

Quality indicators for inclusive education

Teachers

- Receive ongoing training in quality education
- Sensitive about gender, ethnicity, (dis)ability, etc
- Skilled in child-focused teaching methods
- Responsive to varied learning needs
- Include teachers from the community and with disabilities who can be role models



Inclusive teacher, Bangladesh

© Marlies van der Kroft, Gushi Foundation

Inclusive learning environment

- Child-friendly, welcoming for all
- Safe, no harassment or abuse
- Accessible infrastructure (school design classroom layout, sanitation, water, food)
- Maintains networks with child services, primary healthcare, and special education services, for advice and referral



Group work, Pakistan

© Marlies van der Kroft, Gushi Foundation

Language and communication

- Teaching in mother-tongue, especially in early years
- Support language and communication according to the learning and practical needs of children (e.g. sign language)

© Ingrid Lewis, EENET



Inclusive kindergarten

Early childhood care and education

- Equips children with social, practical and cognitive skills
- Prepares children to access and succeed in primary school
- Recognises and addresses early signs of disability



Presenting in class, Pakistan

© Marlies van der Kroft, Gushi Foundation

Curriculum

- Starts from children's interests
- Accommodates various learning styles
- Relevant to local context and culture
- Focuses on academic and life skills
- Formal and self/peer assessment to suit learners' different needs

© Marlies van der Kroft, Gushi Foundation



Writing Braille

Parent and community engagement in school governance

- Motivates parents and the community to get *all* children into school
- Creates awareness of the need to identify and address barriers to learning and participation
- Lessens isolation of children with disabilities and their families
- Helps to tackle prejudice and discrimination in and out of school



Community support, Nigeria

© GCEN

Learning materials

- Unbiased, showing positive role models for all learners
- Free and available in various formats (Braille, large print, clear language and mother tongue)

Factors that underpin the development of inclusive education

Education policy and local governance

- Commitment and effective leadership on inclusive education, at local and national government level
- Teachers, school administration and children (including disadvantaged learners) actively participate in policy-making and monitoring
- Commitment and expertise in training and guidance on inclusive education



Participatory planning, Pakistan

© Marlies van der Kroft, Gushi Foundation

Finance

- Countries should spend at least 6% of GNP on education (UNESCO recommendation)
- Equitable and adequate investment in teacher training, books, materials and infrastructure
- Additional financing needed to achieve the quality indicators
- Countries should support less advantaged countries to uphold the rights of all children to quality education (CRPD)

