WORLD BANK GROUP

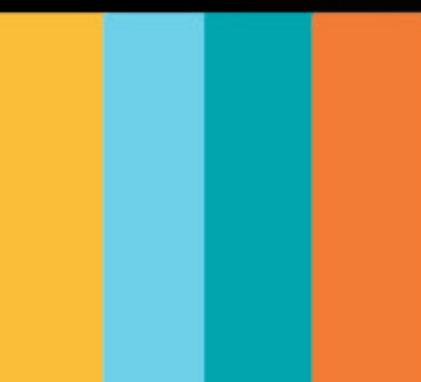# INCLUSIVE EDUCATION RESOURCE GUIDE:
Ensuring Inclusion and Equity in Education

CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

Despite the considerable progress worldwide in ensuring all children are enrolled in school, many children are still out of school or cannot access quality learning experience to fully participate and achieve in education. There must not be barriers to educating everyone.

This INCLUSIVE EDUCATION RESOURCE GUIDE provides suggestions for World Bank Education Task Team Leaders (TTLs), and staff across sectors, World Bank client countries and other stakeholders to make education projects more inclusive, beginning from the project preparation and design stages. The guide can be used at all levels of education. It recommends that teams acknowledge that inclusive education requires a change in the whole education system to ensure inclusion and equity for all students in general education.

This resource provides ideas and examples to teams for including elements of inclusive education in project preparation and design from the project preparation stage onwards. The contents reflect principles set out in the Sustainable Development Goals and in the Convention on the Rights of Persons with Disabilities and are aligned with World Bank Guidance on equity and inclusion in education.

The World Bank is committed to ensuring equity and broader inclusion in education. This means that all children should have access to a safe, inclusive, high-quality learning experience.

The Inclusive Education Resource Guide concentrates on providing guidance on inclusive education for persons with disabilities, sexual and gender minorities, and/or students special, diverse educational needs. In addition, the guide encourages teams to consider what other minority groups (such as ethnic minorities, Indigenous People, refugees etc.) the country they work with may have.

The World Bank Group made ten commitments on disability inclusion at the Global Disability Summit (GSD) in July 2018, to accelerate global action for disability-inclusive development. One of the commitments is to ensure that all World Bank-financed education projects and programs will be disability-inclusive by 2025.

CONCEPTUALIZING INCLUSIVE EDUCATION

Increasing access and ensuring learning and achievement for all students are critical to developing human capital and economic growth.

Inclusive education refers to a process of strengthening the capacity of the whole general education system to reach out to all learners. Increasing access and ensuring learning and achievement for all students is critical to developing human capital and economic growth. Inclusive education has been a universally acknowledged goal for over two decades. Universal Design for Learning (UDL)[1] reminds us of the importance of good pedagogical practices, differentiation and flexibility in curriculum and assessments. It also points to the importance of adequate human resources and reasonable accommodations at school and in any education institution to meet a variety of learning needs. UDL is an approach, which acknowledges that in a group of learners, all are different. Learners can understand, process, and express things in different ways. It is important that a multitude of methods are used in teaching and learning to support all learners in accessible learning environments.

263 million children and youth between ages 6 and 17 years are not in school today[2] and many marginalized children face barriers to learning even when they are in school.[3] Children with disabilities are 2.5 times more likely to never go to school than their peers.[4] General education systems should be accessible to all children. The learning crisis and learning poverty cannot be tackled unless systemic barriers are addressed, and diverse educational needs of all learners, including those who are marginalized, disadvantaged and vulnerable,[5] are met.

Even when there is research evidence in favor of inclusion as compared with segregated learning, scaling up inclusive education efforts requires strong support from relevant international stakeholders, like the World Bank. Inclusion is a central feature in the World Bank's twin goals and there is a global political momentum to ensure equity and inclusion in education.

When all students, including marginalized groups, are included and accounted for in mainstream development efforts, both the quality and equity of education systems, measured as student academic and social outcomes, will increase.

[1]*GLAD Inclusive Education Infographic*

[2]*UNESCO, Global Education Monitoring Report (Paris: 2016).*

[3]*World Bank, World Development Report 2018: Learning to Realize Education's Promise (Washington, DC: 2018).*

[4]*UNESCO, Global Education Monitoring Report (Paris: 2020).*

[5]*Disadvantaged or vulnerable refers to those individuals or groups who, by virtue of, for example, their age, gender, ethnicity, religion, physical, mental or other disability, social, civic or health status, sexual orientation, gender identity, economic disadvantages or Indigenous status, and/or dependence on unique natural resources, may be more likely to be adversely affected by the project impacts and/or more limited than others in their ability to take advantage of a project's benefits.*

PROJECT PREPARATION

Stakeholder Engagement

REQUIREMENTS

■ Consult with:
- Relevant education authorities
- Disabled people's organizations (DPOs)
- Lesbian, gay, bisexual, transgender, and intersex (LGBTI) civil society organizations (CSOs) and local sexual and gender minority community-based groups and clubs, and
- NGOs, universities, teacher education institutions, teacher unions, parents, care givers, youth or other organizations that are running projects or otherwise have special expertise on inclusive education services.

OBJECTIVES

■ To understand:
- The level of comprehensiveness and commitment of educational authorities in developing inclusive education; and
- Barriers to education and learning for persons in vulnerable situations, in particular persons with disabilities and children disadvantaged due to their real or perceived sexual orientation or gender identity (SOGI).

■ To identify diverse stakeholders, their roles and resources in supporting inclusive education planning and implementation.

EXAMPLES

■ Discuss the schooling experiences of stakeholders who are at risk of being excluded from or within education. Ask about their needs and aspirations.

■ Identify accessibility issues, including financial and social barriers to education.

■ Identify stakeholders who are at risk of any kind of violence, including disability-based violence and violence based on sexual orientation or gender identity/expression.

■ Promote representation of diverse DPOs (i.e. groups representing diverse impairments such as visual, hearing, intellectual and mobility) and sexual and gender minority CSOs, and assure gender balance.

■ Hold consultations and other meetings in accessible places and make materials for the consultation available in accessible formats, e.g. electronic format that can be shown in large print, or easy-to-read and/or braille versions where needed.

■ In countries where LGBTI people lack legal protections and/or are criminalized, hold consultations in safe spaces and ensure that meetings are carried out on a confidential basis in order to ensure that the views of CSOs are taken into account while protecting them from potential risks.

■ Inform stakeholders, such as DPOs and LGBTI CSOs, well in advance to allow time for reading materials and other meeting preparations.

■ Have sign language support available where needed.

■ Consider compensation to cover costs, including accessible transportation and accompanying personal assistants for people with disabilities who have financial or mobility constraints.

■ Seek advice on DPOs and other organizations working in the field of inclusive education to consult in your country.

RELEVANT LINKS

ESF

ESSS 10

ESF Good Practice Note on Non-Discrimination and Disability

ESF Good Practice Note on Non-Discrimination and Sexual Orientation and Gender Identity (SOGI)

Environmental and Social Assessment

REQUIREMENTS

- Treat inclusive education issues in the Sectoral and Institutional Context section of the concept note and the PAD.

OBJECTIVES

- Understand the cultural and historical background of education in the local context.

- Find out nationally/locally who and where are the children who are at risk of exclusion from access to education or marginalization within education.

- Identify entry points for advancing inclusion of persons with disabilities.

- Identify entry points to foster safe learning environments free from disability- and SOGI-based violence, bullying, social exclusion and other forms of discrimination.

- Identify the barriers to access and learning.

EXAMPLES

- Determine:
  - What is the expected benefit of the project for people who are currently excluded from education or marginalized within education services, including persons with disabilities and children in vulnerable situations?
  - What processes will ensure continued consultation and adjustment during implementation?

RELEVANT LINKS

ESF

ESF Good Practice Note on Non-Discrimination and Disability

ESF Good Practice Note on Non-Discrimination and Sexual Orientation and Gender Identity (SOGI)

Guide for Ensuring Equity and Inclusion in Education, UNESCO (2017)

Grievance Mechanisms

REQUIREMENTS

- Make mechanisms accessible to all persons including persons with disabilities.

- Protect the privacy/anonymity of complainants so they feel safe to disclose grievances.

OBJECTIVES

- Provide people who are at risk of exclusion from education, including persons with disabilities and sexual and gender minorities, with an avenue to raise concerns about project implementation.

- Ensure that grievances are addressed in an effective and timely manner.

EXAMPLES

- Consider whether reasonable accommodations have been made for persons with disabilities so they can access the grievance process. This includes ensuring accessible communications and websites, sign language interpretation, and accessible facilities for World Bank and project offices.

- Consider whether the grievance process includes language that is inclusive of sexual and gender minorities.

RELEVANT LINKS

ESF

ESF Good Practice Note on Non-Discrimination and Disability

ESF Good Practice Note on Non-Discrimination and Sexual Orientation and Gender Identity (SOGI)

PROJECT DESIGN

Laws, Regulations, and Policies on Inclusive Education

— to understand how rights, laws and policies shape educational opportunities for people currently excluded from education or who are marginalized within education services

Analysis of Legal Framework, Regulations and Policies

KEY ELEMENTS OF INCLUSIVE EDUCATION

■ Ensure that the legal framework analysis includes a review of existing laws, regulations and policies for inclusive education.

■ Understand whether a country's policies are based on a comprehensive definition of inclusive education.

■ Discuss
  • Ratification of international conventions pertinent to inclusive education; and
  • National laws, regulations and policies to advance inclusive education.

■ Analyze the policy and institutional constraints and opportunities for education affecting people at risk of exclusion, including people with disabilities and children in vulnerable situations.

EXAMPLES

■ Determine whether the Convention on the Rights of Persons with Disabilities (CRPD) and the Marrakesh Treaty, which require access to published works for persons who are blind, visually impaired, or have other print disabilities, have been ratified by the government.

■ Determine whether national law prohibits discrimination in education on the basis of disability and guarantees inclusive education for all learners, including children with disabilities and children in vulnerable situations; and whether national education strategy addresses inclusive education.

■ Determine whether the legal and policy framework recognizes the right of all persons, including persons with disabilities, to have equal access to all levels of education and vocational training.

■ Determine whether education policies and national plans focused on educational technology consciously include accessibility as well as flexibility in the use of technology for students with disabilities.

RELEVANT LINKS

A Guide for Ensuring Inclusion and Equity in Education. UNESCO (2017)

Convention on the Rights of Persons with Disabilities, especially Article 24

European Report 2017 on the Implementation of the Right to Education for Students who are Disadvantaged because of their Expression of Sexual Preference or Gendered Identity, (2017)

Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled

Policy Guidelines on Inclusion in Education. (UNESCO 2009)

Sustainable Development Goals (UN)

World Policy Analysis Center for data on disability and education policies

Global Education Monitoring Report

Construction

— to ensure that all educational facilities are accessible and safe and protect students from hazards and all other potential forms of harm

Policy/Guidelines

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Adopt relevant building accessibility standards, policies and regulations that promote inclusion. National or regional standards for accessibility should be encouraged in each country.

EXAMPLES

- Disseminate internal guidance outlining key practical features of accessible school infrastructure to support universal design principles.

- Provide training or technical assistance on accessibility and usability of the built environment in the context of education.

RELEVANT LINKS

Americans with Disability (ADA) Standards establishing design requirements for the construction and alteration of facilities

Convention on the Rights of Persons with Disabilities (UN)

The Impact of School Infrastructure on Learning A Synthesis of the Evidence

New School Construction

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Ensure that newly constructed school buildings and other education facilities, such as teacher training institutions, are designed to enable an accessible and inclusive learning environment, including furniture that allows a variety of teaching and learning practices in inclusive settings.

- Ensure that new school construction meets relevant national/regional standards on accessibility and usability of the built environment (e.g., see ISO 21542:2011).

EXAMPLES

- Use universal design principles to facilitate physical access to school buildings including all areas and services of the school. Ensure that the visual and acoustic environment is appropriate to all learners.

- Consult with persons with disabilities and ensure that accessible design experts are involved in the design phase.

- Consult with LGBTI CSOs to identify ways in which all children, regardless of their sexual orientation or gender identity, real or perceived, can feel safe in school buildings and premises.

RELEVANT LINKS

Convention on the Rights of Persons with Disabilities (UN)

Guide for addressing accessibility in standards (ISO/IEC 2014)

Standard for building construction: Accessibility and usability of the built environment (ISO 2011)
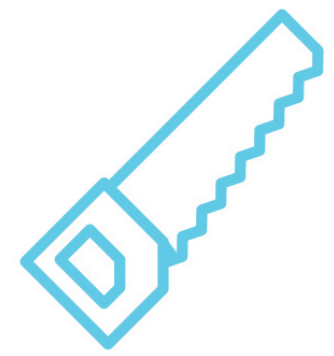
Rehabilitation/Renovation

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Ensure that renovation of existing structures facilitates an accessible and inclusive learning environment for all leaners, including learners with disabilities.
- Ensure that school rehabilitation and renovation meet relevant standards on accessibility and usability of the built environment.
- Ensure that final retrofitting design is both accessible and context appropriate, drawing on local building capacity and materials, and capable of being maintained at low costs over the long term.

EXAMPLES

- Use local materials and local workers to implement renovations.

- Use disabled people's organizations to provide user inputs in the design phase.

RELEVANT LINKS

Convention on the Rights of Persons with Disabilities, Article 9 (UN)

Guide for addressing accessibility in standards (ISO/IEC 2014)
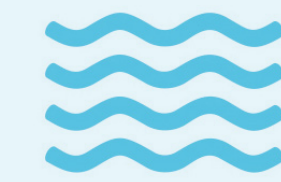
Water and Sanitation

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Ensure the accessibility of WASH (Water, Sanitation and Hygiene) facilities to all students and teachers including those with disabilities.
- Support disability-inclusive WASH policies for delivery partners in education projects.
- Ensure disaggregation of data by disability status in monitoring systems for WASH in education projects.
- Build or modify WASH facilities to ensure access, privacy, and safety for students who are or who are perceived to be sexual and gender minorities. Offer gender-neutral facilities and/or private facilities for transgender and intersex students.

EXAMPLES

- Identify and remove barriers to physical access, for instance through identifying whether WASH facilities are accessible and to students with disabilities.

- Audit the accessibility and safety of the school's WASH physical environment and other physical facilities relevant to water and sanitation use by the school community.

RELEVANT LINKS

Guidance Note on Including Persons with Disabilities in Water Sector Operations (World Bank, 2017)

Disability in water. Brief for task teams (World Bank 2019)

Inclusive WASH Activities in the Global South (Guzman et al., 2016)

Short Set of Questionnaires (Washington Group on Disability Statistics)

🚚 Transport

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Plan for accessibility throughout the travel chain (e.g., pedestrian access, vehicles, transfer stations).
- Assure safety during transportation – including safety from violence, bullying, and harassment –for students with disabilities and students who are real or perceived members of sexual or gender minorities.

EXAMPLES

- Bus drivers and other transport staff are trained to address the needs and safety of student passengers with disabilities.

- Bus drivers and other transport staff are trained to recognize and address the bullying and safety issues related to children who are or are perceived to be sexual or gender minorities.

RELEVANT LINKS

Guidance note on Improving accessibility to transport for People with Limited Mobility (World Bank, 2013)

"Improving transport accessibility for all" (Chapter 2) (ECMT, 2006)

Review of international good practice in accessible transport for persons with disabilities (UNDP, 2010)

"Transport and access to inclusive education in Mashonaland, West Province, Zimbabwe"(Kett and Deluca 2016

Transit Access Training Tool Kit (World Bank 2009)

💻 Procurement

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Ensure
  - Procurement of necessary assistive devices by education systems; and
  - Procurement of accessible ICTs in education projects.
- Link procurement in education to standards of ICT design that promote accessibility where possible.
- Identify and remove inaccessible ICT in legacy systems in education.

EXAMPLES

- Budget for accessible procurement.

- Procure assistive technologies and make them available for application in education.

RELEVANT LINKS

eAccessibility Policy Toolkit for Persons with Disabilities: Public Procurement (ITU/G3)

"CRPD Implementation: Promoting Global Digital Inclusion through ICT Procurement Policies & Accessibility Standards" (G3ict, 2015)

European Commission Mandate 376 for the European Accessibility Requirements for the Procurement of Products and Services in the ICT Domain

"Meeting Information and Communications Technology Access and Service Needs for Persons with Disabilities: Major Issues for Development and Implementation of Successful Policies and Strategies," Background Paper, ITU Regional (Waddell, 2008)

Training/Professional Development

— to ensure that inclusive education is part of pre- and in-service teacher education, leadership training and continuous professional development

Teachers

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Provide inclusive education strategies based on good teaching and learning practices (see e.g. Teach open source classroom observation tool)

- Enrich and adapt teaching strategies for students with different readiness to learn and/or with diverse educational needs.

- Ensure that all teachers
  - Receive initial training on inclusive education during pre-service teacher education;
  - Receive training of teachers in awareness, attitudinal barriers, and child protection risks for sexual and gender minorities;
  - Are trained to be able to respond to violence against students with disabilities and those who are sexual and gender minority learners (for example, through training in counseling skills); and
  - Make continuous professional development available to teachers on inclusive education; and ensure that it takes place in the school or cluster of schools for greater impact and context specificity.

EXAMPLES

- Teacher education (pre- and in-service) emphasizes evidence-based quality teaching and learning practices (based on universal learning design). This includes, for example, teaching in inclusive learning environments with adequate supports and reasonable accommodations, positive behavioral support, lesson facilitation for diverse learners, and supporting critical thinking and social and collaborative skills.

- Teacher education program has modules which promote respect for diversity and equal opportunity, as well as more specific modules concerning teaching methodologies that can be adapted to all learners, including children with sensory or intellectual disabilities.

- Teacher education programs invite guest trainers and speakers from different stakeholder groups, including persons with disabilities (e.g. to offer personal accounts of learning experience).

- Positive actions are taken to train teacher trainees with disabilities (e.g., flexible policies for enrollment qualifications for teacher training, creating "catch-up" courses for potential trainees who have missed out on education).

- Hearing teachers are trained in the use of sign language to equip them to teach and support deaf children more effectively.

- Teachers are trained to support students with disabilities in using assistive technologies, collaborating with resource teachers and/or classroom assistants.

- Teachers are trained to use non-stigmatizing terms regarding sexual orientation and gender minorities and to avoid offensive stereotyping in classrooms.

RELEVANT LINKS

GLEN Educator Resources

The Global Alliance for Sexual Diversity Education: Resources for Educators

Guide for Ensuring Equity and Inclusion in Education UNESCO (2017)

Teach Classroom Observation Tool (SABER, World Bank)

In-service teacher education modules, Moldova

Training packages for trainers of general education teachers on supporting students with disabilities, India

COUNTRY EXAMPLE FOR DISABILITY INCLUSION

Guyana

India

Moldova

School Leaders and Administrators

KEY ELEMENTS OF INCLUSIVE EDUCATION

■ Ensure a welcoming school culture and learning environment for all children.

■ Ensure that leaders are trained regarding their responsibilities for enhancing the inclusion of all students including students with disabilities and removing barriers to their inclusion.

■ Ensure that leaders support teachers in enriching or adapting their strategies to students with different readiness to learn and children disadvantaged due to their real or perceived sexual orientation or gender identity, and in removing barriers to their inclusion.

■ Increase the readiness of leaders to engage with the community in supporting school-and-home collaboration and in sensitization/awareness raising activities.

EXAMPLES

■ Leadership training includes elements of inclusive pedagogical leadership and schoolwide support for inclusive education. This includes critical awareness on typical structural and administrative barriers to learning which school leaders and administrators can remove.

■ Evidence-based quality teaching and learning practices are included in leadership training (based on universal learning design). These practices emphasize a supportive inclusive learning environment, positive behavioral support, lesson facilitation for diverse learners, and support for critical thinking and social and collaborative skills.

■ Training is provided on key issues, including disability awareness, gender sensitivity, classroom management, accessible curriculum, and diversification of teaching methodologies.

■ Training is provided on counseling services and mentorship programs so that school administrators are able to better respond to violence and discrimination based on SOGI.

RELEVANT LINKS

A Guide to Advocate for Enhanced Quality of Education Dealing with Sexual Diversity (2012)

Guide for Ensuring Equity and Inclusion in Education (UNESCO (2017)

Inclusive Education (IIEP/UNESCO)

A Summary on the Evidence of Inclusive Education (Hehir et al. (2016)

COUNTRY EXAMPLE FOR DISABILITY INCLUSION

Moldova

School resource staff

KEY ELEMENTS OF INCLUSIVE EDUCATION

It is important to recognize that approaches that work well in some countries that build on a resourceful cadre of professional support staff may not be available in some other countries. For example, in a country where formal education and other services and resources are scarce, there may be other resources — like community members, parents, care givers, DPOs and NGOs — who could become partners in supporting inclusive education.

Different countries educate different types of professionals and the extent and duration of their education vary. Which professionals are present in communities and schools and what kind of knowledge and skills they possess are among the key facts that need to be considered in planning inclusive education programs.

- Ensure that reasonable accommodation and support is provided when students benefit from more intensive or personalized support.

- Ensure that some teachers receive more specialized training on inclusive education so they may be experts, mentors and tutors in more intensive support approaches and methods.

- Ensure the availability of resource staff and para-professionals to provide effective support for teachers and learners within general education classrooms.

EXAMPLES

- Leadership training includes elements of inclusive pedagogical leadership and schoolwide support for inclusive education. This includes critical awareness of typical structural and administrative barriers to learning which school leaders and administrators can remove.

- Leadership training includes evidence-based quality teaching and learning practices (based on universal learning design), emphasizing a supportive, inclusive learning environment, positive behavioral support, lesson facilitation for diverse learners, and support for critical thinking and social and collaborative skills.

- Training is offered on key issues, including disability awareness, gender sensitivity, classroom management, accessible curriculum, and diversification of teaching methodologies.

- Training is provided on counseling services and mentorship programs so that school administrators are able to better respond to violence and discrimination based on SOGI.

RELEVANT LINKS

Guide for Ensuring Equity and Inclusion in Education (UNESCO, 2017)

COUNTRY EXAMPLE FOR DISABILITY INCLUSION

Vietnam

Curriculum Development, Reform and Assessment

— to ensure accessible and flexible curricula and student assessment systems and mechanisms

Curriculum

KEY ELEMENTS OF INCLUSIVE EDUCATION

■ Ensure that the curriculum is accessible, flexible and can be adapted as needed to ensure inclusive education.

■ Ensure that the curriculum reflects principles of equity and inclusion.

■ Integrate positive portrayals of students with disabilities and students of diverse sexual orientation and gender identities into and/or remove biased content from the curriculum.

EXAMPLES

■ All teaching and learning materials are reviewed from an equity perspective, to ensure they are not perpetuating or reproducing harmful norms and stereotypes but support inclusion of all children, including boys and girls, children with disabilities and those in vulnerable situations

■ Inclusive curricula reflect the voice and image of persons with disabilities and sexual and gender minorities.

■ Access is provided to specialized learning materials and to the curriculum in accessible formats, such as braille and video.

RELEVANT LINKS

Guide for Ensuring Equity and Inclusion in Education (UNESCO (2017)

Guide for strengthening gender equality and inclusiveness in teaching and learning materials (USAID (2015)

Index for Inclusion: Developing Learning and Participation in Schools (Booth & Ainscow, 2002)

COUNTRY EXAMPLE FOR DISABILITY INCLUSION

Guyana

Assessment

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Provide fair and accessible assessments to allow all students to show their knowledge and skills on the same challenging content.
- Ensure the availability of flexible assessment systems and mechanisms allowing accommodations when needed.
- Provide stakeholders with continuous improvement, monitoring and training in learning assessment to stakeholders to ensure quality of the overall system.
- Promote formative assessment with primary goal of improving learning and teaching on the basis of feedback.

EXAMPLES

- Clear policies, guidelines, procedures, and training are established for assessment. This includes a specific policy and process for accommodating students with diverse cultural and language background, disabilities and/or diverse educational needs in assessment.

- Reasonable accommodations in assessment are provided, where required, for students with disabilities (e.g., braille testing; online access to examination; provision of readers; extra time).

- Alternative assessments (including alternative content assessments) are used to measure the knowledge and skills of students whose disabilities are a barrier to demonstrating knowledge and skills in general assessments (regardless of allowable accessibility features and accommodations).

- All students in all settings who receive additional support to their learning are included in their enrolled grade-level assessments in some way, regardless of the nature of their disability or need for support.

RELEVANT LINKS

Public Examinations Examined (World Bank)

"Principles and characteristics of inclusive assessment systems in a changing assessment landscape" (Thurlow et al., 2016)

Teaching and Learning Materials (TLM)

— to make teaching and learning materials accessible to all and nondiscriminatory

Content

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Ensure the availability of teaching and learning materials (TLMs) to support the learning of all students, including students with disabilities and/or with diverse educational needs.

- Include in TLMs the voice and image of persons with disabilities and sexual and gender minorities and de-stigmatizing content.

EXAMPLES

1 Curricula are inclusive, reflecting local needs and the voices and images of diverse people, including persons from different backgrounds and persons with disabilities.

2 There is a variety of teaching and learning materials that are accessible for all and can accommodate diverse learning needs.

RELEVANT LINKS

ESF Good Practice Note on Non-Discrimination and Disability (World Bank)

ESF Good Practice Note on Non Discrimination and SOGI

COUNTRY EXAMPLE FOR DISABILITY INCLUSION

Saint Lucia

Accessibility

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Make TLMs available in accessible language and formats for all students (e.g. braille, audiobooks, sign language resources, large print, graphics, multimedia, and through assistive technology such as screen readers).

- Provide assistive devices, mobility training and other accessibility measures to make TLMs accessible for students with disabilities (e.g., ICTs, manipulatives, communication aids).

EXAMPLES

- Accessibility measures are provided based on learner needs. These may include, for example, adjusted levels of lighting, distance between teacher and pupils, acoustics, learning materials in multiple formats including large print, graphic, braille, audio, multimedia or assistive technology such as screen reader software.

- The availability of text books and curriculum is promoted in digital format along DAISY standards.

- Teachers are trained in local sign language skills to teach deaf children and to support children to teachsign language to their peers. They also receive specialized skills such as braille reading to help blind children's learning and to help them teach braille reading to their peers.

- Public procurements of ICTs are required to purchase ICTs that are accessible.

RELEVANT LINKS

"Bridging the Disability Divide through Digital Technologies" (Raja, 2016)

e-Accessibility Policy Toolkit for Persons with Disabilities." (ITU & G3ict)

Good Practice Note on Non-Discrimination and Disability (ESF)

Technologies to support education of people with disabilities Benetech

COUNTRY EXAMPLE FOR DISABILITY INCLUSION

Guyana

Inclusive Education and Management and Information Systems and Other Data Collection

— to ensure that data and information systems that support decision making in education are inclusive

Education Management and Information Systems (EMIS)[1]

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Ensure
  - That routine EMIS contain data on children currently excluded from general education, including children in vulnerable situations and children with disabilities; and
  - That disabilities are included in EMIS comprehensively, including disability-related indicators.
- Collect information in EMIS on the accessibility of schools and school materials.
- Collect data on the available types of inclusion services and on the inclusion training that teachers have obtained.
- Collect disaggregated data.

EXAMPLES

- EMIS collects, at a minimum, data on number of teachers receiving in-service training on inclusive education approaches and also specifically on teaching children with disabilities. Data is needed also on access to different types of specialists to support teachers in their inclusive work or who support children with disabilities directly in the reporting year.

- EMIS data is collected and analyzed on the recruitment and retention of teachers, in particular data relating to the representation of teachers with disabilities and from different ethnic groups or minority groups. This data is used to inform policy-making decisions with the aim of ensuring that the teacher workforce is representative of the population as a whole.

RELEVANT LINKS

Guide for Including Disability in Education Management Information Systems

OpenEMIS

Short set of questionnaires (The Washington Group on Disability Statistics)

The UNICEF/Washington Group Child Module on Disability

[1] UNESCO defines EMIS as 'a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system. It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous and timely data and information to support them in completion of their responsibilities.' (UNESCO, "Education for All by 2015: Will we make it?" In EFA Global Monitoring Report [Paris: 2008]).

Institution Building

— to enable inclusive education systems to work in close partnerships with communities, with other ministries such as health, social protection, and social affairs, with civil society, and with other actors

Institution Building

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Facilitate active collaboration with families, including parents, caretakers, and community members. A positive connection between parents and schools influences children's attitudes and achievements in education.

- Identify and collaborate with relevant existing institutional and human resources and structures supporting inclusive education, including government services (health, nutrition, social protection, WASH), NGOs, (including, LGBTI CSOs, DPOs), and possibly private-sector actors.

- Provide support for building management capacity at central, sub-national, local administrative and school levels related to inclusive education.

- Ensure cross-sectoral coordination on inclusive education approaches, in particular collaboration on the education of persons with disabilities and sexual and gender minorities.

EXAMPLES

- There is broad-based multi-stakeholder engagement in the development of inclusive education policies, plans, and programs.

- Funding is targeted to support inclusive education for students at risk of exclusion, including children with disabilities, children who are or are perceived to be sexual or gender minorities and children from vulnerable situations.

- An inter-agency working group on inclusive education is established to ensure that inclusive education principles and prerequisites are present in educational policies, plans, and practices.

- Parents of children with disabilities and parents of children who are sexual or gender minorities participate by sharing experiences/giving talks during teacher-training seminars and awareness-raising activities.

RELEVANT LINKS

ESF

Awareness Raising

— to strengthen the understanding of and support for social inclusion that are necessary to building inclusive societies

Awareness Raising

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Dismantle prejudice, stigma and stereotyping of persons and strengthen the principle of equity for all people.

- Increase equity for persons with disabilities in education through disability awareness activities.

- Increase positive depictions and highlight success stories of sexual and gender minorities.

- Promote increased access and participation of diverse children in schools through media engagement.

EXAMPLES

- Human rights education is used to foster an attitude of respect for the equal rights of all persons. This is done at all levels of the education system, including among young children, with emphasis on persons whose human rights are at risk, such as persons with disabilities and children who are (or are perceived to be) sexual or gender minorities.

- Community-based equity awareness training programs are supported to foster the inclusion of all children including children with disabilities and children who are (or are perceived to be) sexual or gender minorities in schools.

- Positive role models are created, and students with disabilities and those who are (or are perceived to be) sexual or gender minorities are invited to act as change agents.

- Parents are invited to give enlighting talks and share their experiences with other parents, teachers and school administrators.

RELEVANT LINKS

Convention on the Rights of Persons with Disabilities, Article 8 (UN)

Disability inclusion (World Bank)

Inclusion Matters (World Bank)

Indigenous peoples (World Bank)

Social inclusion (World Bank)

SOGI inclusion (World Bank)

COUNTRY EXAMPLE FOR DISABILITY INCLUSION

Malawi

Moldova

Inclusive Education Finance

— to ensure inclusive education finance is inclusive, which is critical in ensuring quality education for all

Inclusive Education Finance

KEY ELEMENTS OF INCLUSIVE EDUCATION

- The cost of exclusion from education is significant at many levels.

- Funding formulas need to recognize the additional costs associated with inclusive education.

- Resource allocation that supports inclusive education requires coordination mechanisms across various sectors and ministries.

- There are different approaches to inclusive education finance; and the challenges of different sectors sharing responsibility for supporting groups of learners need to be addressed.

- Some funding mechanisms might encourage labelling of some learners in order achieve reasonable accommodation and/or support services.

EXAMPLES

- A twin-track approach to inclusive education financing is taken, including overall systemic change and specific initiatives to support learners with a variety of special/diverse educational needs.

- Disability-responsive budgeting is adopted. This can support more strategic use of existing resources and the development of formulas that account for the costs of including learners requiring reasonable accommodation and/or support services.

RELEVANT LINKS

Capturing Cost Data (World Bank, 2019)

Financing policies for inclusive education systems self-review tool (European Agency for Special Needs and Inclusive Education)

Global Platform for Education Finance Booklet (World Bank, 2019

Global Platform for Education Finance Briefing Note (World Bank, 2019)

CONSIDERING RESULTS FRAMEWORK, PROJECT MANAGEMENT AND RISK MITIGATION

Results Framework

KEY ELEMENTS OF INCLUSIVE EDUCATION

■ Ensure that all components related to people in vulnerable situations including persons with disabilities, have PDO indicators or intermediate results indicators and provide disaggregated data

EXAMPLES

■ Indicator: Legal/policy instruments proposed, drafted, or adopted to promote equity and inclusion in education.

■ Indicator: Number of teachers trained in implementing inclusive education.

■ Indicator: Extent of access and reasonable accommodations for students with disabilities at school facilities, academic programs and extra-curricular activities.

■ Indicator: Availability of learning materials/ curricula reflecting the histories, culture, languages, oral traditions, philosophies, writing systems and literatures of Indigenous People.

■ Indicator: Legislation or policy instruments that protect students on the basis of sexual orientation and gender identity from discrimination and harassment in education at the national or subnational level.

RELEVANT LINKS

Brief: "Equity and Inclusion in Education in World Bank projects: Persons with Disabilities, Indigenous Peoples, and Sexual and Gender Minorities" (World Bank)

Project Management

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Practice non-discriminatory hiring and employment in PIU, consultancies.

- Meet obligation to provide reasonable accommodation where required for workers with disabilities.

- Provide an accessible, safe and enabling work environment for all persons including persons with disabilities and sexual and gender minorities.

EXAMPLES

- Processes for recruitment and hiring of and consultancies with persons with disabilities are in PIU and are accessible.

- Recruitment and hiring of sexual and gender minorities as teachers or mentors in schools is encouraged.

- Reasonable accommodations are made to facilitate inclusive work environment (i.e. appropriate work equipment and inclusive working hours)

- Inclusive employment and leadership serve to help break stereotypes about persons with disabilities and sexual and gender minorities within their communities.

RELEVANT LINKS

ESF

World Bank Commitments on Disability-Inclusive Development: Commitment 9, Staffing (World Bank)

Risk Mitigation

KEY ELEMENTS OF INCLUSIVE EDUCATION

- Ensure that persons with disabilities and sexual and gender minorities are considered in risk mitigation planning.

- Identify mitigation measures where it is determined that persons in vulnerable situations—including persons with disabilities and real or perceived sexual and gender minorities—may face exclusion in connection with an education project.

- Ensure that risk mitigation takes a "whole-of-institution" approach in identifying and mitigating any barriers to education, in particular for persons with disabilities and sexual and gender minorities.

EXAMPLES

- Persons at risk of exclusion from education, including persons with disabilities and real or perceived sexual and gender minorities, are involved in the identification of risk mitigation measures to minimize exclusion risks. Identification can include issues of: (1) enrolment; (2) curriculum development, accreditation and delivery; (3) access to and participation in the activities across the whole curriculum (e.g., academic courses, physical education and recreation, sex education, social events, school trips); (4) student support services; and (5) elimination of harassment, bullying and victimization

- DPOs are engaged to assist in the determination of risks in education project planning.

- Potential hazards or inaccessible school design dimensions that put students with disabilities at risk are identified.

RELEVANT LINKS

ESF

ESF Good Practice Note on Non-Discrimination and Disability

ESF Good Practice Note on Non-Discrimination and SOGI

ESSENTIAL RESOURCES

COUNTRY EXAMPLES

Guyana
[Guyana: The Guyana Education Sector Improvement Project](#) identified several entry points for promoting the inclusion of students with disabilities. The project team met with disability experts in Guyana to learn more about the gaps and barriers in the education sector. The project addresses disability inclusion in several areas: project consultations and participation in curriculum reform, teacher training and staff diversity, inclusive and accessible learning materials, and monitoring indicators.

India
The technical assistance activity on [Children with Special Needs under the Sarva Shiksha Abhiyan (SSA) III](#) supplemented ongoing World Bank assistance to the Government of India's SSA (Education for All) program. The non-lending activity produced training packages titled ["Making Inclusion Work"](#) for master trainers who trained general education teachers on supporting students with autism, hearing impairments, cerebral palsy, and deaf blindness. These four disabilities represent highly marginalized groups even within the disability sector. SSA's school readiness program helped to develop Individualized Education Plans (IEPs) for children with disabilities following an individualized assessment of the child's needs and previous classroom experiences. The SSA provided resource centers to offer specialized supports that a child with disabilities may need outside of and in addition to the regular classroom. School management committees required proportionate representation of parents or guardians of children from disadvantaged groups, including children with disabilities.

Malawi
[Malawi: Through the Inclusive Education for Disabled Children project](#) in Malawi, the World Bank supports the Federation of Disability Organizations in Malawi in testing innovative methods for promoting the enrollment of children with disabilities in mainstream schools and influencing the development of an inclusive education policy. The project team carried out awareness and community mobilization campaigns in 150 schools and developed guidelines to screen, identify, and assess different disabilities along with guidelines for parents and community members on providing life skills training to children with disabilities. Current activities include school improvement plans, inclusive-education teacher training, procurement of assistive devices, and hands-on support for students.

Moldova
[Moldova: The Integration of Children with Disabilities into Mainstream Schools](#) activity in Moldova supported 20 demonstration subprojects to adapt mainstream schools for students with disabilities and to build capacity of teachers, school leaders, parents, and communities. This initiative was built on the basis of supporting municipalities' local planning for applying national policies for inclusion of children with disabilities and diverse educational needs.

Saint Lucia
[Saint Lucia: Saint Lucia Human Capital Resilience Project](#) (P170445). In accordance with the TVET Policy and Strategy, public awareness and training activities will be implemented with a view to reducing gender disparities and increasing accessibility for persons with disabilities. The public awareness campaign will seek to counteract gender and disability stereotypes about TVET fields through positive portrayals of trainees and graduates in non-gender-stereotypical roles (e.g. female construction workers and male early childhood providers) and those living and working with disabilities. With support from the TVET Systems Consultants, training programs will also be developed for TVET institutional leaders and instructors to counteract various forms of bias and promote techniques for fostering a welcoming environment for students of different genders and those with and without disabilities. The project will ensure that students in all five special schools will have access to at least one Caribbean Vocational Qualification (CVQ) linked to labor-market needs, as part of one of the Performance-Based Conditions (PBCs). The PDO indicator on the provision of labor market-relevant skills will also include disaggregated data on students at special schools."

COUNTRY EXAMPLES

Vietnam

[Vietnam: The Vietnam Intergenerational Deaf Education Outreach Project](#) developed professional human resources for preschool education for the deaf by training more than 50 adults who are deaf to become mentors to children, about 200 hearing teachers in the use of sign language, and more than 50 beneficiaries as communication facilitators or sign language interpreters.

REFERENCES

ESSENTIAL WORLD BANK RESOURCES

The 10 Commitments on Disability Inclusion

The Bank Directive: Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals or Groups

The Covid-19 Pandemic: Shocks to Education and Policy Responses

The Disability Inclusion and Accountability Framework

Environmental and Social Framework

Equity and Inclusion in Education in World Bank Projects

ESF Good Practice Note on Non-Discrimination and Disability

ESF Good Practice Note on Non Discrimination and SOGI

Formative Assessment Supporting Inclusive Education

Guidance Note of Criteria for the World Bank's Disability-Inclusive Investment Project Financing (IPF) in Education

"The Price of Exclusion: Disability & Education"

OTHER KEY RESOURCES

Enabling Education Network

Framework for opening schools after Covid-19

GEM recommendations and GLAD Infographic comparison

GLAD Inclusive Education Infographic

2020 Global Education Monitoring Report

Inclusive Early Childhood Care and Education. Background paper, UNESCO International Forum: Cali, Columbia 2019

Inclusive education for persons with disabilities - Are we making progress? Background paper, UNESCO International Forum: Cali, Columbia 2019

Issues Paper on Covid-19 and learners with disabilities

The Legal Recognition of Sign Languages by Country World Federation of the Deaf

Washington Group on Disability Statistics

The UN Convention on the Rights of Persons with Disabilities

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GLOSSARY

Accessibility: the measures taken to ensure persons with disabilities access, on an equal basis with others,to the physical environment; to transportation; to information and communications, including information and communications technologies and systems; and to other facilities and services open or provided to the public, in both urban and rural areas.

Barriers: the aspects of society that intentionally or unintentionally exclude people with disabilities from full participation and inclusion in society. Barriers can be physical, informational, legal, institutional, environmental, attitudinal, and others.

Disadvantaged or vulnerable: individuals or groups who, by virtue of, for example, their age, gender, ethnicity, religion, physical, mental or other disability, social, civic or health status, sexual orientation, gender identity, economic disadvantages or Indigenous status, and/or dependence on unique natural resources, may be more likely to be adversely affected by a project's impacts and/or

more limited than others in their ability to take advantage of a project's benefits. Such an individual/group also is more likely to be excluded from/unable to participate fully in the mainstream consultation process so may require specific measures and/or assistance to do so. Such assistance will take into account age, including the elderly and minors; and their circumstances, such as being separated from their families, communities, or other individuals upon whom they depend.

Diversity: an individuals' differences, which may relate to their race, ethnicity, gender, sexual orientation,language, culture, religion, mental and physical ability, class, and immigration status.

Equity ensures concern for fairness such that the education of all learners is seen as having equal importance. This might include for example differentiated approach in learning and instruction.

Inclusion in development: empowering all people to participate in, and benefit from, the development process. Inclusion in education targets overcoming the barriers that limit the presence, participation, and achievement of learners. Inclusion utilizes policies to promote equality and nondiscrimination that increase the access of all people, including the poor and disadvantaged, to services and benefits encompassing education, health, social protection, infrastructure, and other assets. Inclusion also employs actions to remove barriers against those who often are excluded from education projects

Inclusive education: a process of strengthening the capacity of the education system to ensure equity and inclusion in the forms of educational access, participation, and achievement for all learners.

Individual education plans: written plans/programs prepared by education professionals in collaboration with multisectoral colleagues with input from the parents that specify a student's academic goals and the methods to achieve these goals.

Integration: an approach that places learners deemed to have "special educational needs" in mainstream education settings with some adaptations and resources, but on the condition that they can fit into preexisting structures, attitudes, and an unaltered environment.

Mainstreaming/Mainstream education: the practice of educating students with specific learning needs in regular classes during specific time-periods based on their skills.

Persons with disabilities: those who have long-term physical, mental, intellectual or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basiswith others.

Reasonable accommodation: where needed in a particular case, the necessary and appropriate modification and adjustments that do not impose a disproportionate or undue burden to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Special educational needs is a term used in some countries to refer to children with impairments or diverse educational needs who are seen as requiring additional support.

Special education: classes or instruction designed for students categorized as having special/ diverse educational needs.

Universal design: is an approach that acknowledges that in a classroom of learners, all are different. Learners understand, process, and express things differently. UDL asserts that teaching and learning should utilize a multitude of methods to support all learners, including, but not limited to learners with disabilities.