities in regular classrooms;

- (d) **Enact specific legislation to support the implementation of reasonable accommodation, individualized learning and inclusive classrooms across the State party;**
- (e) **Take legislative and administrative measures to ensure availability of accessible learning materials for technical and higher education levels for persons with disabilities;**
- (f) **Adhere to Sustainable Development Goal 4, targets 4.5 and 4 (a) to ensure equal access to all levels of education and vocational training; as well as build and upgrade education facilities that are disability-sensitive and safe.**

Poland (2018)

40. The Committee is concerned about the:

- (a) Lack of specific provisions to support the implementation of inclusive education, and the confusion between the terms “integration” and “inclusion” ;
- (b) Education of the majority of students with disabilities, particularly with moderate and severe disabilities, in segregated education settings;
- (c) Lack of awareness about inclusive education among school masters and parents of non-disabled children, and lack of adequate training of teachers about inclusive education.

41. Recalling its general comment No. 4 (2016) on the Right to inclusive education and the Sustainable Development Goal 4, targets 4.5 and 4(a), the Committee recommends that the State party:

- (a) **Enact specific provisions to support the implementation of reasonable accommodation, individualized learning curriculum and inclusive classroom teaching in accessible learning environments;**
- (b) **Support measures for schools, including support for teachers, for advancing the inclusive education for students with moderate and severe disabilities;**
- (c) **Raise awareness among parents of non-disabled children about the advantages of inclusive education for all, provide trainings to school masters and teachers on inclusive education methods and best practices.**

South Africa (2018)

40. The Committee notes with concern:

- (a) The high number of students with disabilities, including girls with disabilities, those with intellectual disabilities, autism and deaf or hard of hearing, that still largely remain outside the school system and the continuing growth in special education schools as opposed to inclusive education, and the lack of safety in school hostels;
- (b) Barriers against students with disabilities to access mainstream schools, including discrimination in admissions to school, long distances, poor transportation, lack of teachers trained on inclusive education and in sign language, Braille and Easy-Read skills, lack of accessible curricula, and negative societal attitudes opposing attendance of children with disabilities to regular and inclusive schools;
- (c) The lack of information on budget allocations for the promotion of inclusive education, the absence of systematic data collection, disaggregated by sex and type of impairment, on the number of children with disabilities mainstreamed into regular and inclusive school environment, and on the enrolment and dropout of children with disabilities in both mainstream and special schools;
- (d) The absence of effective measures to provide reasonable accommodation in the education system, including absence of sufficient learning materials, especially in remote and rural areas, and a reporting mechanism for parents and children with disabilities who are denied access to education or reasonable accommodation to ensure accountability.

41. The Committee recommends that the State party, in line with general comment No. 4 (2016) on the right to inclusive education:

- (a) **Adopt, implement and oversee inclusive education as the guiding principle of the education system and develop a comprehensive plan to extend it throughout its territory,**

where children can stay in their local school, not be removed from their families and live in hostels;

(b) Intensify efforts at allocating sufficient financial and human resources for reasonable accommodations that will enable children with disabilities, including children with intellectual disabilities, autism and deaf or hard of hearing, to receive inclusive and quality education, including engaging in systematic data collection, disaggregated by sex and type of impairment, on the number of children mainstreamed into regular and inclusive schools and dropouts;

(c) Establish an effective and permanent programme for training of teachers on inclusive education, including learning sign language, Braille and Easy-Read skills;

(d) Prepare a time-bound plan of action to address the high levels of physical, sexual, verbal and emotional abuse, including bullying, in special schools, including a monitoring framework, and review the norms with the Children's Act's provisions on "child and youth centres" to ensure regulated and safe school environments, including school hostels.

North Macedonia (2018)

42. The Committee is concerned that the Law on Protection of Children and the Law on Primary Education still allow for the segregation of students with disabilities, and that segregated education environments persist, especially for students with intellectual disabilities. The Committee is further concerned that despite the establishment of inclusive education resource centres there is no updated comprehensive strategy aimed at an inclusive education system with fixed deadlines and outputs and allocation of adequate financial, human and technical resources, especially for students with intellectual disabilities.

43. In line with the Committee's general comment No. 4 (2016) on the right to inclusive education and targets 4.5 and 4.8 of the Sustainable Development Goals, the Committee recommends that the State party:

(a) Revise the law on Protection of Children and the Law on Primary Education so that they expressly promote inclusive education and include disability as ground for discrimination, and prohibit denial of reasonable accommodation as a form of disability based discrimination;

(b) Immediately enact a plan of transition to ensure inclusive education at all levels, including in higher education institutions for persons with disabilities;

(c) Provide adequate support, resources and qualified training of teachers and auxiliary staff, to foster inclusion, in particular of students with intellectual disabilities or students with psychosocial disabilities and girls with disabilities;

(d) Ensure universal accessibility to educational premises, including universities;

(e) Explicitly and immediately enforce the prohibition of exclusion of learners with disabilities from regular schools on the basis of their impairments.

Haiti (2018)

42. The Committee is concerned that laws, including the Act on the Inclusion of Persons with Disabilities (2012), article 38, still allow for segregated education environments, especially for students with intellectual disabilities. It is also concerned about:

(a) The absence of a legally defined procedure for the provision of reasonable accommodation and for assistant support staff in classrooms, in public and private schools and especially in rural areas;

(b) The barriers for students with disabilities to access mainstream schools, due to the inaccessibility of facilities, discrimination against students with disabilities and negative social attitudes regarding the schooling of children with disabilities, and lack of trained teachers and non-teaching personnel on inclusive education;

(c) The lack of updated data on the education of students with disabilities and the low number of children with disabilities, especially girls, in the mainstream education system;

(d) Insufficient investment to foster inclusive education against the promotion of special schools;

(e) The inadequacy of school grants for children with disabilities and their families.

43. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially its targets 4.5 and 4.8, the Committee recommends that the State party amend the Act on the Inclusion of Persons with Disabilities (2012) to ensure that no student is refused admission to mainstream school on the basis of disability. It also recommends that the State party:

(a) Adopt a legally defined procedure for the provision of reasonable accommodation at all levels of education and allocate the resources necessary for its implementation;

(b) Design and implement an action plan on inclusive education with sufficient resources, concrete timelines and specific goals regarding accessibility, adaptation of curricula, teaching aids and individual assistance and support in ordinary school environments as well as awareness-raising initiatives, mandatory training on inclusive education and its implementation for teachers, support teachers and non-teaching education personnel;

(c) Increase data collection, among others, the implementation of inclusive education laws and policies, and accessibility of school infrastructures;

(d) Increase human, technical and financial resources to implement inclusive education and conduct regular information campaigns in accessible formats, including plain language, and Easy Read, to promote education for all persons with disabilities, in particular women and children, and those living in rural areas;

(e) Increase resources, including for school grants and awards to ensure the education of children with disabilities.

[Nepal \(2018\)](#)

35. The Committee is concerned that the State party maintains special and segregated schools. The Committee is particularly concerned at:

(a) The lack of sufficient support and training for administrative and teaching staff with regard to inclusive education;

(b) The lack of accessibility and reasonable accommodation for students with disabilities in mainstream schools;

(c) The absence of a comprehensive strategy to promote inclusive education in urban and rural areas.

36. The Committee recommends that the State party in line with the Committee's general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, in particular targets 4.5 and 4 (a), increase its efforts towards inclusive education by:

(a) Adopting a policy of mandatory training of teachers in the inclusive education model based on indicators and sign posts to be achieved, and to guarantee inclusive education by providing support for trained teachers, Braille and sign language as well as alternative means and modes of communication, Easy Read and other auxiliary equipment and media;

(b) Ensuring access to inclusive education for all persons with disabilities, at all levels of education including adult education throughout the country, and guarantee that this education model covers the most remote areas, incorporates a gender perspective and is ethnically and culturally relevant.

[Oman \(2018\)](#)

43. The Committee is concerned about:

(a) The overall low number of children with disabilities enrolled in schools at all levels, especially girls with disabilities, the high rate of non-completion and illiteracy among children with disabilities, in particular deaf children and children with multiple disabilities;

(b) Inadequate teaching methodologies and training for teachers on inclusive education, as well as the insufficient number of teachers proficient in sign language;

(c) The lack of information on budget allocations for the promotion of inclusive education, including training of teachers and for ensuring that schools are accessible, adequately staffed and funded;

(d) The absence of systematic data collection, disaggregated by sex and type of impairment, on the number of children with disabilities mainstreamed into the regular school environment, and on the enrolment and dropout of children with disabilities in both mainstream and special education schools.

44. The Committee recommends that the State party:

(a) Adopt measures to abolish special schools and develop an inclusive education system, including through the adoption of laws, policies and programmes with measurable indicators and timelines;

(b) Ensure the provision of adequate budgetary allocations for the promotion of inclusive education including the training of teachers, especially in sign language and/or providing certified assistants qualified in sign language for all subjects to support the teachers;

(c) Develop disaggregated database on the number of children with disabilities mainstreamed into the regular school environment with adequate teaching methodologies to enable them to reach their full potential, and adopt specific measures to eliminate discrimination against children with disabilities in schools and ensure that children with disabilities are treated with dignity and respect and are benefiting from effective school inclusion programmes;

(d) Expand educational opportunities at the tertiary level for persons with disabilities, in particular for deaf students, and step-up bilingual education in Arabic and English for children with disabilities prior to the tertiary level;

(e) Pay attention to the links between article 24 of the Convention and Sustainable Development Goal 4, targets 4.5 and 4(a) to ensure equal access to all levels of education and vocational training as well as build and upgrade education facilities that are disability-sensitive and safe.

[Russian Federation \(2018\)](#)

48. The Committee is concerned that despite the increase in the number of children with disabilities in mainstream education setting, reflecting the practice of inclusive education, the practice of segregated education system remains persistent. The Committee is also concerned about the lack of transparent financial resources allocated and mechanisms established to ensure necessary and equal conditions and support for all persons with all types of impairments in general education as guaranteed by the federal legislation as well as about the regional disparities due to varied conditions and availability of financial resources in different regions.

49. The Committee urges the State party to further promote and embrace the concept of quality inclusive education in line with the Committee's General Comment 4, and in particular, to adopt, within an established timeframe, a long term roadmap together with an action plan to achieve inclusive education with indicators and adequate and transparent budget to enable all persons with all types of impairments to access quality inclusive education.

50. The Committee also recommends the State party to be guided by the Convention and the Committee's General Comment No 4 (2016) on the right to inclusive education in the implementation of targets 4.5 and 4.a. of the Sustainable Development Goals.

[Seychelles \(2018\)](#)

41. The Committee is concerned that special, segregated education persists, despite the policy on inclusive education adopted in 2015 and contrary to the Convention and the Committee's general comment No. 4 (2016) on the right to inclusive education. It notes with concern that:

- (a) There is no legal duty to provide and monitor the provision of reasonable accommodation to students with disabilities in mainstream education;
- (b) There is no mechanism to monitor accessibility standards within and outside school infrastructures and that facilities and services remain inaccessible;
- (c) There is no training for pedagogical and non-pedagogical staff on the right to inclusive education;
- (d) The budgetary allocation to support the policy of inclusive education is insufficient;
- (e) The State party has not carried out any research on the socioeconomic and cultural benefits of inclusive education.

42. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially targets 4.5 and 4.a, the Committee urges the State party to:

- (a) Introduce new legislation or amend the Education Act 2004 to bring it into line with article 24 of the Convention and its general comment No. 4, including the recognition that denial of reasonable accommodation for students with disabilities constitutes discrimination;**
- (b) Set up a mechanism to monitor accessibility standards both inside and outside the school environment;**
- (c) Ensure the adequate and continuous capacity-building and training of all schoolteachers and education personnel on inclusive education;**
- (d) Provide sufficient resources and continue efforts to implement its inclusive education policy and to transform its education system, ensuring that children with disabilities have the necessary support services to exercise their right to education;**
- (e) Carry out research on the socioeconomic and cultural benefits of the right to inclusive education as a tool to promote awareness-raising on the human rights model of disability and inclusive education.**

Slovenia (2018)

39. The Committee is concerned about:

- (a) The existing parallel education systems, special and mainstream, for children with disabilities;
- (b) The lack of concrete targets and provisions for implementing inclusive education in existing policies and legislation providing for inclusive education;
- (c) The insufficient capacities of regular schools when providing for curriculum accommodation and inclusive learning environments, in particular the lack of skills and knowledge among teachers about inclusive teaching methodologies, and the low expectations regarding capacities of children with disabilities;
- (d) The absence of accessibility and reasonable accommodation for persons with disabilities at tertiary education, including higher education institutions and vocational schools;
- (e) Physical barriers to access transport by students with disabilities, from their place of residence to school facilities.

40. Recalling its general comment No. 4 (2016) on the right to inclusive education and the Sustainable Development Goal 4, targets 4.5 and 4(a), the Committee recommends that the State party:

- (a) Recognise the right of all children with disabilities to inclusive education and abandon segregated education schemes;**
- (b) Adopt a strategy and action plan with a clear timeframe for implementation of inclusive education at all levels, for all children with disabilities; further, establish a comprehensive monitoring system to assess progress of inclusive education;**
- (c) Strengthen the capacities of inclusive schools in providing teachers with trainings on inclusive education, curriculum accommodation and teaching methods. The State party should enhance quality of educational support when ensuring individualized approach to children with disabilities and their capacity-building;**

- (d) **Ensure lifelong learning for persons with disabilities while providing accessibility and reasonable accommodation to all tertiary education institutions, including vocational and higher education schools;**
- (e) **Ensure transport services for students with disabilities, from their place of residence to the education facilities.**

Sudan (2018)

47. While noting the progress made in the Persons with Disabilities Act of 2017 regarding access to education, the Committee is concerned about:

- (a) The low school enrolment and retention rates of children with disabilities;
- (b) The continuing approach to segregated schools, which results in the exclusion of children and persons with disabilities from mainstream educational systems on the basis of impairment;
- (c) Discrimination against children with psychosocial and/or intellectual impairments in access to education;
- (d) The limited support to learners with disabilities, including to vocational training and tertiary education.

48. In line with the Committee's general comment No. 4 (2014) on the right to inclusive education and targets 4.5 and 4.8 of the Sustainable Development Goals, the Committee recommends that the State party:

- (a) **Take prompt measures to ensure that all children with disabilities have access to inclusive, quality and free primary and secondary education, and provide reasonable accommodation to ensure children with disabilities can access education;**
- (b) **Take measures to establish an inclusive education system at all levels, including preschool, primary, secondary and tertiary education, and vocational training without discrimination and on an equal basis with others;**
- (c) **Remove the barriers to access education and promote retention for children with psychosocial and/or intellectual impairments, including by establishing a permanent programme for training of teachers on inclusive education and the development of methodological tools for teaching, with the resources necessary for its implementation;**
- (d) **Implement initiatives and public-private partnerships to design accessible pedagogical tools and teaching methods and provide students with disabilities with access to new technologies and the Internet;**
- (e) **To explicitly and immediately enforce the prohibition of exclusion of learners with disabilities from regular schools on the basis of their impairments.**

Latvia (2017)

40. The Committee is concerned that the majority of children with disabilities attend special schools or are encouraged to be schooled at home as a permanent solution to the lack of reasonable accommodation and accessibility, including physical accessibility, in the majority of mainstream schools and higher education and lifelong learning institutions.

41. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially targets 4.5 and 4 (a) thereof, the Committee urges the State party to ensure that no child is refused admission to mainstream schools on the basis of disability, and that it further allocate the resources necessary to guarantee reasonable accommodation to facilitate the accessibility of all students with disabilities to quality, inclusive education, including in preschool, tertiary and lifelong learning institutions.

Luxembourg (2017)

42. The Committee is concerned that education laws still allow for the segregation of students with disabilities, and that segregated education environments persist, especially for students with intellectual disabilities. It is also concerned about:

- (a) The absence of a legally defined procedure for the provision of reasonable accommodation and for assistant support staff in classrooms, in public and private schools;
- (b) The misunderstanding of reasonable accommodation as reflected in Act of 15 July 2011, which undermines the process of identifying the response to individual requirements in dialogue with the person concerned and limits reasonable accommodation to existing options set out by the Act;
- (c) Negative attitudes towards disability in education and low expectations of students with disabilities;
- (d) The insufficient training of teachers, support teachers and non-teaching personnel on inclusive education;
- (e) The absence of data and indicators to monitor the quality of education and inclusion of students with disabilities, and accessibility standards of school infrastructures, information and communications, including information and communications technology.

43. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially its targets 4.5 and 4.8, the Committee recommends that the State party:

- (a) Amend the laws on education to ensure that no student is refused admission to mainstream schools on the basis of disability, ensure accessibility and allocate the resources necessary to guarantee reasonable accommodation, including assistant support staff, including pre-school and tertiary education and the private sector;**
- (b) Adopt a legally defined procedure for the provision of reasonable accommodation at all levels of education and allocate the resources necessary to guarantee reasonable accommodation according to individual requirements in consultation with the person concerned;**
- (c) Design and implement an action plan on inclusive education with sufficient resources, timelines and specific goals;**
- (d) Increase awareness-raising initiatives, including training on inclusive education and its implementation mandatory for teachers, support teachers and non-teaching education personnel;**
- (e) Increase data collection on, among others, the implementation of education laws and policies, and accessibility of school infrastructures, information and communications, including information and communications technology, to inform inclusive education policies.**

[Montenegro \(2017\)](#)

44. The Committee is concerned about the absence of any comprehensive legislation for quality, inclusive education. It is also concerned about:

- (a) The lack of comparable and comprehensive data on children with disabilities in mainstream education;
- (b) The prevalence of a system of assessment for children with disabilities at school enrolment that appears to be in conflict with the human rights model of disability enshrined in the Convention;
- (c) The absence of information on affirmative and non-discriminatory measures for the enrolment of and reasonable accommodation provided to students with disabilities in mainstream education;
- (d) The largely insufficient accessibility of higher education.

45. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially targets 4.5 and 4.8, the Committee recommends that the State party increase its efforts towards inclusive education, especially that it:

- (a) Adopt and implement a coherent strategy and action plan with clear time frames, indicators, monitoring and evaluation benchmarks on inclusive and quality education in the mainstream education system;**

- (b) **Collect data on children with disabilities in mainstream schools and progressively improve the accessibility of mainstream schools and tertiary education with time-bound goals, including the provision of reasonable accommodation and individual support, accessible environments, accessible and adapted school material and inclusive curricula;**
- (c) **Revise the system of assessment of children with disabilities for school enrolment and ensure the non-discriminatory access by all children with disabilities to inclusive education, in line with general comment No. 4;**
- (d) **Ensure mandatory pre- and in-service training for all teachers and other education personnel on inclusive quality education, allocating all necessary human, technical and financial resources.**

Morocco (2017)

46. The Committee is concerned about:

- (a) **The prevalence of a segregated special education system in the State party and the low number of students with disabilities in the regular education system and its classes;**
- (b) **Barriers faced by students with disabilities with respect to accessing mainstream schools, such as long distances, a lack of teachers trained in inclusive education, a lack of accessible curricula, a lack of knowledge of sign language and negative societal attitudes opposing the attendance of children with disabilities at regular schools;**
- (c) **The absence of measures to provide reasonable accommodation in the area of education, especially in rural areas, and the lack of a reporting mechanism for parents and children with disabilities who are denied access to education or reasonable accommodation, to ensure accountability.**

47. The Committee recommends that the State party, in line with general comment No. 4 (2016) on the right to inclusive education:

- (a) **Adopt, implement and oversee a comprehensive plan to develop an inclusive education system throughout its territory, allocating resources for developing accessible education environments;**
- (b) **Establish a permanent programme for training of teachers on inclusive education, including, preferably, training on sign language and the development of methodological tools for teaching;**
- (c) **Carry out periodic information campaigns in accessible formats, including Easy Read, to promote the enrolment in education of all persons with disabilities, especially women and children with disabilities and those living in rural areas;**
- (d) **Adopt a strategy to provide reasonable accommodation in schools and other learning institutions, including through technology and classroom support, accessibility and learning materials;**
- (e) **Pay attention to the links between article 24 of the Convention and targets 4.5 and 4.a of the Sustainable Development Goals, with a view to ensuring equal access to all levels of education and vocational training and building and upgrading education facilities that are disability-sensitive and safe.**

Panama (2017)

48. The Committee is concerned that inclusive education is not a priority with regard to children and adults with disabilities and that special and segregated forms of education prevail. It is also concerned at the lack of action by government authorities to promote inclusive higher education.

49. The Committee recommends that the State party, in keeping with its general comment No. 4 (2016) on the right to inclusive education, ensure the implementation of a plan to transition definitively to inclusive education at all levels, including in higher education; the plan should provide for the training of teachers and the necessary support and resources, such as Braille and sign language, to foster inclusion, in particular of students with

intellectual or psychosocial disabilities and girls with disabilities. It also recommends that the State party ensure the universal accessibility of educational premises, including universities. Lastly, it recommends that the State party be guided by the Convention and general comment No. 4 in its implementation of targets 4.1, 4.5 and 4.A of the Sustainable Development Goals.

United Kingdom of Great Britain and Northern Ireland (2017)

50. The Committee takes note of the information provided by the State party about its reservation to article 24 (2) (a) and (b) of the Convention in relation to new evidence or research findings.

51. The Committee recommends that the State party withdraw its reservation to article 24 (2) (a) and (b) of the Convention without further delay.

52. The Committee is concerned at:

- (a) The persistence of a dual education system that segregates children with disabilities in special schools, including based on parental choice;
- (b) The increasing number of children with disabilities in segregated education environments;
- (c) The fact that the education system is not equipped to respond to the requirements for high-quality inclusive education, particularly reports of school authorities refusing to enrol a student with disabilities who is deemed to be “disruptive to other classmates”;
- (d) The fact that the education and training of teachers in inclusion competences does not reflect the requirements of inclusive education.

53. The Committee recommends that the State party, in close consultation with organizations of persons with disabilities, especially organizations representing children and young persons with disabilities, and in line with the Committee’s general comment No. 4 (2014) on the right to inclusive education and targets 4.5 and 4.8 of the Sustainable Development Goals:

- (a) Develop a comprehensive and coordinated legislative and policy framework for inclusive education and a timeframe to ensure that mainstream schools foster real inclusion of children with disabilities in the school environment and that teachers and all other professionals and persons in contact with children understand the concept of inclusion and are able to enhance inclusive education;
- (b) Strengthen measures to monitor school practices concerning enrolment of children with disabilities and offer appropriate remedies in cases of disability-related discrimination and/or harassment, including deciding upon schemes for compensation;
- (c) Adopt and implement a coherent and adequately financed strategy, with concrete timelines and measurable goals, on increasing and improving inclusive education. The strategy must:
 - a. Ensure the implementation of laws, decrees and regulations on improving the extent and quality of inclusive education in classrooms, support provisions and teacher training, including pedagogical capabilities, across all levels providing for high-quality inclusive environments, including within breaks between lessons and through socialization outside “education time”;
 - b. (ii) Set up awareness-raising and support initiatives about inclusive education among parents of children with disabilities;
 - c. (iii) Provide sufficient, relevant data on the number of students both in inclusive and segregated education, disaggregated by impairment, age, sex and ethnic background, and on the outcome of the education, reflecting the capabilities of the students.

Armenia (2017)

41. The Committee is concerned that, despite the increasing trend towards inclusive education, many children with disabilities remain in segregated educational settings and do not receive the support they need to access inclusive education. It is also concerned about

the lack of accessibility and reasonable accommodation for children with disabilities in mainstream schools, and the lack of sufficient support and training for administrative and teaching staff with regard to inclusive education. The Committee is further concerned about the absence of a comprehensive strategy to promote inclusive education in urban and rural areas.

42. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially targets 4.5 and 4 (a), the Committee recommends that the State party increase its efforts towards inclusive education, in particular that it:

(a) Intensify efforts to implement the Law on making supplements and amendments to the Law on general education in order to ensure an inclusive education system at all levels by 2025;

(b) Ensure accessibility and allocate the resources necessary to guarantee reasonable accommodation to facilitate the access of persons with disabilities, including those living in urban and rural areas, to inclusive and quality education, including preschool and tertiary education;

(c) Make training on inclusive education and on its implementation mandatory for administrative and teaching staff.

[Bosnia and Herzegovina \(2017\)](#)

42. The Committee is concerned that:

(a) There is no comprehensive legislation with an effective strategy on inclusive education, for example that includes preschool services for children with disabilities;

(b) There is a lack of data on measures adopted to provide standardized and regulated transparent protocols relating to individual education plans, as well as on relevant technologies and forms of communication to ensure accessibility for pupils and students with disabilities at all levels of education;

(c) There is a lack of comparable data on funding earmarked for children with disabilities in mainstream education, as well as on affirmative measures to enrol and provide accommodation for students with disabilities;

(d) Only limited accessibility is provided in higher education for students with disabilities.

43. Recalling its general comment No. 4 (2016) on the right to inclusive education, and Sustainable Development Goal 4, especially its targets 4.5 and 4.8, the Committee recommends that the State party increase its efforts towards inclusive education, and in particular that it:

(a) Adopt and implement a coherent strategy on inclusive education in the mainstream educational system;

(b) Ensure the accessibility of school environments, in line with the Convention, including through the provision of reasonable accommodation, accessible and adapted materials and inclusive curricula;

(c) Allocate effective and sufficient financial, material and adequately trained human resources, that include persons with disabilities;

(d) Incorporate inclusive education training into university curricula for future teachers and training programmes for current teaching staff, with an adequate budget.

[Canada \(2017\)](#)

43. The Committee is concerned about:

(a) The persistence of segregated special education environments for students with disabilities who require a high-level of support or when it is considered that a student with disabilities may interfere in the educational process of his or her peers;

(b) The gap in access to education and educational achievements by persons with disabilities;

(c) The lower levels of educational achievement among women and girls with disabilities;

(d) Children in segregated schools not benefiting from after-school programmes, which reduce their ability to engage in leisure and physical activities that are essential for their health and development;

(e) Isolation of hard-of-hearing and deaf children in education due to the lack of peer groups.

44. The Committee recommends that the State party:

(a) Adopt, implement and oversee policies on inclusive and quality education throughout its territory;

(b) Promote the enrolment in education of all persons with disabilities, especially women and children, members of indigenous communities and those living in remote and rural areas;

(c) Ensure that teachers are trained in inclusive education at all levels and in sign language and other accessible formats of information and communication;

(d) Adopt a strategy for the provision of reasonable accommodation in schools and other learning institutions, including through technology and classroom support, accessibility and learning materials;

(e) Be guided by article 24 of the Convention and by the Committee's general comment No. 4 (2016) on the right to inclusive education while implementing targets 4.5 and 4 (a) of the Sustainable Development Goals;

(f) Ensure sign language learning environments in bilingual schools to enable hard-of-hearing and deaf children who sign to be fully included in education.

Cyprus (2017)

49. The Committee is deeply concerned about the absence of a clear and implemented concept of inclusive education in mainstream schools in national legislation. It notes with concern that segregated education remains rooted in the education system, which is also frequently reflected by the attitudes of teachers and other relevant professionals.

50. The Committee recommends that the State party:

(a) Decide upon a clear legislative scope of inclusive education and monitor its implementation with a view to fully replacing segregated education by inclusive education;

(b) Adopt a clear, targeted and adequately funded plan of action that includes access to reasonable accommodation and adequate teacher education and training, and progressively ensure that children and adult learners with disabilities are able to exercise their right to inclusive education;

(c) Be guided by general comment No. 4 (2016) and targets 4.5 and 4 (a) of the Sustainable Development Goals in ensuring equal access to all levels and types of education, education facilities and vocational training by persons with disabilities.

Honduras (2017)

51. Al Comité le preocupa que la educación de las personas con discapacidad la lleve la Subdirección General de Educación para Personas con Capacidades Diferentes o Talentos Excepcionales, prevaleciendo la educación especial y segregada a todos los niveles a través de evaluaciones basadas en las discapacidades de las personas. También le preocupa que no exista una formación en la educación inclusiva para maestros, impidiendo la transición a un sistema de educación inclusiva. Asimismo, le preocupa la falta de apoyo para las niñas y niños con deficiencias auditivas y que la Universidad Nacional Autónoma de Honduras dentro de su oferta académica haya cerrado la carrera de técnico intérprete en la lengua de señas.

52. El Comité recomienda al Estado parte, en consonancia con su observación general núm. 4 (2016) sobre el derecho a la educación inclusiva, que la política de educación de las personas con discapacidad tenga un enfoque inclusivo, implementando un plan para una transición hacia la educación inclusiva, a todo nivel hasta el superior, capacitando a docentes y disponiendo de los apoyos y recursos necesarios, tales como la disposición de textos escolares en braille, en lectura fácil, en formato electrónico accesible, e intérpretes de lengua de señas, para llevar a cabo dicha inclusión, en particular, que se tome en cuenta

a las personas con discapacidad intelectual o psicosocial, sordociegos y de comunidades afrohondureñas e indígenas. Le recomienda también que desarrolle e integre los derechos de las personas con discapacidad en la formación de docentes. Asimismo, el Comité recomienda que la Universidad Nacional Autónoma de Honduras vuelva a abrir dentro de su oferta académica la carrera de técnico intérprete en la lengua de señas.

Iran (Islamic Republic of) (2017)

46. The Committee is concerned about the:

- (a) Prevalence of the model of special education in the State party, the low number of children in the mainstream school and the gap between girls and boys with disabilities attending mainstream education;
- (b) Lack of measures to train teachers, education personnel and parents concerning inclusive education;
- (c) Lack of information on the provision of reasonable accommodation and support for students in the mainstream setting; and
- (d) Absence of measures to improve access to education for children with disabilities living in rural communities.

47. **The Committee calls upon the State party to:**

- (a) Establish a time frame for the transition process from segregated to inclusive and quality education and ensure availability of budgetary, technical and personal resources are available to complete the process;**
- (b) Collect disaggregated statistics by age, sex, gender, ethnic background, migrant, asylum seeker and refugee status, on the advancement of the inclusive education system;**
- (c) Ensure and enforce non-rejection of students with disabilities from mainstream schools and introduce reasonable accommodation for students with disabilities as an obligation at private and public mainstream schools;**
- (d) Take measures to employ teachers with disabilities at all levels of education;**
- (e) Undertake measures, including by encouraging public-private partnerships, to ensure the provision of assistive technologies in classrooms; and**
- (f) Ensure the training of all teachers in inclusive education.**

Jordan (2017)

45. The Committee notes the absence of systematic data collection on the enrolment and dropout of children with disabilities in both mainstream and special education schools. It is concerned that many children with disabilities do not enjoy quality inclusive education. It is also concerned that teachers lack training on delivering the mathematics and computers curricula in a manner that is accessible to all, with the result that these curricula are being denied to deaf and blind students.

46. The Committee recommends that the State party:

- (a) Recognize inclusive education as the guiding principle of the education system, in line with its general comment No. 4 (2016) on the right to inclusive education;**
- (b) Adopt the draft law on the national plan for inclusive education and involve persons with disabilities – more specifically children – through their representative organizations, in its adoption and implementation;³**
- (c) Allocate sufficient financial and human resources to ensure the provision of individual support and reasonable accommodation to enable children with disabilities, including intellectual disabilities, to receive quality inclusive education on all curricula;⁴**
- (d) Ensure systematic collection of data, disaggregated by age, sex, impairment and location, on the enrolment and dropout of children with disabilities in both mainstream and special education schools.**

[Republic of Moldova \(2017\)](#)

44. The Committee is concerned that progress towards inclusive education in the State party has stalled and that:

- (a) Provisions in the Education Code of 2014 still allow for segregated schooling;
- (b) Children with disabilities, mainly those with psychosocial and/or intellectual disabilities, remain in segregated educational settings, including “special schools”, “special classes”, and “home education”, and do not receive the support they need to access inclusive education;
- (c) Negative attitudes towards students with disabilities persist among administrative and teaching staff, leading to cases of children being refused admission to mainstream schools and an overall lack of familiarity with, knowledge of and skills relating to inclusive education among staff.

45. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially its targets 4.5 and 4 (a), the Committee recommends that the State party increase its efforts towards inclusive education, particularly, that it:

- (a) Amend the 2014 Education Code and ensure that no child is refused admission to mainstream schools on the basis of disability, ensure accessibility and allocate the resources necessary to guarantee reasonable accommodation to facilitate the access of students with disabilities to quality, inclusive education, including pre- school and tertiary education;**
- (b) Make training on inclusive education and its implementation mandatory for administrative staff and teachers.**

[Bolivia \(2016\)](#)

55. The Committee is concerned at the low school enrolment and high dropout rates of persons with disabilities, and at the fact that most of those who are enrolled are in special, segregated schools.

56. The Committee urges the State party to:

- (a) Adopt, implement and oversee policies on inclusive, quality education throughout its territory;**
- (b) Promote the enrolment of all persons with disabilities, especially women and children, members of indigenous communities and those living in remote and rural areas;**
- (c) Ensure that teachers are trained in inclusive education at all levels, in sign language, Braille and other accessible formats of information and communication;**
- (d) Adopt a strategy for the provision of reasonable adjustments in schools and other learning institutions, including technology and classroom support, accessibility and learning materials;**
- (e) Be guided by article 24 of the Convention and by general comment No. 4 (2016) on the right to inclusive education in its efforts to achieve targets 4.5 and 4.8 of the Sustainable Development Goals.**

[Colombia \(2016\)](#)

54. The Committee is concerned at the low levels of enrolment of persons with disabilities at all levels of education, and the prevalence of publicly funded “special classrooms” located within mainstream schools. The Committee expresses its concern that discrimination on the basis of disability is one of the main reasons that persons with disabilities are turned away by mainstream schools, particularly in municipalities and local administrations, and that that rejection impacts on families’ access to means-tested poverty-reduction programmes. It is also concerned about the lack of teaching and reading materials in accessible formats and modes of communication.

55. In line with the Committee's general comment No. 4 (2016) on the right to inclusive education, the Committee recommends that the State party take the necessary legal and administrative measures to prohibit and punish discrimination on grounds of disability in the education system, including by municipalities and other local community authorities. In particular, it recommends that the State party:

(a) Adopt a national plan to transform the system into one that provides inclusive and quality education for all persons with disabilities, at all levels, and prohibits discrimination on grounds of disability;

(b) Guarantee the observance of the right to inclusive education through the adoption of a policy of non-rejection at public and private schools, and redouble efforts to enrol all persons with disabilities, especially those who require more intensive support, in rural and remote areas;

(c) Ensure the accessibility of environments, provide reasonable accommodation, and furnish pedagogical materials and techniques that are accessible to students with disabilities, including in Braille and Colombian sign language;

(d) Make inclusive education and the rights of persons with disabilities key components of teacher training from the outset and compulsory in the training of instructors before and during the exercise of their functions;

(e) Be guided by article 24 of the Convention in pursuing targets 4.1, 4.5 and 4.a of the Sustainable Development Goals.

[Ethiopia \(2016\)](#)

51. Although inclusive education resource centres have been established, the Committee notes with concern the absence of a comprehensive strategy towards inclusive education system with fixed deadlines and outputs, especially for deaf students and students with intellectual disabilities. The Committee is concerned that no policy exists to enable students with disabilities to effectively access education, especially for girls with disabilities.

52. The Committee recommends that the State party adopt and implement a comprehensive strategy with a road map towards inclusive and quality education, eliminating gender disparities and ensuring equal access to all levels of education. It also recommends that the State party guarantee in the law a legally enforceable right to inclusive education and ensure the accessibility of school environments, materials and curricula, the provision of reasonable accommodation, and the regular and compulsory pre-service and in-service training of all teachers on inclusive education. It further recommends that the State party allocate effective and adequate financial, material and educated human resources and setting clear timelines, targets, baselines and indicators to secure timely and measurable progress in the implementation of the right to inclusive education, in line with targets 4.5 and 4 (a) of the Sustainable Development Goals and the Committee's general comment No. 4 (2016) on the right to inclusive education.

[Guatemala \(2016\)](#)

59. The Committee is particularly concerned by the low rate of school attendance of children with disabilities, especially in rural areas and indigenous communities. It also notes that special education remains virtually the only option available to them, owing to the persistence of negative attitudes towards their inclusion in the national education system and the existence of barriers of all kinds.

60. The Committee recommends that the State party, in line with the Committee's general comment No. 4 (2016) on the right to inclusive education:

(a) Establish, through its laws and policies, a free, high-quality, inclusive education system at all levels and guarantee the provision of reasonable accommodation for students who require it, with adequate funding and appropriate training for regular teachers;

(b) Adopt measures to ensure that all children with disabilities receive an education, especially those with intellectual or psychosocial disabilities, deaf-blind children and those from indigenous communities;

(c) Urgently implement measures to improve the accessibility of schools and all teaching materials, including the provision of textbooks in Braille and sign language interpreters, and ensure that such materials are used from the start of education;

(d) Be guided by article 24 of the Convention in its implementation of targets 4.5 and 4.8 of the Sustainable Development Goals.

Italy (2016)

55. The Committee is concerned about the absence of data and indicators to monitor the quality of education and inclusion of students with disabilities in mainstream schools and classes; the quality of teachers' education, including pre-service and in-service training on inclusive education; and the lack of implementation of laws, decrees and regulations on inclusive education.

56. The Committee recommends that the State party implement an action plan – with sufficient resources, timelines and specific goals – aimed at monitoring the implementation of laws, decrees and regulations to improve the quality of inclusive education in classrooms, support provisions and teacher training across all levels. It also recommends that the State party be guided by article 24 of the Convention, including its general comment No. 4 (2016) on the right to inclusive education, in implementing targets 4.5 and 4 (a) of the Sustainable Development Goals, to ensure equal access to all levels of education and vocational training, and build and upgrade education facilities that are disability-sensitive and safe.

57. The Committee is concerned that deaf children are not provided with sign language interpreters in school if requested.

58. The Committee recommends that the State party monitor and provide highly qualified sign language interpreters for any deaf child who requests such assistance, and to desist from recommending general communication assistants as an exclusive alternative.

59. The committee is concerned at the lack of availability of accessible learning materials and the lack of assistive technology in a timely manner, which hinders the quality of education in the mainstream setting.

60. The committee recommends that the State party undertake, through legislative and other measures, including the newly drafted decree on education, to guarantee the availability of accessible learning materials and the provision of assistive technology in a timely manner in order to ensure inclusive and quality education in the mainstream setting.

United Arab Emirates (2016)

43. The Committee is concerned:

(a) That priority is still given to the provision of special education, including in mainstream schools, over the development of a fully inclusive educational system and that a comprehensive strategy for quality inclusive education is missing;

(b) That the State party has not taken sufficient steps to provide reasonable accommodation to all students with disabilities in mainstream schools, including children with intellectual and psychosocial disabilities;

(c) That training on inclusive education and teaching children with disabilities is not yet an integral part of core teacher training curricula in universities;

(d) About the emphasis on vocational and crafts skills as opposed to academic training for persons with disabilities;

(e) About the lack of information about illiteracy among older adults with disabilities and about opportunities to access vocational training and tertiary education;

(f) About the lack of disaggregated statistical data on children with disabilities in inclusive education and of teachers trained on inclusive education and teaching children with disabilities;

(g) That the quality of the education available to children with disabilities is not assessed.

44. The Committee recommends that the State party:

(a) Adopt all the legal and other measures necessary, including a comprehensive strategy, to ensure the right of all children with disabilities, including children with intellectual or psychosocial disabilities, to compulsory and free primary inclusive and quality education in public and private settings, including by ensuring the provision of reasonable accommodation, assistive devices, support and accessible curricula, materials and environments;

(b) Reorient resources from segregated educational settings towards quality inclusive education with the provision of reasonable accommodation and individual support, accessible environments and curricula, for all students with disabilities in mainstream schools, at all levels, and mandatory in-service training of all teachers and all staff in education facilities on quality inclusive education;

(c) Ensure that training on inclusive education and teaching children with disabilities is compulsory and an integral part of core teacher training curricula in universities;

(d) Be guided by article 24 of the Convention and the Committee's general comment No. 4 (2016) on the right to an inclusive education in the implementation of targets 4.5 and 4 (a) of the Sustainable Development Goals;

(e) Provide, in its next periodic report, information about illiteracy among older adults with disabilities and about opportunities to access vocational and tertiary education and statistical data on the percentage of children with disabilities in inclusive education and of teachers trained in inclusive education and in teaching children with disabilities;

(f) Takes measures to assess the quality of education of children with disabilities.

Uruguay (2016)

51. Al Comité le preocupa que no exista una política integral de educación inclusiva y que prevalezca la educación especial y segregada a todos los niveles con evaluaciones basadas en las discapacidades de las personas. También le preocupa que no exista una formación en la educación inclusiva para maestros, impidiendo la transición a un sistema de educación inclusivo.

52. El Comité recomienda al Estado parte que implemente un plan con una hoja de ruta para una transición hacia la educación inclusiva de calidad, a todo nivel hasta el superior, capacitando a docentes y disponiendo de los apoyos y recursos necesarios, tales como el Braille y la lengua de señas y en particular que se tome en cuenta a las personas con discapacidad intelectual o psicosocial. Le recomienda también que desarrolle e integre los derechos de las personas con discapacidad como elemento obligatorio en la formación de docentes y adoptar una política de no rechazo para la admisión de estudiantes con discapacidad. El Comité también le recomienda que lleve a cabo campañas de toma de conciencia dirigidas a la sociedad en general, las escuelas y las familias de personas con discapacidad, con el fin de promover la educación inclusiva y de calidad. El Comité recomienda al Estado parte que preste atención a los vínculos entre el artículo 24 de la Convención, el Comentario general No. 4 del Comité sobre el derecho a la educación inclusiva, y las metas 4.1, 4.5 y 4.a de los Objetivos de Desarrollo Sostenible, para promover la educación inclusiva y de calidad, en entornos inclusivos y con instalaciones educativas accesibles para todos.

Chile (2016)

49. Al Comité le preocupa que, pese a la reforma educativa reciente, la educación inclusiva no sea prioritaria para las niñas, niños y adultos con discapacidad, y prevalezca la educación

especial y segregada. También le preocupa que no existan esfuerzos de las autoridades gubernamentales para promover la educación inclusiva superior.

50. El Comité recomienda al Estado parte:

(a) La implementación de un plan para transicionar hacia la educación inclusiva, a todo nivel hasta el superior, capacitando a docentes, llevando a cabo campañas integrales de toma de conciencia y fomentando la cultura de la diversidad;

(b) Asegurar la educación individualizada y disponer de los apoyos y recursos necesarios, tales como el Braille y la lengua de señas, para llevar a cabo dicha inclusión, en particular tomando en cuenta a las personas con discapacidad intelectual o discapacidad psicosocial;

(c) Asegurar la accesibilidad a las instituciones de educación superior, incluyendo mediante ajustes razonables en los procedimientos de admisión y todos los demás aspectos cubiertos por la educación superior;

(d) Prestar atención a los vínculos entre el artículo 24 de la Convención y el Objetivo de Desarrollo Sostenible 4 y las metas 4.5 y 4.8.

Lithuania (2016)

45. The Committee is concerned at reports that:

(a) Many students with disabilities, particularly those with visual, auditory, psychosocial or intellectual impairment, in preschool and primary and secondary education are referred to and obliged to attend special schools due to a lack of reasonable accommodation and accessibility in the mainstream educational system, among other reasons;

(b) All too often, the special education system or home schooling are the only options for children with disabilities;

(c) Not all children with disabilities enjoy the right to free and compulsory primary education or to affordable secondary education on the equal basis as others, as some of the public special schools do not provide education free of charge;

(d) Children with disabilities are forced to shift to special schools as they advance to higher levels of education and the rate of enrolment of persons with disabilities in tertiary education is low;

(e) The number of accessible means of transport is insufficient to accommodate the needs of students with disabilities and to allow them to participate fully in the education system.

46. The Committee recommends that the State party adopt and implement a coherent strategy on inclusive education in the mainstream educational system in accordance with article 24 of the Convention and with reference to Sustainable Development Goal 4, especially its targets 4.5 and 4.8. Through such a strategy, the State party should:

(a) Ensure the accessibility of school environments, the provision of reasonable accommodation, accessible and adapted materials and curricula, and the compulsory pre-service and in-service training of all teachers on inclusive education;

(b) Secure a sufficient number of accessible means of transport to accommodate the needs of students with disabilities;

(c) Set clear timelines, targets, baselines and indicators to secure time-bound and measurable progress;

(d) Allocate effective and adequate financial, material and adequately trained human resources.

47. The Committee recommends that the State party guarantee a legally enforceable right to inclusive, quality and free primary education and to affordable secondary education on an equal basis with others.

48. The Committee also recommends that the State party facilitate access for persons with disabilities to tertiary education and vocational training, including through the provision of reasonable accommodation in higher education.

[Portugal \(2016\)](#)

44. The Committee notes that although the vast majority of students with disabilities in the State party attend mainstream schools, there is a lack of support, and that due to the austerity measures, there have been cuts in human and material resources that compromise the right and opportunity for an inclusive and quality education. The Committee also notes that the State party has established 'schools of reference' for deaf, deafblind, blind and partially sighted students and for students with autism, which constitutes a form of segregation and discrimination.

45. The Committee recommends that the State party, in close consultation with representative organisations of persons with disabilities, revise its legislation in the field of education to bring it into line with the Convention, and take steps to increase human and material resources and to facilitate access and enjoyment of a quality inclusive education for all pupils with disabilities, providing state schools with adequate resources to ensure the inclusion of all students with disabilities in mainstream classrooms. The Committee also recommends that the State party pay attention to the links between article 24 of the Convention and SDG 4, targets 4.5 and 4(a) to ensure equal access to all levels of education and vocational training; as well as build and upgrade education facilities that are disability-sensitive and safe.

46. The Committee is concerned that, despite there being a special quota for students with disabilities to enter public universities, the State party has not adopted regulations governing the support universities are obliged to provide to said students. In addition, it is concerned that access to certain university degrees and professional qualifications is restricted for students with specific disabilities.

47. The Committee recommends that the State party regulates the legislation of general access for students with disabilities to further education and vocational training, under the same conditions as other students and ensuring the provision of the reasonable accommodations and necessary support services.

[Serbia \(2016\)](#)

47. The Committee is concerned that more than half of the children living in residential care institution are not in education and that few measures have been adopted to provide standardised and regulated transparent protocols relating to individual education plans, as well as relevant technologies and forms of communication ensuring accessibility for pupils and students with disabilities at all levels of education.

48. The Committee urges the State party to identify concrete targets in the Action Plan for inclusive education for the period 2016-2020, to meet inclusive education standards and requirements. Special attention should be given to children with multiple disabilities, pupils and students with disabilities living in institutions, to the development of individual education plans, and accommodation of all types of disabilities.

49. The Committee is concerned about the lack of comparable data on funding earmarked for children with disabilities in mainstreaming and special education as well as affirmative measures for the enrolment of and accommodation provided for student with disabilities. In addition, the Committee is also concerned about the low level of accessibility provided in higher education for students with disabilities.

50. The Committee recommends that the State party take immediate steps to ensure that all persons with disabilities have access to inclusive and quality primary, secondary and tertiary education and that reasonable accommodation, in accordance with established individual education plans, is provided in mainstream education. It recommends that teachers and other education professionals receive training on inclusive education and that all secondary and tertiary education facilities be made accessible. The Committee stresses that denial of reasonable accommodation constitutes discrimination. The Committee also recommends

the State party pay attention to the links between article 24 of the Convention and Sustainable Development Goal 4, targets 4.5 and 4(a).

Slovakia (2016)

67. The Committee is concerned that the right to inclusive education for all children and students with disabilities is not available, and about the persistence of a segregated education system. Further, the Committee is concerned at the lack of measures to implement an inclusive education system and the ongoing placement of Roma children in segregated schools for children with disabilities.

68. The Committee recommends that the State party pay attention to the links between article 24 of the Convention and targets 4.5 and 4 (a) of the Sustainable Development Goals. The Committee also recommends that the State party:

(a) Introduce an enforceable right to inclusive and quality education in the Education Act, including by defining inclusive education in accordance with the Incheon Declaration on education 2030: towards inclusive and equitable quality education and lifelong learning for all of the United Nations Educational, Scientific and Cultural Organization, and Sustainable Development Goal No. 4;

(b) Adopt a legally binding plan for the transition from segregated schools into inclusive education at all levels, including by setting timelines, identifying responsible authorities, and allocating adequate resources;

(c) Ensure that all children with disabilities who so require have access to personal assistance and allocate resources for this purpose;

(d) Ensure available, accessible and inclusive preschool education for all children with disabilities;

(e) Put an end to the process of placing Roma children in segregated schools for children with disabilities on the basis of their ethnic background.

Thailand (2016)

45. The Committee is concerned that the right to inclusive education remains unfulfilled for many persons with disabilities; that some schools refuse to admit students with disabilities; and that staff and educational establishments, particularly in rural and remote areas, have limited capacity, skills and resources.

46. The Committee calls upon the State party to adopt all legal and other measures necessary to ensure the provision, as a legally enforceable right, of inclusive quality education to persons with disabilities, especially children with disabilities, in mainstream schools within their communities. The Committee also recommends that the State party allocate adequate resources, provide reasonable accommodation and individualized support measures to students with disabilities and ensure the mandatory pre- and in-service training of teachers and other education personnel on inclusive education. The Committee recommends that the State party pay attention to the links between article 24 of the Convention and targets 4.5 and 4 (a) of the Sustainable Development Goals, to ensure equal access to all levels of education and vocational training, and build and upgrade education facilities that are disability- sensitive and safe.

Uganda (2016)

48. The Committee is concerned about:

(a) The promotion of segregated educational institutions in the State party over an inclusive education system;

(b) The lack of adequately trained teachers to promote inclusive education at all levels of the education system;

(c) The inability of schools to meet the accessibility requirements of children with disabilities and the non-admission of children with severe disabilities;

(d) The absence of statistical data on learners with disabilities disaggregated by age, gender and disability type.

49. The Committee recommends that the State party:

(a) Expedite taking action, establish a time frame for the transition process from segregated to inclusive education and ensure that budgetary, technical and professional resources are available to complete the process and collect disaggregated data on the advancement of the inclusive education system;

(b) Ensure the accessibility to school facilities for all students with disabilities, including deaf-blind children, provide materials and curricula adequate to their requirements and generally take measures to prevent non-admission of children with disabilities in the education system;

(c) Take measures including by encouraging public/private partnerships to ensure the provision of individualized accessible information and communications technology and assistive technologies in education;

(d) Undertake a comprehensive review of the teacher training curriculum at all levels of education and provide mandatory training on inclusive education in core curricula of teachers both pre- and in-service to provide for disability awareness, inclusive education pedagogy, sign language, Braille, easy-to-read material and tactile communication training for all professionals;

(e) Develop a database on learners with disabilities to identify and provide specific learning aids;

(f) Pay attention to the links between article 24 of the Convention and targets 4.5 and 4 (a) of the Sustainable Development Goals.

[Brazil \(2015\)](#)

44. The Committee is concerned that children with disabilities are refused admission to schools, or are charged extra fees. Furthermore, the Committee is concerned about a lack of reasonable accommodation and accessible school environments in the mainstream education system.

45. The Committee recommends the State party to strengthen its efforts with adequate budgetary allocations to consolidate an inclusive quality education system. It also recommends to implement a mechanism to prohibit, monitor and sanction disability-based discrimination in the public and private education systems, and to provide reasonable accommodation and accessibility in all educational facilities.

[European Union \(2015\)](#)

60. The Committee is concerned that in different European Union Member States many boys and girls, and adults with disabilities cannot access inclusive quality education in line with the Convention.

61. The Committee recommends that the European Union evaluate the current situation, and take measures to facilitate access to, and enjoyment of, inclusive quality education for all students with disabilities in line with the Convention, and include disability-specific indicators in the Europe 2020 Strategy when pursuing the target on education.

EU Institutions compliance with the Convention (as public administrations)

84. The Committee is concerned that not all students with disabilities receive the reasonable accommodation they need to enjoy their right to inclusive quality education in European Schools in line with the Convention, and that the latter do not comply with the non-rejection clause. It is further concerned that European Schools are not fully accessible to children with disabilities nor do they provide for inclusive quality education.

85. The Committee recommends that the European Union take necessary measures to ensure that all students with disabilities receive the reasonable accommodation they need

to enjoy their right to inclusive quality education in European Schools. It recommends European Schools to implement a no-rejection policy based on disability and ensure quality inclusive education for all students with disabilities.

Gabon (2015)

52. The Committee is concerned that the education of children with disabilities is restricted to segregated schools and about the lack of provision of inclusive, quality education to children with disabilities in mainstream schools. It is further concerned about the so-called verbo-tonal teaching approach applied exclusively in the education of Deaf children instead of providing education in the language of their choosing.

53. The Committee recommends that the State party adopt all necessary measures, including those of legislative nature, to ensure the provision of inclusive, quality education to children with disabilities in mainstream schools within their communities, based on the way and method of communication of their choosing. It also recommends that the State party allocate the appropriate resources, provide reasonable accommodation, accessible curricula, and ensure the mandatory pre-service and in-service training of all teachers and other educational personnel on inclusive, quality education.

Kenya (2015)

43. The Committee is concerned about the:

- (a) Persistence of segregated education institutions in the State party;
- (b) Lack of information on the situation of children with high level of support needs such as deaf-mute children;
- (c) Lack of information on the provision of assistive technologies in classroom for all children with disabilities in rural and urban areas; and
- (d) Absence of measures to ensure continuous training of teachers on sign language.

44. The Committee calls upon the State party to:

- (a) Establish a timeframe for the transition process from segregated to inclusive quality education and ensure that budgetary, technical and personal resources are available to complete the process and collect disaggregated data on the advancement of the inclusive education system;**
- (b) Immediately adopt a non-rejection policy for children with disabilities enrolling in regular schools and to provide reasonable accommodation;**
- (c) Ensure the accessibility to schools facilities for deaf mute children and provide materials and curricula adequate to their needs;**
- (d) Undertake measures, including by encouraging public private partnerships to ensure the provision of assistive technologies in education; and**
- (e) Ensure the training of all teachers in inclusive education, and establish a programme for continuous training in sign language in mainstream schools and universities.**

Mauritius (2015)

33. The Committee is concerned about the slow implementation of the 2006 official policy of inclusive education resulting in the education system remaining mostly segregated and many children with disabilities being fully deprived of any form of education. The Committee is also concerned about clause 11 of the draft Disability Bill which provides with a general exception to inclusive education and about the creation foreseen of 14 "integrated" units in mainstream schools, a system which would prolong segregation of pupils and delay the creation of a fully inclusive school. The Committee is concerned about children with disabilities aged two or three years old being enrolled in NGO-run specialized schools, especially pupils with sensory disabilities, thus preventing from the very beginning their inclusion in mainstream schools. It is further concerned about pupils with disabilities who do not have access to public transport in rural areas without reimbursement for other means of transport being covered.

34. The Committee recommends that the State party reconsider clause 11 of the draft Disability Bill and renounce to the creation of integrated units in schools but promptly engage in the creation of a fully funded and inclusive quality education system while ensuring that those who have been deprived of education can access life long learning education and vocational training. The State party should ensure tailored education plans for all students with disabilities, the provision of mandatory pre-service and in-service specific training to all teachers on inclusive education and the availability of assistive devices, individual support in classrooms, of accessible educational materials and curricula, and of accessible transport, equipment and school environments, with the corresponding budget allocations. The State party should also promote the enrolment of all children with disabilities in quality inclusive education.

Qatar (2015)

43. The Committee is concerned that the State party has not taken sufficient steps to provide reasonable accommodation to all students with disabilities in mainstream schools as well as the absence of a strategy for quality inclusive education. It is also concerned that only students with certain kinds of impairments attend mainstream education while others are enrolled at separate and segregated facilities or are awaiting placement and not in the education system. The Committee is also concerned by the high rates of illiteracy among older adults with disabilities and the lack of opportunities to access vocational training and tertiary education.

44. The Committee recommends that the State party adopt the necessary legal and other measures to ensure the right of all children with disabilities to compulsory and free primary quality inclusive education. It also recommends that the State party reorient resources from segregated educational settings towards quality inclusive education with the provision of reasonable accommodation and individual supports, accessible environments and curricula, for all students with disabilities in mainstream schools and mandatory in-service training of all teachers and all staff in education facilities on quality inclusive education. It also recommends that the State party ensure that the Supreme Education Council be responsible for coordinating the availability of appropriate life-long learning environments for persons with disabilities.

Ukraine (2015)

44. The Committee notes with deep concern that special segregated schools still remain the predominant form of educating children with disabilities. It regrets that the State party has not introduced universal design and reasonable accommodation principles in its legislative framework on education, and lacks measures such as training teachers and other professionals, providing architectural access to school premises and other support mechanisms to develop quality inclusive education.

45. The Committee recommends the State party to introduce the right to inclusive quality education, including universal design and reasonable accommodation in its legislation on education. The Committee calls upon the State party to intensify its efforts and allocate sufficient financial and human resources for training for all teachers, accessibility of school environments and educational facilities, material and curricula, including information and communications and provision of individual support.

Cook Islands (2015)

43. The Committee is concerned that there is an insufficient budget allocation and provision of support for inclusive education.

44. The Committee recommends that the State party:

- (a) Ensure an inclusive quality education system;**
- (b) Introduce individual education plans for all students with disabilities;**

(c) Ensure the availability of assistive devices and support in classrooms, accessible educational materials and curricula, equipment and school environments, with corresponding allocation of budget.

Croatia (2015)

35. The Committee is concerned that a large number of persons with disabilities have not completed primary education, that less than 30% have completed secondary education, and that steps to provide reasonable accommodation to students with disabilities in mainstream educational facilities are insufficient. It is further concerned that exclusionary and segregated education of persons with disabilities is not considered discriminatory.

36. The Committee recommends the State party to take immediate steps to ensure that all persons with disabilities have access to inclusive quality primary, secondary and tertiary education and that reasonable accommodation is provided in mainstream education. It further recommends establishing the principle that exclusionary and segregated education is discriminatory. It recommends that teachers and other professionals receive training on inclusive education and that all secondary education facilities are made accessible to persons with disabilities.

Czech Republic (2015)

46. The Committee notes with concern that in spite of efforts made, significant number of boys and girls with disabilities, especially those with intellectual disabilities, autism and deaf-blind, still receive their education in special schools and classes, and outside of mainstream schools.

47. The Committee recommends the State party to implement the amended School Act and to embrace inclusive education as the guiding principle of the education system, and to ensure the admission in mainstream school of children with disabilities. in line with the article 24 of the Convention. The Committee calls upon the State party to intensify its efforts and allocate sufficient financial and human resources for reasonable accommodations that will enable boys and girls with disabilities, including intellectual disabilities, autism and deaf-blind, to receive inclusive quality education.

Dominican Republic (2015)

44. El Comité observa con preocupación que los esfuerzos por incluir a niñas, niños, jóvenes y personas adultas con discapacidad en la educación regular son insuficientes y dependen principalmente de las organizaciones de sociedad civil en ausencia de una política estatal con este objetivo. Adicionalmente, preocupa que todavía un alto porcentaje de centros educativos con estudiantes con discapacidad sean escuelas de educación especial, y que los docentes que se forman en las universidades lo hagan desde la perspectiva de la educación especial segregada y fomentando la continuidad de la segregación, contraria a la educación inclusiva que establece la Convención.

45. El Comité recomienda al Estado parte:

(a) Adoptar una política para brindar acceso a la educación inclusiva de calidad en todos los niveles educativos, tomando particularmente en cuenta el enfoque de género, tanto en zonas urbanas como rurales;

(b) Diseñar e implementar un plan con metas y plazos definidos para la transición de estudiantes con discapacidad de la educación especial a escuelas en el sistema de educación inclusiva, bajo la responsabilidad del Ministerio de Educación; y

(c) Promover una estrategia de formación de docentes y otros para la educación inclusiva en todos los niveles educativos.

Germany (2015)

45. The Committee is concerned that the State party has an education system where the majority of students with disabilities attend segregated special-needs schools.

46. **The Committee recommends that the State party:**

(a) Immediately develop a strategy, action plan, timeline and targets to provide access to a high quality inclusive education system across all Länder, including the required financial resources and personnel at all levels;

(b) Scale down segregated schools to facilitate inclusion, and recommends that the law and policies uphold the duty that mainstream schools enroll children with disabilities with immediate effect if that is their choice;

(c) Ensure reasonable accommodation is provided at all levels of education, and be legally enforceable and justiciable before the courts;

(d) Ensure training of all teachers in inclusive education and increased accessibility of the school environment, materials and curricula, and the provision of sign language in mainstream schools, including at the post-doctoral level.

[Mongolia \(2015\)](#)

37. The Committee is concerned that the number of teachers trained on teaching children with disabilities remains low. The Committee is also concerned that the State party does not have specific measures for ensuring an inclusive education system in pursuance of its initiatives such as the Law on Education, and the Master Plan for Developing Education in Mongolia (2006-2015).

38. **The Committee recommends that the State party consider including training on education for children with disabilities as a mandatory part of the syllabus for teacher training while providing options for further specialisation or advanced training on this. Furthermore, the Committee recommends that the State party develop specific policy and programs, with an allocated budget to implement an inclusive education system in order to ensure quality inclusive education to enable all children with disabilities to receive inclusive education in their own localities. In doing so, the State party should ensure that this does not subject children with disabilities to an assessment of whether their disability is considered “minor” or “major”.**

[Turkmenistan \(2015\)](#)

43. The Committee is concerned about the lack of concrete data, indicators and binding targets to monitor the transition to an inclusive education system. It is especially concerned about the placement of children with disabilities in special boarding and other specialized schools. It is also concerned about the insufficient safeguards for parents with children with disabilities regarding the decisions of medical and educational assessment commissions on children’s placement in regular schools, as well as about the imposition of vocational training on some students with disabilities after completion of their basic education.

44. **The Committee recommends that the process of inclusive education of students with disabilities be not dependent solely and exclusively on the decision of a commission for the medical-educational assessment only but also on providing pupils with disabilities with accessible conditions in schools and on ensuring that they are free to decide on the vocational training they want to receive. The Committee recommends the State party to publish relevant, periodic, detailed and disaggregated data, including by academic year, on achievements relating to inclusive quality education with special regards to the use of sign language, Braille, and other forms of accessible formats of augmentative and alternative communication. The State party should also ensure that inclusive education is an integral part of core teacher training in universities.**

[New Zealand \(2014\)](#)

49. The Committee notes the steps being taken to increase inclusive primary and secondary education, and the ongoing challenges to making the education system fully inclusive, such as the lack of reasonable accommodation. The Committee is concerned at reports indicating that children with disabilities experience bullying in schools, and notes that there is no enforceable right to inclusive education.

50. The Committee recommends that further work be undertaken to increase the provision of reasonable accommodation in primary and secondary education, and to increase the levels of entry into tertiary education for persons with disabilities. The Committee encourages the State party to implement anti-bullying programmes and to establish an enforceable right to inclusive education.

Denmark (2014)

52. While noting a Government reform to promote inclusion of children with disabilities in the general education system, the Committee is concerned at the lack of clarity regarding the extent to which pupils with disabilities can receive adequate support and accommodation to facilitate their education, and regarding the discrepancies in accomplishment rates between pupils with and without disabilities in elementary, secondary and higher education.

53. The Committee recommends that the State party amend its legislation to ensure the inclusion of all children with disabilities in the mainstream education system, with adequate support and accommodation, in particular through the provision of adequate training to teachers and other employees in the school system in all parts of the Kingdom of Denmark, in order to ensure quality education for pupils with disabilities. The State party should take measures to address discrepancies in accomplishment rates between pupils with and without disabilities at all levels of education.

54. The Committee is concerned at reports that children in need of more than 9 hours of special education per week may submit a complaint to the Special Education Board, unlike children in need of fewer than 9 hours of special education per week who cannot submit a complaint to an independent authority regarding a lack of adequate educational support.

55. The Committee recommends that the State party amend its legislation to ensure that all children with disabilities can submit a complaint to an independent authority if they do not receive adequate educational support.

Republic of Korea (2014)

45. The Committee is concerned that, despite the existence of an inclusive education policy, students with disabilities in regular schools return to special schools. It is further concerned about reports that students with disabilities enrolled in regular schools fail to receive education that is suitable to their impairment-related needs.

46. The Committee recommends that the State party:

(a) Conduct research into the effectiveness of the current education inclusion policy;

(b) Step up efforts to provide inclusive education and reasonable accommodation in schools and other learning institutions by providing, inter alia, assistive technology and support in classrooms, accessible and adapted educational materials and curricula, and accessible school environments;

(c) Intensify training for education personnel, including teachers and administrators in regular schools.

Belgium (2014)

36. The Committee is concerned at reports that many students with disabilities are referred to and obliged to attend special schools because of the lack of reasonable accommodation in the mainstream education system. As inclusive education is not guaranteed, the special

education system remains an all too frequent option for children with disabilities. The Committee is also concerned about poor accessibility in schools.

37. The Committee requests that the State party implement a coherent inclusive education strategy for children with disabilities in the mainstream system and ensure the provision of adequate financial, material and human resources. It recommends that the State party ensure that children with disabilities receive the educational support they need, in particular through the provision of accessible school environments, reasonable accommodation, individual learning plans, assistive technology in classrooms, and accessible and adapted materials and curricula, and guarantee that all teachers, including teachers with disabilities, receive comprehensive training on the use of Braille and sign language with a view to improving the education of all children with disabilities, including boys and girls who are blind, deaf-blind, deaf or hard of hearing. The Committee also recommends that inclusive education should form an integral part of teacher training at university and during continuing professional development.

Ecuador (2014)

36. The Committee is concerned: (a) That persons with disabilities are educated only up to primary level and that, out of a total of 4.14 million registered students nationwide, only 24,499 are students with disabilities. The Committee is also concerned that the average number of years of schooling of persons with disabilities is three to four years, compared with the national average of nine years; (b) That, despite efforts to provide professional training for teachers so that they can cope with the demands of inclusive education, a further effort is still required to meet all educational needs; (c) At the procedural and organizational guarantees that the State currently has in place for the review and monitoring by the National Council for the Equality of Persons with Disabilities and district units supporting inclusion of access by persons with disabilities to inclusive education; (d) That few persons with disabilities have access to State which have not yet adjusted their curriculum and made their main facilities accessible so that persons with disabilities can enrol in their various courses.

37. The Committee recommends that the State party: (a) Introduce a State programme to ensure that all persons with disabilities living in Ecuador can enrol in primary, secondary and higher secondary education and have access to an inclusive education system and that the system is strengthened at the higher levels; (b) Deploy greater efforts in initial and continuous training for teachers so that they can cope with the demands of inclusive education for persons with disabilities; (c) Facilitate procedures for persons with disabilities to submit complaints to the National Council for the Equality of Persons with Disabilities so as to ensure more effective monitoring of obligations in this area. The Committee also recommends that there be a district inclusion support unit in each school district and not in each province, as is currently the case; (d) Step up efforts to implement models of inclusive education for persons with disabilities at the university level by encouraging adaptations to the curriculum and premises of universities for the various courses they offer.

Mexico (2014)

47. The Committee is particularly concerned at:

- (a) The persistence of the special education model;
- (b) The fact that not all children with disabilities receive an education; and
- (c) The lack of accessible schools and didactic materials, including textbooks in Braille and sign-language interpreters.

48. The Committee calls on the State party to:

- (a) Establish, in law and policy, an inclusive education system at all levels – primary, secondary and post-secondary – along with provisions for reasonable accommodations, adequate funding and training for regular teachers;**

- (b) Adopt measures to ensure that all children with disabilities receive an education, especially those with intellectual and psychosocial disabilities, blind-deaf children and those from indigenous communities; and**
- (c) Urgently implement measures for the accessibility of schools and didactic materials, including Braille and sign language, and ensure their use from the start of education.**

Sweden (2014)

47. The Committee is concerned by reports that schools can refuse admission to certain pupils with disabilities on the grounds of organizational and economic hardship. The Committee is further concerned at reports indicating that some children who need extensive support cannot attend school due to a lack of such support.

48. The Committee urges the State party to guarantee the inclusion of all children with disabilities in the mainstream education system and ensure that they have the required support.

Azerbaijan (2014)

40. The Committee is concerned that children with disabilities continue to be placed in special boarding and other specialised schools.

41. **The Committee recommends that the State party:**

(a) Step up efforts to provide inclusive education and reasonable accommodation in schools and other institutions of learning by providing, inter alia, assistive technology and support in classrooms, accessible and adapted educational materials and curricula as well as accessible school environments;

(b) Allocate sufficient financial and human resources to implement the State Programme on Inclusive Education;

(c) Step up efforts to provide quality training for teachers including teachers with disabilities in the use of braille and sign language with a view of enhancing the education of all categories of children with disabilities, including deaf and hard of hearing girls and boys; and ensure that inclusive education is an integral part of core teacher training in universities;

(d) Conduct research into the effectiveness of the current inclusive education programme and the extent to which accessibility standards are being complied with in the State party; and

(e) Include in its next periodic report data on the number of inclusive schools that enrolled students with disabilities disaggregated by academic year, sex and disability as well as region.

Costa Rica (2014)

45. The Committee regrets the continuing existence of the special education model, under which children and young people with disabilities are segregated and have no access to inclusive education, and that training for teachers and other professional staff continues to be provided within this specialized framework.

46. The Committee urges the State party to adopt a policy of training teachers in the inclusive education model, and to guarantee inclusive education by providing support for trained teachers, Braille, Costa Rican sign language, alternative means and modes of communication, easy reading texts and other auxiliary equipment and media.

47. The Committee is concerned about the lack of indicators on the educational inclusion of children, young people and adults with disabilities. It is particularly concerned to note that exclusion is greater among adults with disabilities, women and girls with disabilities, persons with multiple disabilities, indigenous persons and those living in rural areas.

48. The Committee recommends that the State party ensure access to inclusive education for all persons with disabilities, at all levels of education including adult education and

throughout the country, and guarantee that this education model covers the most remote areas, incorporates the gender perspective and is ethnically and culturally relevant.

[Australia \(2013\)](#)

45. The Committee is concerned that, despite the Disability Standards for Education established to ensure access to education on an equal basis, students with disabilities continue to be placed in special schools and that many of those who are in regular schools are largely confined to special classes or units. It is further concerned that students with disabilities enrolled in regular schools receive a substandard education due to lack of reasonable accommodation. The Committee is also concerned that secondary school completion rates for students with disabilities are about half those for people without disability.

46. **The Committee recommends that the State party:**

(a) Increases its efforts to provide reasonable accommodation of the necessary quality in education;

(b) Conducts research into the effectiveness of current education inclusion policies and the extent to which Disability Standards in Education are being implemented in each state and territory;

(c) Sets targets to increase participation and completion rates by students with disabilities in all levels of education and training.

[Austria \(2013\)](#)

40. The Committee is concerned that progress towards inclusive education in Austria appears to have stagnated. The Committee notes with concern reports suggesting that the number of children in special schools is on the increase and that insufficient effort has been made to support the inclusive education of children with disabilities. It further notes that there exists some confusion between inclusive education and integrated education. However, the Committee commends the establishment in several Länder of model regions of education.

41. The Committee is disappointed that there are very few university graduates with disabilities in Austria. Although Austria is to be commended for offering sign language interpretation to all students at tertiary level, it was stated during the constructive dialogue that there have been only 13 students with hearing impairments, of whom only three have graduated from university.

42. It also appears that there is a lack of teacher training of teachers with disabilities and teachers who use sign language. Without sufficient teachers with sign language skills, deaf children are placed at a significant disadvantage.

43. The Committee recommends that greater efforts be made to support students with disabilities in all areas of inclusive education from kindergarten to secondary school. It particularly recommends the State party to ensure that persons with disabilities, including children with disabilities and their representative organisations be involved in the day-to-day implementation of the models of inclusive education introduced in various Länder. The Committee further recommends that greater efforts be made to enable persons with disabilities to study at universities and other tertiary institutions. The Committee also recommends that increased efforts be made to train teachers with disabilities and train teachers who can sign with the necessary level of quality so as to enhance the education of deaf and hard of hearing girls and boys in accordance with the formal recognition of Austrian sign language in the Constitution of Austria.

[El Salvador \(2013\)](#)

49. The Committee is concerned at the low school enrolment rates among children with disabilities and the lack of reasonable accommodation to guarantee their access to

education, in both urban and rural areas, and access to adult education. The Committee is concerned about discrimination in access to school and retention in school for children with psychosocial or intellectual impairments. It is also of concern to the Committee that the State party has not laid down the principle of free education for children with disabilities.

50. The Committee recommends that the State party:

(a) Develop an inclusive education model at all levels, in both urban and rural areas, including a gender and cultural perspective and the reasonable accommodation needed to ensure children and adolescents with disabilities can access education;

(b) Adopt a plan and allocate the requisite budget for the compulsory training of teachers in inclusive education techniques in respect of persons with disabilities, thereby removing the barriers to access and retention for children with psychosocial or intellectual impairments in education;

(c) Implement initiatives and public-private partnerships to design accessible pedagogical tools and teaching methods and provide students with disabilities with access to new technologies and the Internet.

[Paraguay \(2013\)](#)

57. The Committee is concerned at the low numbers of children with disabilities enrolled in school (less than 1 per cent) and at the fact that most of those schools are special schools, and at the persistent use of terminology drawn from the medical model of disability when assessing educational standards. It also regrets the lack of information on enrolment rates in urban and rural areas and on whether education is ethnically and linguistically relevant.

58. The Committee recommends that the State party implement a strategy to give all children and adolescents with disabilities access to the national education system and that education should be inclusive at all levels and throughout the country and incorporate the gender perspective and be ethnically and linguistically relevant. The Committee urges the State party to modify educational terminology drawn from the medical model and to reorient segregated special education towards the inclusive model and encourage it to move in that direction.

[Argentina \(2012\)](#)

37. The Committee notes that the legal framework regulating education in the State party expressly recognizes the principle of inclusive education (Act No. 26.206, art. 11). However, it is concerned that the implementation of this principle is limited, in practice, by a failure to tailor programmes and curricula to the needs of pupils with disabilities and by the prevalence of all sorts of barriers that prevent persons with disabilities from accessing the educational system without discrimination and on an equal footing with other students. The Committee is deeply concerned about the high number of children with disabilities who attend special schools and about the lack of educational resource centres that support the effective inclusion of students with disabilities.

38. The Committee recommends that the State party develop a comprehensive State education policy that guarantees the right to inclusive education and allocates sufficient budgetary resources to ensure progress towards the establishment of an education system that includes students with disabilities. The Committee also urges the State party to intensify its efforts to ensure that all children with disabilities receive a full compulsory education as established by the State party, while devoting particular attention to indigenous peoples and other rural communities. It likewise urges the State party to take the necessary steps to ensure that pupils with disabilities who attend special schools are enrolled in inclusive schools and to offer reasonable adjustments for students with disabilities within the general education system.

[China \(2012\)](#)

35. The Committee is concerned about the high number of special schools and the State party's policy of actively developing these schools. The Committee is especially worried that in practice only students with certain kinds of impairments (physical disabilities or mild visual disabilities) are able to attend mainstream education, while all other children with disabilities are forced to either enrol in a special school or drop out altogether.

36. The Committee wishes to remind the State party that the concept of inclusion is one of the key notions of the Convention and should be especially adhered to in the field of education. In this regard, the Committee recommends that the State party reallocate resources from the special education system to promote the inclusive education in mainstream schools, so as to ensure that more children with disabilities can attend mainstream education.

Hong-Kong

73. While commending the "Integrated Education Plan" to help students with disabilities study in mainstream schools, the Committee is concerned about the implementation of the abovementioned plan. The Committee worries that the teacher-student ratio is too high and that the training for teachers in special education needs is inadequate. In addition, the Committee is troubled by the low number of students with disability in tertiary education, due to lack of a coherent education policy.

74. The Committee recommends a review of the effectiveness of the "Integrated Educated Plan" and the reduction of the teacher-student ratio as well as the training of teachers in "special education needs" and reasonable accommodation. The Committee urges Hong Kong, China, to provide sufficient resources to ensure the accessibility in tertiary education.

Macao

94. The Committee is concerned that the number of students with "special educational" needs in a non-inclusive environment is higher than that in an inclusive one. The Committee is also troubled by the low number of students with disabilities attending tertiary education.

95. The Committee wishes to remind Macao, China, that the concept of inclusive education is essential to the implementation of article 24 and should be the rule rather than an exception. The Committee calls upon the state party to continue making tertiary education more accessible to students with disabilities.

[Hungary \(2012\)](#)

39. The Committee notes with appreciation that students with disabilities have the opportunity to study using sign language and the Braille system. It also notes that training in those subjects is provided to teachers. However, the Committee regrets that many students with disabilities continue to attend special educational institutions. It furthermore notes with concern that the State party has not taken sufficient steps to provide reasonable accommodation to all students with disabilities in mainstream educational facilities and to develop and promote an inclusive education system as defined by the Convention.

40. The committee is further concerned by the lack of social programmes directed to ensure the access of Roma children with disabilities to mainstream education and by the lack of adequate consultation with them and their parents in order to decide what kind of support is needed to satisfy their right to education.

41. The Committee calls upon the State party to allocate sufficient resources for the development of an inclusive education system for children with disabilities. It reiterates that denial of reasonable accommodation constitutes discrimination, and recommends the State party to significantly increase its efforts to: provide reasonable accommodation to children with disabilities based on the student's individual requirements; provide students with disabilities with required support within the general education system; and to continue training teachers and all other educational staff to enable them to work in inclusive educational settings.

42. The committee urges the State party to develop programs to ensure that Roma children with disabilities are included in mainstream education programs, without disregarding the provision of reasonable accommodation that might be needed to obtain the desired outcome.

Peru (2012)

36. While taking note with appreciation of a number of Ministerial Directives aimed at establishing the framework of an inclusive education system, the Committee is concerned at the existing gaps in the de facto implementation of these provisions, in particular at the illiteracy rate among the indigenous peoples and Afro-Peruvian communities, and the impact that this may have on the indigenous and minority children with disabilities.

37. The Committee recommends that the State party allocate sufficient budget resources to achieve advances in the progress for an inclusive education system for children and adolescents with disabilities, and take appropriate measures to identify and reduce illiteracy among children with disabilities, especially indigenous and Afro-Peruvian children.

Spain (2011)

43. The Committee welcomes the fact that the principle of inclusion governs the schooling of pupils with special educational needs; that discrimination in education is prohibited; and that most children with disabilities are included in the regular education system. It commends the enactment of Organic Act 2/2006 on education, which obliges the education authorities to provide specialist teachers, qualified professionals and the necessary materials and resources, as well as the laws that oblige schools to make necessary curricular adjustments and diversifications for pupils with disabilities. However, the Committee is concerned by the implementation of these laws in practice, in view of reported cases of failure to provide reasonable accommodation, of continued segregation and exclusion, of financial arguments used as justification for discrimination, and of the cases of children enrolled in special education against their parents' will. The Committee notes with concern that parents challenging the placement of their children with disabilities in special education have no possibility of appeal and that their only alternative is to educate them at their own expense or pay for the reasonable accommodation of their child in the regular education system.

44. The Committee reiterates that denial of reasonable accommodation constitutes discrimination and that the duty to provide reasonable accommodation is immediately applicable and not subject to progressive realization. It recommends that the State party:

(a) Increase its efforts to provide reasonable accommodation in education, by: allocating sufficient financial and human resources to implement the right to inclusive education; paying particular attention to assessing the availability of teachers with specialist qualifications; and ensuring that educational departments of local governments understand their obligations under the Convention and act in conformity with its provisions;

(b) Ensure that the decisions to place children with a disability in a special school or in special classes, or to offer them solely a reduced-standard curriculum, are taken in consultation with the parents;

(c) Ensure that the parents of children with disabilities are not obliged to pay for the education or for the measures of reasonable accommodation in mainstream schools;

(d) Ensure that decisions on placing children in segregated settings can be appealed swiftly and effectively.

Tunisia (2010)

30. The Committee takes note of the national programme of inclusive education for children with disabilities. However, it notes with deep concern that, in practice, the inclusion strategy

is not equally implemented in schools; rules relating to the number of children in mainstream schools and to the management of inclusive classes are commonly breached; and schools are not equitably distributed between regions of the same governorate.

31. The Committee is equally concerned that many integrated schools are not equipped to receive children with disabilities, and that the training of teachers and administrators with regard to disabilities remains a concern in the State Party.

32. The Committee recommends that the State party:

(a) Take measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion on an equal basis with others and, in this regard, provide information intended for the general public in accessible formats and – especially with respect to the deaf, hard-of-hearing, and deafblind – recognize and promote the use of sign language;

(b) Increase its efforts to enforce inclusive education for girls and boys with disabilities in all schools;

(c) Intensify training for education personnel, including teachers and administrators;

(d) Allocate sufficient financial and human resources to implement the national programme of inclusive education for children with disabilities.