



Module 3 - Tipsheet

Inclusive Education

Inclusion of children with disabilities in the regular educational system means that all social and material conditions need to be in place, and obstacles to learning and active participation are removed. Some important preparatory measures need to be considered to make a school ready for inclusive education. Some of the most important preparatory steps are given below, but will have to be adapted and expanded according to the specific context:

- **Networking** with government, educational establishments, disabled people's organisations, pro disability organisations and international organisations is essential for local and national advocacy of the inclusion of children and youth with disabilities in the school system and adults with disabilities in continuing education/training.
- It is essential to **raise awareness** among classmates and their parents as well as in the social setting and make preparations for the inclusion of children with disabilities. Actively address prejudices and misconceptions about persons with disabilities among all education stakeholders, and create a safe, mobbing-free environment for all children.
- **Teaching staff** must be given **specific in-service training** and instruction and the national curricula for pre-service teacher training must include this aspect.
- Schools and educational institutions, including sanitary areas, the nearby surroundings and the way to school must be **free of physical barriers**.
- Depending on impairment, **adequate learning materials** must be made available for all children with disabilities, such as computers with a Braille line, Braille script, visual and auditory aids, acoustic word processing and personnel support through sign language interpreting, assistance teachers, etc.

It is also important that girls and boys with disabilities can exercise their right to education even in crisis situations. For those children who are not or no longer part of the formal education system, extracurricular education and learning programmes are intended to increase their opportunities for social participation and professional opportunities.

Education and training are also very important for **adults with disabilities**, as they often did not have the opportunity to receive primary school education. The inclusion of adults in literacy programmes, adult education, vocational or skills training and further education measures, universities, etc. enables them to be strengthened (empowerment) and thus improves the opportunities for participation in socioeconomic processes. In addition, people with disabilities can learn through education in crisis situations -how they can survive and reduce risks, for example receive information on protection against sexual violence, infectious diseases, explosive devices, which in turn contributes to health and violence prevention.