

ENSURING THAT EDUCATION IS CRPD COMPLIANT DURING COVID-19 RESPONSE AND RECOVERY

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AGENDA

1. Introduction: How Education Systems Can Comply with the CRPD
(5 minutes)
2. Addressing barriers to education for children with disabilities
(10 minutes)
3. Questions from the Audience
(10 minutes)

WHO ARE CHILDREN WITH DISABILITIES?

According to the Convention on the Rights of Persons with Disabilities (CRPD), adults, adolescents and children with disabilities include those who have:

Long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UN, 2006).

CRPD ratified by 181 countries as of June 2020

WHAT WE KNOW

- Estimated that 1 in 10 children have disabilities.
- Children with disabilities are amongst the most excluded from education even before the pandemic.
- Estimates suggest 1 in 3 primary age children with disabilities are out of school.
- More than half of all school age children with disabilities are out of school.

- Marginalized children are disproportionately affected by loss of learning cause by school closures.
- Increased drop-out due to socio-economic impact.
- Increase in gender-based violence, sexual and domestic violence.
- At peak of COVID-19 crisis, estimated 1.5 billion learners affected by school closures.

Children with disabilities are disproportionately affected.

WHAT IS INCLUSIVE EDUCATION?

CRPD Article 24

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...

States parties shall ensure that:

- 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**;
- 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**;
- **Reasonable accommodation** of the individual's requirements is provided;
- Persons with disabilities receive the **support required, within the general education system**, to facilitate their effective education;
- Effective **individualized support measures** are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

Exclusion

Students with disabilities are denied access to education in any form

Segregation

Education of students with disabilities is provided in separate environments designed for specific, and in isolation from students without disabilities

Integration

Placing students with disabilities in mainstream educational institutions without adaptation and requiring the student to fit in

Inclusion

Education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination. Placing students with disabilities within mainstream classes without these adaptations does not constitute inclusion.

BARRIERS TO EDUCATION FOR CHILDREN WITH DISABILITIES

- Institutional – policy, technical capacity, budget, data
- Environmental – facilities, transportation, assistive devices, technology
- Attitudinal – stigma and discrimination, underestimation of capacity

TWIN-TRACK APPROACH

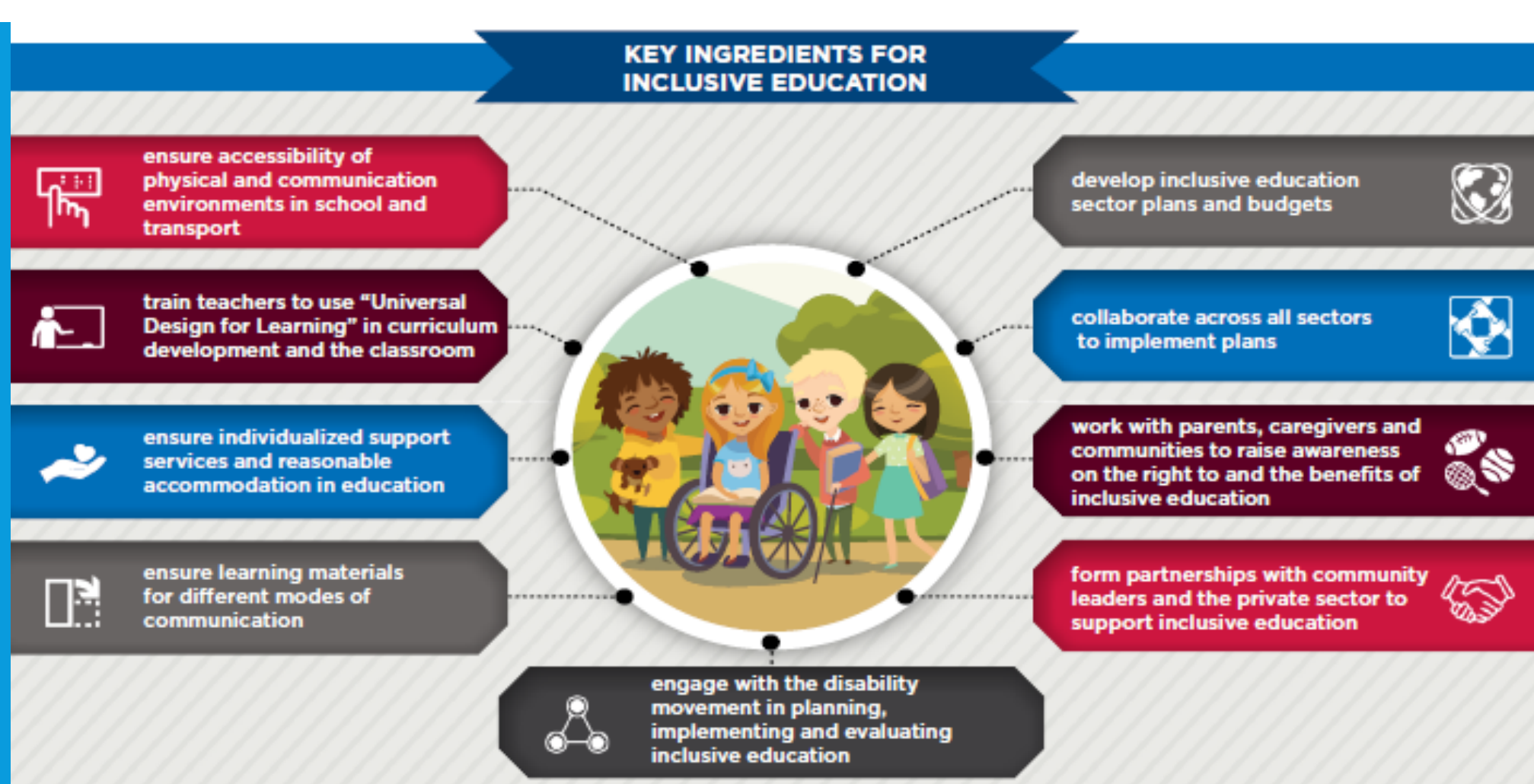
Disability inclusive mainstream interventions

- Training teachers to design and implement curriculum and instruction according to Universal Design for Learning.
- Ensuring school buildings and facilities adhere to accessibility standards.

Disability specific interventions

- Providing assistive technology and devices to students with disabilities to facilitate their learning and participation in education.
- Development and availability of individual education plans for students with disabilities.

ADDRESSING BARRIERS TO ACCESSING EDUCATION



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Barrier	Remote learning	Back to school
Policy	CRPD-compliant education policy on access and inclusion specifically for children with disabilities.	
Funding	Inclusive budgeting accounting for accessibility and reasonable accommodations.	
Data	Inclusion of data on children with disabilities in EMIS and other data collection efforts.	
Technology	Provision of learning devices, assistive technology & connectivity.	
Communication & information	Communication in multiple accessible formats – closed captioning, sign language, large print, easy-to-read, Braille.	
Infrastructure		Retrofitting existing facilities (school buildings, WASH facilities, etc.) to enable access and implementing construction standards to ensure new construction meets accessibility requirements.

ADDRESSING BARRIERS TO ACCESSING EDUCATION

Barrier	Remote learning	Back to school
Instruction and learning materials	Provision of accessible learning materials in multiple accessible formats – closed captioning, sign language, large print, easy-to-read, Braille.	
	Use of learning platforms that are accessible and facilitate participation by all children.	Individualized learning materials and instruction on the basis of goals in individual education plans (IEPs).
	Teacher capacity development to understand and support learners with disabilities using principles of Universal Design for Learning.	
	Support to parents and caregivers to facilitate learning (whatsapp groups, online message boards, etc.)	Supplementary in-person learning support and other services based on individual needs – e.g. physical therapy, school meal programme adaptations.

FOR MORE INFORMATION AND RESOURCES
ON EDUCATION AND COVID-19
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https://bit.ly/covid19_edu

<https://www.corecommitments.unicef.org/latest-covid-19-guidance>