Inclusive Education:
An Introduction

Cover: An inclusive school, Sierra Leone; Above: Every child has the right to a high-quality education

About Leonard Cheshire Disability

Leonard Cheshire Disability is a UK-based organisation with five regional offices in Africa and Asia. Our joint projects with partner organisations support children with disabilities to go to school, adults with disabilities to earn a living, and all disabled people to access the rehabilitation, health and other support they need. We also campaign to change attitudes and improve services, and our 50 years of international experience is backed up by our inclusive development research centre run jointly with University College London. All of this puts us in a prime position to share good practice and innovation through the Leonard Cheshire Disability Global Alliance, a network of disability and development organisations in 54 countries.

About this paper

The world has a goal: universal primary education, the second of the Millennium Development Goals (MDGs), calls for all children to complete primary school. The right of children with disabilities to a high-quality education alongside their peers is also enshrined in the UN Convention on the Rights of Persons with Disabilities (CRPD). The question of how best to achieve this is more complicated. This paper explores how Leonard Cheshire Disability approaches this issue and how our projects support children with disabilities to get the education that they, and all children, deserve.

Contents

What is inclusive education?

Education is a right

Every child in the world has the right to a primary education: this lies at the heart of the Millennium Development Goals (MDGs) agreed by every country in 2000. Although disability was not originally included in the MDGs, this was rectified in September 2010 when disability was officially acknowledged with regard to the MDGs.[1]

MDG 2 — universal primary education (UPE) — was reinforced by the world's most recent human rights treaty, the United Nations Convention on the Rights of Persons with Disabilities (CRPD), when it came into force in 2008. The CRPD recognises that children with disabilities have the right to the full range of educational opportunities. Article 24 says:

> States Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels…

In most countries, attending the local, mainstream school is not just the best, most equitable option for disabled children, it is the only option. Often there simply are no appropriate or affordable special schools or classes for children with disabilities. Making every school inclusive is the best way to reach and teach all girls and boys, disabled or not.

Why focus on disability?

The world has made great strides towards educating all children:

- Since 1999, the number of children out of school has fallen by 39 million to 61 million.

- In India, the number of children out of school fell by 15 million in just two years.

- In sub-Saharan Africa, total primary school enrolment stood at 124 million in 2007, up by 42 million since 1999.[2]

Yet children with disabilities are still disproportionately excluded from school. Worldwide, there are approximately 106 million children with disabilities.[3] And, while roughly a billion children are in school globally, the UN estimates that of the 61 million children now out of school, a third have disabilities.[4] Most out-of-school children live in Sub-Saharan Africa (43%) and South and West Asia (27%),[5] where Leonard Cheshire Disability supports inclusive education projects.

In some countries, the statistics for children with disabilities are even worse:

- In India, children with disabilities are five times more likely to be out of school than the national average[6], leading to an illiteracy rate among disabled people of up to 75%.[7]

- Also in India, a 2007 World Bank study found that disability is a stronger correlate to non-enrolment than gender or class.[8]

- In Nepal, almost 6% of school-age children are out of school. Of these, an estimated 85% are children with disabilities.[9]

- In Malawi and Tanzania, having disabilities doubles the probability of children never having attended school.[10]

This disproportionate exclusion means that disabled children miss out on education's lifelong benefits — a better job, more social and economic security, and more opportunities for full participation in society. For instance, a person's potential income can increase as much as 10% with each additional year of schooling.[11] Basic reading and writing skills also improve health: a baby born to a mother who can read is 50% more likely to survive past the age of five. In Bangladesh, the risk of stunting is reduced by 22% for children of mothers who completed primary education.[12]

Inclusive schools can reach every child

Children with and without disabilities can learn and play in the same class

How do we define inclusive education?

Children learning together in the same classroom, using materials appropriate to their various needs, and participating in the same lessons and recreation: that is inclusive education. In an inclusive school, children with disabilities do not study in separate classes; instead teaching methods, textbooks, materials, and the school environment are designed so that girls and boys with a range of abilities and disabilities — including physical, sensory, intellectual and mobility impairments — can be included in the same class.

By definition, inclusive education includes all learners, but it may be interpreted differently according to the context. For example, while it covers children excluded on the basis of language, gender, ethnicity, disability and other factors, Leonard Cheshire Disability focuses on children with disabilities.

At the same time, we recognise that children may be affected by more than one issue. A disabled child may also speak the language of a minority ethnic group, or be a refugee, or, if she is a girl, her family and society may not value girls' education. We believe that making schools inclusive for boys and girls with disabilities improves them for all learners, including students facing exclusion because of other challenges, or more than one issue.

Strengthening inclusive education systems

As the world strives to educate every child, inclusive education programmes have a crucial role to play in ensuring that schools are not only inclusive but also effective. Uganda's UPE programme, one of the first in Africa, included disabled children from its beginning in 1997.

Yet in October 2010 the Uganda Human Rights Commission noted that while this strategy has been largely successful, the policy framework lacked an effective monitoring mechanism to ensure that children with disabilities are in school. Other challenges included a lack of access and adapted teaching and learning materials, such as Braille books.[13]

Government policy can promote inclusive education

What makes schools inclusive?

A 2008 Leonard Cheshire Disability survey in two districts of Uganda, Budaka and Mukono, found that, despite the UPE policy, specific issues kept many girls and boys with disabilities out of school. These included physically inaccessible schools, poor teacher training around disability, and a lack of assistive devices and appliances adapted to support learning, mobility and communication.

By addressing each of these issues, Leonard Cheshire Disability and our partners — the National Council of Cheshire Services of Uganda, the Ministry of Education and Sports, Kyambogo University and district education offices — were able to support nearly 1,000 children with disabilities to start and stay in school. In this case, universal primary education has progressed from being an idea to being truly universal. 'Parents now come from distant schools in the district asking about schools that enrol children with disabilities' says the head teacher of Lupada Primary School in Budaka.

In some Asian countries, the concept of inclusive education is still being defined. For instance in India Sarva Shiksha Abhiyan, a government programme to provide useful and relevant elementary education for all children aged six to 14, promotes inclusive education; however there are no clear national guidelines on how it is to be implemented. State governments are responsible for drawing up their own inclusive education policy and strategy, with educational provision for disabled children mostly focused on allowances, accessibility and teacher sensitisation.[14]

The governments of Bangladesh and Pakistan, however, do not have a mandate to provide inclusive education. It may be taken up on a school by school basis, resulting in some schools including disabled children while others choose not to. In these cases, inclusive education relies in large part on the motivation of individual schools (management committees, head teachers and other teachers) which could leave the inclusive education approach susceptible to unpredictable changes in staff and local circumstances.[15]

Children first: how our inclusive education

In a Leonard Cheshire Disability inclusive education project, the starting point is the child. In a non-inclusive system, children with disabilities may be required to attend separate schools or units designed for different impairment groups regardless of where they live or their other needs.

Or, they might attend regular classes in their community schools but without getting any particular support or effective teaching. This may be a problem for their classmates as well, especially if teachers' original training was inadequate or classes are very large.

In an inclusive system, local, mainstream schools adapt so that they can provide a full education to every child. Inclusive education follows a rights-based model as stated in Article 24.2.b of the CRPD: '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.'

Rather than a child adapting to suit a school, inclusive schools adapt to suit children with disabilities, and all their other pupils. This process relies on change and support at every level, from parents to governments.

Leonard Cheshire Disability's inclusive education projects typically last for at least five years. During that time we will facilitate this change through the following approaches, although the order in which they are implemented may vary. The goal is that once the project has been completed, a sustainable inclusive education system will be in place.

Identify children's needs and rights

A project typically begins with a baseline study to identify children with disabilities who do and do not attend school, support services, education and social policies, and barriers to inclusion in an area. Inclusion starts at this point, with the baseline study as a participatory process involving children, parents and families, teachers, community leaders and local organisations.

programme works

Projects may use different methods for their surveys, but all should involve the people who know how to find children who don't attend school, and what support they might need to do so. Often it is children who have this information about their peers, so their views should always be taken into consideration. Results then inform the project's activities and can lead to the establishment of an ongoing mechanism to identify children with disabilities and help prepare them to enter the education system.

Early identification helps minimise the impact that impairments may have on children's development and optimises chances of inclusion both in school and in society. It can also lead to early intervention, which often produces better results for the child and can be more cost effective. To make identification and intervention programmes sustainable, our projects support them to take place through existing local government or institutional systems such as pre-school screening, mother and child clinics, other health clinics, etc.

If such services are not available in an area, a disabled child can still take part in the inclusive education project – the project will just need to adapt its efforts to support the child. The project will also stimulate local service provision through lobbying, advocacy, working with parents and other activities to ensure that they become sustainable over time.

Parents and families: a two-way process

Mothers, fathers and other family members are also crucial to the success of an inclusive education project. They are the people who know their children, sisters or brothers with disabilities, and who may have the best understanding of both their problems and abilities. Some families will want to take an active role in their children's education, while others will be happy to work with other people to get the child into school. Either way, an inclusive education project will communicate with and involve them in many ways.

Identifying and supporting children at home:

- Families are often the first point of contact in the project's process of identifying a disabled child.

- When they know that a project is taking place in their area, they may also come forward to tell the school or community workers about their child.

- Parents or siblings can also learn skills such as simple stimulation techniques, basic physiotherapy or sign language to support the child, as well as how to make and maintain assistive devices using local materials.

Parents and schools:

- Mothers and fathers can be invaluable as volunteer classroom assistants in schools and as members of school committees, and, once encouraged, often advocate for inclusive policies and practices.

- Projects form parents' groups, which are an essential part of the project. Many will have been involved in the project since the baseline survey, and together they can plan, advocate and provide services for their own and other disabled children.

- Since travelling to and from school is often an important issue for children with disabilities, parents may organise transport and lobby for accessible public transportation or roads. Primary schools are usually in the same village or neighbouring village with no public transport. Appropriate personal mobility devices and support from the existing community could be another viable option.

Advocacy options:

- When there are social protection programmes or other entitlements that can support children with disabilities, the project can support parents to become aware of and access them.

- As mothers and fathers become disability advocates, they can spread the message of inclusion in their communities.

- Parents sometimes go on to become project and community leaders.

- Once the formal project ends, parents will be in place to keep its activities functioning and reaching out to other children.

Kenya: changing a mother's attitudes and a child's future

When Moses was born with a hearing impairment, his parents were distraught and thought that there was no point in trying to communicate with him. They even locked him away in their house when they went to work and excluded him from any family activities. Not surprisingly, Moses became very isolated and withdrawn.

Above: Sign language being taught in a mainstream primary school, Kenya

Moses' mother was invited to an awareness-raising workshop organised by the Leonard Cheshire Disability project and went on to join the local parents' support group. She says of the group, 'we share our experiences and this has helped me to be a better mother to Moses. We now involve him in various activities at home, unlike before when we would leave him out'. Moses then entered his local school: the project's influence on his parents' attitude and behaviour has had a positive impact on Moses' future.

Engage the community

Children, parents, families, teachers and education officials all live in communities. Leonard Cheshire Disability's projects illustrate that inclusive education works best when all sectors of society are involved. Key stakeholders within inclusive education programmes include local civil society leaders, community leaders, religious leaders, local government representatives and other relevant contacts. Local organisations — including non-governmental organisations, implementing partner organisations and disabled people's organisations — also participate. Each can play an important role in facilitating the project's implementation and development.

As a result of partnerships with local communities within our projects, there is increasing evidence of children with disabilities being accepted within the school community. In turn, more parents and children come forward to be included in the programme.

In an inclusive education project, community members will often:

- take part in consultations and project meetings before the project starts, including identifying children with disabilities in their area

- join, participate in and manage local project committees

- run regular awareness meetings for others in their community

- take part in school management committees

- participate in assessing school accessibility and the need for adjustments to make schools more accessible

- help identify children with disabilities in the area

Through these activities, inclusive education projects work towards building an inclusive society in which every person, with or without disabilities, is accepted and can thrive.

National, regional and local governments: influence policy and practice

The ministry of education and local education authorities play a pivotal role in influencing the education system and making it more flexible, so it is vital to engage them in the project. One first step may be to advocate for governments to sign, ratify and implement the CRPD. Lobbying can focus on curriculum change, teacher training and financial support to make schools inclusive, for example.

Teacher training is vital for effective inclusive education

At the start of an inclusive education project, Leonard Cheshire Disability and our partners will analyse current government policy and isolate exactly how it needs to change to become inclusive for children with disabilities. Depending on the circumstances, we might:

- advocate for a flexible curriculum and inclusive assessment system

- lobby national authorities to produce books and other learning materials in a range of formats that can be used by children with different impairments

- work with the government and universities to change the teacher training curriculum so that teachers learn how to teach girls and boys with a wide range of impairments and improve their skills as child-centred teachers for all their pupils

- lobby for funding to make schools physically accessible, for instance building ramps, rails and accessible toilets

Policy change needs to happen at all levels

In cases where there is no specific policy on including children with disabilities, the project will encourage national and local education authorities to develop inclusive strategies within overall education policies. When there are exclusive or outdated policies, stakeholders ranging from national and local education officials to community groups can contribute to updating and changing them. It is important to include all relevant government ministries in this process, as education policy may need to link to health and transport policy, for example, to become truly inclusive.

Change on paper can be easy; in practice it is often more complicated. For this reason a Leonard Cheshire Disability inclusive education project monitors policy implementation and creates structures to do this after the project formally ends. These can include community advocacy groups and stakeholder groups within universities, government ministries, etc. Our goal is for attitudes and practices to become inclusive at all levels.

Philippines: Successful partnership with the government

Leonard Cheshire Disability and the Department of Education in the Philippines worked together to devise a 2010—2011 strategy to make 30 selected schools more inclusive. Teachers and head teachers were invited to contribute to the joint planning process using participatory methods and focus group discussions.

The participants in the planning groups were then able to design strategic and realistic plans to implement inclusive education programmes, ultimately increasing the enrolment rate of children with disabilities. They then showed their support and commitment to the process by signing a manifesto to follow through on the implementation of the plans.

Making schools welcoming and accessible

Children with disabilities, like all children, are individuals and have their own needs and abilities. While boys and girls with mobility impairments may have trouble entering inaccessible school buildings, children with sensory impairments may primarily face communication issues. However it is important that those running a project don't assume that they know what the barriers will be: for instance, a blind child may have trouble getting around a classroom even though she doesn't have a specific mobility impairment.

The project will build ramps and accessible toilets; adjustments to support children with visual impairments will include enlarging classroom windows or installing clear plastic sheeting to let light in through roofs. Changes to the physical environment, such as painting the edge of steps in bright colours, edging paths, painting doors different colours to walls, etc., will improve school safety and accessibility for all children.

All children benefit from adapted and improved classrooms

No two schools will necessarily need the same adaptations, just as no two children will have exactly the same disabilities and abilities. The project, though, should ensure that all children's access needs are met and that they are welcomed into the school community. This extends to making broader, systemic changes in the way the school is organised, including altering buildings and grounds that will enable disabled children to attend in the future, even if there are no children who need those alterations in a certain year's school intake.

A trained teacher helps this boy in his home so he will be ready to start school

Teacher training

Many teachers were never taught how to teach children with disabilities, or generally how to teach in a child-friendly, active way. In fact, in many of our projects teachers share that, before our intervention, they never realised that they could.

To rectify this, our projects include both in-service and pre-service teacher training. We often start by training two teachers from each participating school through short-term workshops led by teacher training institutions. These teachers then return and spread the inclusive education message and methodology to the other staff.

Subjects covered can include participatory, child-centred teaching and learning methods, an introduction to sign language, and creating inclusive materials. Where possible we work with teacher training institutions to develop a structured training programme leading to a recognised certificate or qualification.

Pre-service training, with student teachers at teacher training colleges or universities, can obviously cover these subjects in more depth. Leonard Cheshire Disability projects therefore support adding inclusive education to the teacher training curriculum, and so teacher training institutions are often among our project partners.

In some countries we have extended this to work with the ministry of education and various universities to modify and expand the official teacher training curriculum. Disabled people's organisations, other educational organisations and teachers' unions also often work with us to develop the curriculum.

'The teachers' excitement and pride at receiving this new skill and teaching qualification were inspiring and make me believe that inclusive education will continue to spread.'

— Professor Osman Bah,
Regional Programme Manager,
Leonard Cheshire Disability West Africa
Regional Office, Sierra Leone

Children and peer learning

Inclusive education projects make extensive use of child-to-child clubs, a methodology developed to help children learn from each other and bring what they learn back to their homes and communities.

Always popular with the children themselves, in child-to-child clubs disabled and non-disabled children share, learn, play and voice their opinions together. The clubs:

- bridge the gap, both in terms of interaction and experience, between disabled and non-disabled children so that they can play and learn together

- enable the non-disabled children to understand the needs and abilities of disabled children and provide disabled children with equal opportunities for participation

- support stakeholders such as school authorities, parents and other family members to learn about the importance of inclusive education and its effective implementation

Children are often effective agents of change

One of the main strengths of the clubs is that children learn through having fun. In clubs of six to eight members, children often create and present plays, and take part in puppet shows, singing, dancing, story telling and art projects at weekly meetings.

Children can then progress from there to consider larger issues, such as learning sign language to communicate with deaf peers. Clubs also model an inclusive society, and can spread the messages of inclusion within their communities.

India: Puppets tell an important story

In Pollibetta, Coorg in India, Leonard Cheshire Disability supports the teachers at Ammathy school to run an after school puppetry club. Children with and without disabilities work together to put on puppet shows for the rest of the school and the local community. Since there are many boys and girls with speech and hearing impairments, communication was difficult at first. With the support and encouragement of their teachers, they quickly learned to adapt and communicate in their own individual ways, helping the deaf children's confidence and developing awareness of disability issues among the non-disabled children.

Initially, the puppet shows involved puppetry based around general themes chosen by the children. But as the club developed, the teachers introduced specific themes about disability, such as a story that revolved around one of the puppets going to school in a wheelchair. As well as educating the children about inclusive education, when performed in front of parents and the wider community it raised awareness of how children with disabilities can and should be included at school.

Play and drama using puppets raised awareness of inclusive education in Coorg

Challenges to inclusive education

Classroom size and the ratio of teachers to children

Large class sizes and a low student-teacher ratio are problems for all children and teachers in some countries, and can reduce enthusiasm for teaching what may be seen as even more diverse ability ranges in a class. This can be particularly true when class sizes are very large — in some countries they can include up to 100 children. Negative attitudes among teachers may then translate into negative teaching methods and frustration at the pace at which some children work.

In some cases this leads to labelling children as 'slow learners' and offering no encouragement to learn at their own pace. At worst it may lead to teachers physically punishing children for what is perceived to be 'poor performance'. Such attitudes can lead to further marginalisation of children with disabilities at school.

Campaigning for improvements to funding and structuring of educational systems within countries can be one of the best ways to tackle this since it is usually the ministry of education that is responsible for hiring teachers.

Wider accessibility issues

Many children walk long distances to attend school, and a combination of a lack of adequate transportation, difficult terrain, poor quality roads and the associated cost to families make many schools inaccessible to girls and boys with disabilities. Girls in particular may be at more risk of exclusion if their parents keep them at home because of fears for their safety and security when travelling to and from school.

Getting to and from school can be a challenge

Mothers or fathers, or older sisters or brothers, may carry smaller children but this can eventually become too difficult. Building ramps and creating physically accessible schools is important, but so too is creating sustainable community transport solutions between home and school. This is an increasing part of Leonard Cheshire Disability's inclusive education projects, as well as a campaigning focus for us and our partner organisations.

Lack of access to toilets in school can also be a major barrier for children with disabilities. If a child cannot use the toilet all day while at school, he or she is much less likely to attend. Even if toilets have been adapted to make them accessible, they must be maintained. In cases where schools do not have adapted toilets, they may use this as an excuse to keep boys and girls with disabilities out of the school, saying that there are no staff helpers who can take children to the washroom. When a Leonard Cheshire Disability project adapts school grounds to make them accessible, water and sanitation facilities are always included.

Children need understanding by education and community health staff

The lack of educational psychologists or even the regular use of simple assessment tools means that many teachers are unaware of the potential or needs of the young people in their classrooms. This gap also makes it hard to understand what progress a programme might or should achieve, and how to measure whether the education service is providing quality and having the best possible impact.

This can be a particularly difficult issue for children with multiple disabilities and sensory impairments. Prevailing attitudes in some places are that these children belong in special schools or are not capable of learning. This may result from a lack of understanding of the ethos of inclusive education; for example some people advocate home-based education or the use of resource teachers who visit the mainstream school once a month only to track if the child attends school.

Assessments help children get the support they need

While there may be a role for home education and resource teachers for some children within our projects, our focus will always be on changing school cultures towards inclusion. Used by themselves, such approaches do not lead to inclusion or fundamental change of education systems or societies.

'Quality education is absolutely important in post-conflict and reconstruction phases. We need to focus on cultivating in children a love of learning and enable them to appreciate each other… and therefore welcome differences on ethnicity, religion, languages and cultural differences, which in some cases are being the reasons for conflict.'

— Kishore Singh, United Nations Special Rapporteur on the Right to Education, speaking to UNICEF in 2011

Post-conflict countries

After a conflict or emergency, education is often disrupted for all children. If the system is being rebuilt during this period, it is often a good opportunity to 'build back better' and make it inclusive from the start. This has been Leonard Cheshire Disability's experience of implementing inclusive education projects in Sierra Leone and Liberia, two countries recovering from nearly a decade of civil war.

In both countries we have worked with local organisations, government officials, school authorities and communities to adapt schools to make them accessible. Teacher training was also essential in these countries, as the teachers had had little or no support of any kind as a result of the war.

From 2012 a Leonard Cheshire Disability inclusive education and research project will document the best ways to make schools inclusive in post-conflict countries. Results will be published in education and development journals and shared on our website and in print.

When religion is an issue

In some societies religious leaders are also community leaders, and they often have a role to play in most communities. Religious leaders are in an excellent position to influence stakeholders, so Leonard Cheshire Disability projects will include them as much as possible.

For instance in Pakistan, where religious leaders can be particularly influential, our inclusive education project held a meeting for religious leaders from across the area. Participants discussed how traditional leaders could provide an impetus for inclusive education and were encouraged to find ways to help spread awareness that children with disabilities could go to mainstream schools.

Some of the religious leaders then included these issues in their religious discourses. Such recognition inspires people in the community to support inclusive education, and helps fight the ignorance or discrimination that might have kept children with disabilities out of school and out of community life.

The larger issues

Education cannot be fully inclusive until society is fully inclusive, which, sadly, remains a far-off goal. By this we mean that even if a school building, facilities, curriculum, child-to-child club and education policy are inclusive, elsewhere access remains a huge issue. Children may have difficulty getting to school, or lack access to the devices they need, such as adapted wheelchairs or specialist eyeglasses. They may have trouble doing their homework because furniture doesn't support them properly or there is not enough light.

On leaving an inclusive primary school, they may not find a secondary school that meets their needs. Later, they may find that workplaces are not accessible or employers discriminate against people with disabilities.

Leonard Cheshire Disability's programmes also address these larger issues, particularly by working and running projects with our partner organisations that provide rehabilitation services, assistive devices and livelihoods support. Young Voices, our campaigning project for young people with disabilities in 22 countries, offers a platform for the disabled young people to become campaigners for full inclusion as they grow into adults. Young Voices lobbies for governments to sign, ratify and implement the UNCRPD at the local, national and international levels.

As an organisation we are also part of global campaigning groups to make policy and practice accessible across countries. These include our status as an organisation with special consultative status with the UN and membership of the Global Partnership for Disability and Development (GPDD), a World Bank initiative. We are also active members of the International Disability and Development Consortium (IDDC), a group of disability and development organisations that work with the UN, European Union, national governments and other non-governmental organisations.

Inclusive education can lead to an inclusive society

Inclusive education may be the beginning of the change needed to end exclusion, as it supports children, families and communities to recognise that people with disabilities have equal rights. By supporting disabled girls and boys to go to school and bring the MDGs and UNCRPD to life, we reinforce the model of inclusion for society. When the children in inclusive schools grow up, whether they are disabled or non-disabled, they will have lived with the diversity that characterises human life. A future inclusive society then rests with them.

Notes

[1] The General Assembly at its sixty-fifth session adopted the resolution, 'Realization of MDGs for persons with disabilities for 2015 and beyond', September 2010

[2] UNESCO, GMR Report 2010, for all bullet points, and Education For All Global Monitoring Report Policy Paper 04, June 2012

[3] World Report on Disability, 2011, the World Health Organization and the World Bank, quoting a WHO study, The global burden of disease: 2004 update. Geneva, World Health Organization, 2008.

[4] UNESCO, GMR Report, 2007 and UNESCO, GMR Report 2011

[5] Global Partnership for Education, http://www.globalpartnership.org/about-us/faqs/, last accessed February 2012

[6] UNESCO, GMR Report 2010

[7] 'People with Disabilities in India: From Commitments to Outcomes', World Bank, July 2007

[8] As above, World Bank 2007

[9] Ministry of Education (MOE) (2012) Nepal Education in figures 2011, Ministry of Education, Kathmandu, Nepal

[10] UNESCO, GMR Report, 2010

[11] Global Partnership for Education, http://www.globalpartnership.org/about-fti/the-value-of-education/ (accessed January 2012)

[12] http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/goal-4/

[13] http://www.uhrc.ug/index.php?option=com_content&view=article&id=272:hights-of-the-report-on-disability-in-uganda-&catid=42:latest-news

[14] Evaluation of: Enabling people with disabilities to access mainstream education and employment rights in South Asia, Leonard Cheshire Disability UK, by Lorraine Wapling, July 2011

[15] As above in 14

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