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Bridging the Gap II (BtG-II)

Learning Spaces (LS) 2018-2019

Webinar N.7 – Inclusive Education

20 February, 2019 at 2:30 pm CET Brussels Time (English session)

1 – TOPIC

Inclusive Education: addressing and removing barriers to access to education for persons with disabilities.

2 – TARGET AUDIENCES

The webinar cycle is addressed to the three target groups of the project, namely:

1. Development practitioners (for instance: agencies, EU delegations)
2. National institutions of the partner countries of Bridging the Gap II (Burkina Faso, Ecuador, Ethiopia, Paraguay and Sudan)
3. National organisations of persons with disabilities

3 – SESSION'S CONTENT, SEQUENCE AND DURATION

Article 24 of the UN Convention on the Rights of Persons with Disabilities¹ (CRPD) instructs that countries must take steps to guarantee that persons with disabilities access inclusive education systems “at all levels”. In addition, the 2016 General Comment n. 4 of the UN Committee on the Rights of Persons with Disabilities² reinforces the content of the article by interpreting inclusive education as a fundamental human right of all learners and a mean of realizing other human rights (point 10).

Notwithstanding the provisions of the Convention and of the UN Committee, too often the efforts to provide education for persons with disabilities focuses on specialised schools, in some cases targeting specific impairments, in violation with the principles of inclusion stated in the CRPD. Unfortunately, still today, it is still too often assumed that segregation, whether in separate schools or separate classrooms within regular schools, is the best solution for educating learners with disabilities.

¹ [Article 24 of the UN Convention on the Rights of Persons with Disabilities](#)

² [General Comment No 4 - Article 24: Right to inclusive education \(Adopted 26 August 2016\)](#)



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However, as this session will explore, in more recent times the international human rights law and the internationally-agreed development goals reflect a clear preference for inclusive education.

The inclusion of persons with disabilities in education is crucial for a number of reasons:

- Countries cannot realise the 2030 Agenda and the Sustainable Development Goals (SDGs), notably Goal #4, without guaranteeing access to education for children with disabilities;
- Inclusive education endorses inclusive and open-minded societies, with benefits for students with and without disabilities, families of students with disabilities, and the larger community;
- Education is an investment in the future and contributes to both social development and human capital formation;
- Including persons with disabilities, particularly children with disabilities, produces social and economic benefits that endure for a lifetime;
- Education contributes to personal well-being and is the gateway to full participation in society;
- States are legally obliged to include persons with disabilities in education under international human rights law, in particular Article 24 of the Convention on the Rights of Persons with Disabilities.

From a legal point of view, and as described above, the right to an inclusive education is a fundamental human right³. It emerged first in general guarantees set forth in the Universal Declaration on Human Rights and then in more detailed expression in the International Covenant on Economic and Cultural Rights (ICESCR)⁴. Other international instruments express the link between the right to education and the needs of persons with disabilities.

In 1994, the UNESCO's Salamanca Statement on Principles, Policies and Practice in Special Needs Education⁵ was adopted: it asserts that education for all must encompass the inclusion of all types of learners in a single learning environment. It further provides that "regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming environments, building an inclusive society and achieving

³ Universal Declaration of Human Rights, art. 26, G.A. Res. 217 (III), A, U.N. Doc. A/RES/217(III), (Dec. 10, 1948).

⁴ International Covenant on Economic, Social and Cultural Rights, art. 13, G.A. Res. 2200A (XXI), U.N. GAOR, Supp. No. 16, U.N. Doc. A/6316 (1966).

⁵ International Covenant on Economic, Social and Cultural Rights, art. 13, G.A. Res. 2200A (XXI), U.N. GAOR, Supp. No. 16, U.N. Doc. A/6316 (1966).



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education for all”⁶ The Convention on the Rights of Persons with Disabilities is the first human rights treaty to explicitly call for inclusive quality education.

Sequence of the session

- **Introduction to the session** 5/10 mins
- **Presentation** 40/50 mins
- **Questions & answers** 30/40 mins – Q&A plenary session – Debate

The webinar will last approximately 1.5 hours.

4 – SUGGESTED READINGS AND LEARNING MATERIAL FOR PARTICIPANTS

- UN OHCHR: [General Comment No 4 - Article 24: Right to inclusive education \(Adopted 26 August 2016\)](#)
- UNESCO: [Inclusion in Education \(French, Spanish\)](#)
- UNESCO: [Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. \(French, Spanish\)](#)
- 2017 UNESCO: [Education and Disability: Analysis of Data from 49 Countries. \(English Only\)](#)
- 2018 Global Partnership for Education: [Disability and Inclusive Education. A Stocktake of Education Sector Plans and GPE-Funded Grants. \(English Only\)](#)
- 2018 European Agency for Special Needs and Inclusive Education: [Evidence of the Link Between Inclusive Education and Social Inclusion. A Review of the Literature. \(English Only\)](#)
- 2018 Open Society: [TOY for Inclusion Toolkit A step-by-step guide to creating inclusive Early Childhood Education and Care \(ECEC\) Play Hubs for all generations. \(English Only\)](#)
- 2018 PLAN International: [How education budgets and plans target the most marginalized. \(English Only\)](#)

5 - LEARNING OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDES)

The seventh session of the BtG-II webinar-based training cycle proposes three main learning objectives:

⁶ UNESCO Salamanca Statement on Principles, Policies and Practice in Special Needs Education, World Conference on Special Needs Education: Access and Quality, 7-10 June 1994, Salamanca, Spain, http://www.unesco.org/pv_obj_cache/pv_obj_id_8678C38B771FE2B34D07C1D03C94529011180300/file/ame/SALAMA_E.PDF



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1. Reviewed the main provisions of CRPD Article 24, including the need to ensure that persons with disabilities are not excluded, isolated and marginalised from formal education at all levels;
2. Identified barriers to access to education for learners with disabilities;
3. Devised a number of strategies for addressing and removing barriers to access to education for persons with disabilities.

The webinar training-cycle issues a Certificate of Attendance only those whom will attend at least 75% of the webinars (i.e. 9 out of 12 webinars) and respond to the satisfaction survey.

6 – LANGUAGES AND SCHEDULES

The webinar will be conducted in English, French and Spanish in separate sessions:

Language	Date and time	Speaker	Moderator
English	February 20 2019 at 2:30 pm CET (Brussels Time)	Julia McGeown , Humanity&Inclusion Inclusive Education Technical Advisor IDDC Coordinator of the Task Group on Inclusive Education. Siân Tesni , CBM International Senior Advisor for Education IDDC Coordinator of the Task Group on Inclusive	Alessia Rogai , BtG-II Knowledge Management and Learning Coordinator
Spanish	February 27 2019 at 4:00pm CET (Brussels Time)	Eduardo Díaz Velázquez , Director - Centro Español de Documentación sobre Discapacidad (CEDD)	Carmen Serrano , BtG-II Communication Officer
French	February 25 2019 at 11:30	Sandra BOISSEAU , Humanity&Inclusion	Federico Martire , BtG-II Director



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	am CET (Brussels time)	Inclusive Education Technical adviser	
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7 – REGISTRATION

To register to the English session please [click here](#).

Once registered, you will receive a confirmation email with the link to join the session at the specified time and date. Registration is limited to 100 participants on a first come, first served basis.

Participants can use the landline call to join the session:

United Kingdom: **+44 330 221 9922**

Audio PIN: Shown after joining the webinar

Webinar ID: 895-026-531

You can also join the session through the smartphone or table free application. You can download the application by [clicking here](#).

8 – ACCESSIBILITY

The webinar is live captioned. The link to access the captioning page will be shared together in two reminder emails (respectively 1 day and 1 hour before the session) and in the chat box at the beginning of the webinar.

To improve the visual accessibility of the online training platform GoToWebinar, we recommend to download the smartphone or tablet free application by [clicking here](#).

9 - WHAT IS BRIDGING THE GAP?

Bridging the Gap II (BtG-II) is an initiative funded by the European Union coordinated by the International and Ibero-American Foundation for Administration and Public Policies (FIIAPP) in partnership with the Spanish Agency for Development Cooperation (AECID), the Austrian Development Agency (ADA), the Italian Agency for Development Cooperation (IADC), the European Disability Forum (EDF) and the International Disability and Development Consortium (IDDC). It aims to contribute to the socio-economic inclusion, equality and non-discrimination of persons with disabilities through more inclusive and accountable institutions and policies.

Bridging the Gap is a targeted thematic response to the requirement to make development cooperation accessible to and inclusive of persons with disabilities, which is an obligation for the European Union (EU) and Member





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States as parties to the Convention on the Rights of Persons with Disabilities (CRPD) and which can have a significant impact in improving the social inclusion and promoting the rights of persons with disabilities.

BtG-II supports the mainstreaming of disability in international cooperation and the efforts of five partner countries (Burkina Faso, Ecuador, Ethiopia, Paraguay and Sudan) in planning and implementing inclusive public policies and services.

This project is funded by the EU under the Development Cooperation Instrument (DCI), Thematic Programme “Global Public Goods and Challenges” and it is in line with the European Consensus on Development “Our World, Our Dignity, Our Future”.

Discover more about BtG-II:

[BtG-II Web site](#)

[BtG-II Facebook page](#)

[BtG-II Twitter page](#)

[BtG-II YouTube channel](#)

[BtG-II on Flickr](#)

All the recordings of the previous webinars are available on our [YouTube Channel](#). You can find them in [English](#), [French](#) and [Spanish](#).

For further information, please contact:

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