

# School for all - Inclusive Education



Photo: © Lucas Veuve / HI

## QUICK FACTS ABOUT CHILDREN WITH DISABILITIES

- 1 in 20 children under 14 years old has a moderate to severe disability. (UNICEF, World Report, 2013).
- Over 32 million school aged children with disabilities are estimated to be out of school worldwide, roughly 1/3 of the out of school population. (Education commission report, 2016)

## BENEFITS OF INCLUSIVE EDUCATION

An Inclusive Education (IE) approach ensures that schools and local education systems are responsive to the needs of all children, including children with disabilities. Inclusive education plays a positive role in helping address community stigma related to disability, demonstrating that children with disabilities can have a positive future and contribute to society.

## OUR WORK

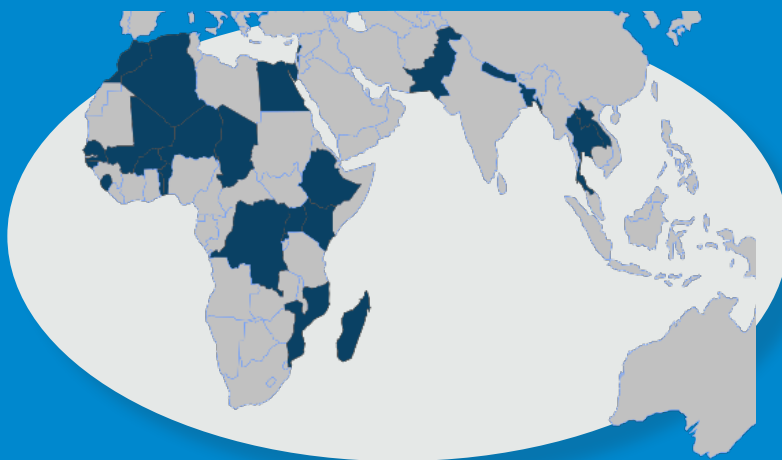
HI's work focuses particularly on children with disabilities, the most vulnerable and excluded young learners in the world. HI aims to accelerate their enrolment and retention in school, in low-income countries and in development and emergency contexts, as part of an inclusive approach.

## INCLUSIVE EDUCATION IMPACT



HI gave access to  
quality education to  
**127 000 children**  
with disabilities in  
2018

**27**  
projects in  
2020



# ACCESS TO EDUCATION AROUND THE WORLD

There are 264 million children and adolescents out of school worldwide and, as things stand, we will not achieve the goal to provide quality and inclusive education for all by 2030 – unless we urgently accelerate progress for the most vulnerable groups.

HI implements education projects in 27 countries in West, Central, North and East Africa, the Middle East and Asia.



Samadou, 7, benefits from a school follow-up by the Itinerant Pedagogical Counsellor in Burkina Faso, which has enabled him to progress in class. Photos: © Erwan Rogard / HI

## Factors limiting access to education for children with disabilities

- At local and community level, many parents and community members, who are not sufficiently informed of issues faced by people with disabilities, have negative and stigmatising attitudes (e.g. traditional beliefs and practices towards children and people with disabilities.)
- In schools, teaching practices are not sufficiently adapted to the needs of some children with disabilities.
- The school environment is often difficult to access and teaching and learning materials are poorly adapted.
- There is a lack of inclusive education policies and action plans at a national and local level.

## Itinerant teachers reach out to children with disabilities

In Kara, northern Togo, one of the approaches used to facilitate inclusive education was to introduce, as of 2010, the system of itinerant teachers as part of our interventions. Itinerant teachers trained in communication techniques (Braille, sign language) and teaching adapted to the needs of children with sensory disabilities support individual children, provide ongoing guidance to regular teachers and liaise with parents. To date, 14 teachers support 295 girls and boys with sensory disabilities in their learning in 160 schools in the region.

The implementation of this system has had a direct positive impact on the learning of accompanied disabled students, and beyond that on the academic success of many children with learning difficulties. In addition, the system is now being tested in four of Togo's five regions and is integrated into the inclusive education model proposed for the country.



Tresor is 7, he has a visual impairment and is integrated in mainstream school. He learns Braille with the support of a mobile teacher who comes to help him at school.