



Inclusive Futures
Promoting disability inclusion



Information about how people with disabilities are included in countries across the world



Easy read booklet Issue 6



Who we are



We are Social Development Direct.



We give advice to people working on **International Development** on how to include all people, such as women and people with disabilities.



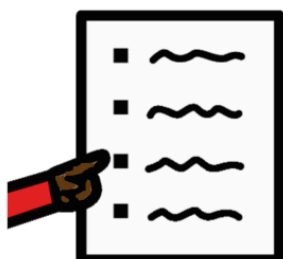
International Development supports people around the world who do not have enough access to the things they need.



We work with other groups to run the Disability Inclusion Helpdesk.



This booklet is part of the **6th Helpdesk Evidence Digest**. It focuses on education for people with disabilities.



Please look at the full report for links to documents or for more information

Discussion about including girls with disabilities in education

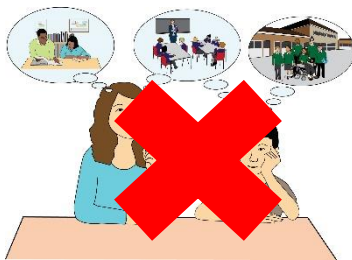


Leonard Cheshire and the World Bank are two international groups that do work to include people with disabilities in communities.

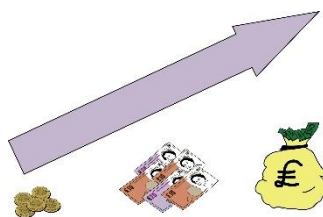


The leaders of these groups recently talked about what governments can do to help children with disabilities go to school.

They said they were happy that world leaders decided to do more about education for girls at the G7, which is a big event for world leaders.



Most children who are not in school have a disability. Girls with disabilities might not go back to school after the pandemic because of difficulties at home. It is important for international leaders to give more attention to education for girls with disabilities.



Some people think that it costs too much money to include children with disabilities in schools, but that is not true. It is very important for world leaders to spend more money on education for children with disabilities.

Evidence and guidance on disability-inclusive education



‘Inclusive Education’ is when all people, including people with disabilities, are included and get to go to school and learn.

International Disability Alliance shared information from organisations working with people with disabilities around the world .

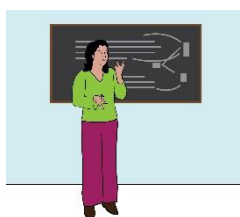


The information said:

1. Most governments are not doing as much as they could to make sure education includes people with disabilities.



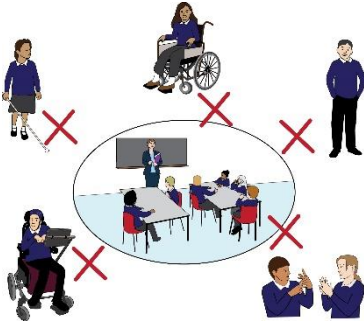
2. Not many people with disabilities are in school, many stop going to school.



3. Teachers are not trained for inclusive education



4. Most governments do not share information about how much money is spent to make education more inclusive

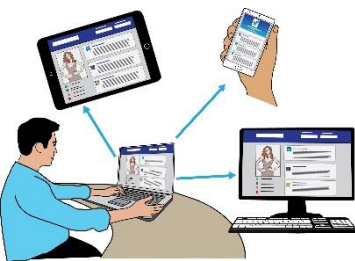


5. Lots of countries have separate schools for people with disabilities, which is not inclusive.



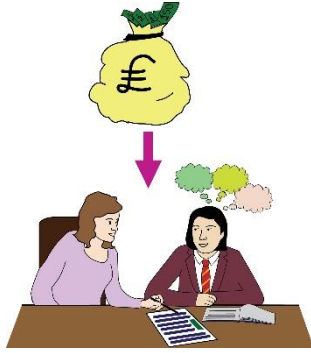
6. Disabled children in school are not treated well, there is **stigma** – when people are unkind because someone is different

7. Many governments do not make sure schools are accessible



The COVID-19 illness has made it more difficult for children to get an education because less children with disabilities have the internet for online learning.

'**Distance learning**' is when school takes place at home such as on internet calls.



Money should be spent on improving how teaching takes place when people are at home rather than school for lessons.



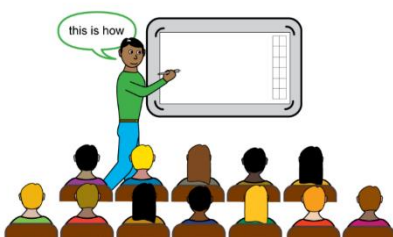
In Malawi lots of people did not have contact with teachers and schools during **COVID-19** and many were not studying at all. Some people missed their health appointments because schools were closed.



In Ethiopia children with disabilities were less likely to use technology for learning during COVID-19.



In Ethiopia and Jordan teenagers got as much support from their family as non-disabled teenagers. Parents and carers were worried many teenagers with disabilities would not go back to school.



In Ethiopia teenagers with disabilities have lots of things stopping them from learning at school. People are often violent towards them and they get more stressed than non-disabled teenagers.



Technology could help people with disabilities access education better. This needs to be researched more. Often teachers do not like to use technology or are not trained on it.



A survey by Inclusive Education Initiative showed almost half of people who answered did not get money they needed to help their children with disabilities to keep learning during COVID-19 and more than half were worried that **distance learning** is not suitable for children with disabilities.



A UNICEF report shows the costs of not including children with disabilities in education and how to reduce those costs by making changes to education to be inclusive.



UNICEF has published information on how teachers can give good distance learning for children with disabilities.



It is important that when people try to get more girls into education they also make sure people with disabilities are included.

A project in Kenya is trying to make men treat girls with disabilities with

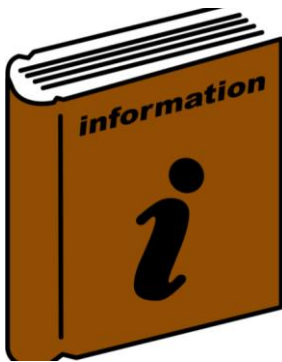


respect. A project in Sierra Leone is helping girls with disabilities to tell their schools how to be more safe and inclusive.



Leonard Cheshire have share lots of information for parents and carers to support children with disabilities at home during **COVID-19**.

Programme Learning on education



A programme in Kenya, Rwanda and Uganda is trying to make education more inclusive by giving accessible digital textbooks to schools so that people with disabilities such as blind people can use the textbooks.



In Nigeria a programme is helping school groups talk to parents to make them feel more comfortable about sending children with disabilities to school.

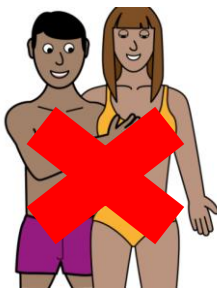


In South Sudan a project is asking radio presenters to talk on the radio and newspapers to write about education for girls with disabilities.

Other topics – Disability Inclusion Evidence



Safeguarding is protecting adults or children from being harmed by other people. New guidelines on how to protect children with disabilities from harm have been developed.



23 countries in the Commonwealth have laws making it illegal to have sex with people with disabilities. 25 countries in the Commonwealth have laws using negative terms for people with disabilities.



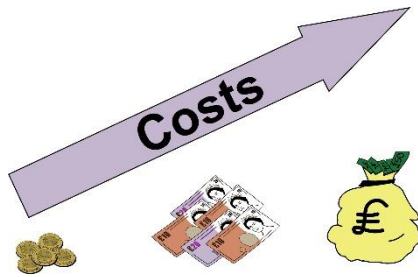
Research from Syria showed girls and women with disabilities had a high risk of different types of violence.



Radio programmes in Tanzania were good at reducing **stigma** towards people with albinism. They helped people understand the impairment more.



Research in Nepal showed that it is difficult for carers of girls and young women with disabilities to help them when their bodies change when they become women.



People with disabilities in Nairobi and Dhaka have high costs for health, assistive devices, transport and reasonable accommodation. They also get less jobs and lower salaries.



The UN has given guidance on how to make sure cash and food help reaches people with disabilities, and how to identify people with disability to give cash and food help.



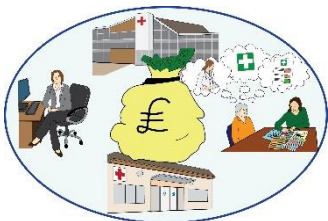
There is new guidance for companies in poorer countries to help include people with disabilities as workers and customers.



Guidance has been made on making sure people with disabilities get the **COVID-19** vaccine fairly.



Research showed that in Brazil many health facilities were not very accessible to people with disabilities.



A video was made explaining healthcare for all, including for people with disabilities and how governments can pay for it.



In Bangladesh many of the Rohingya people have disabilities and cannot access services.



In South Sudan people living in camps who have a disability almost half had mental health conditions.



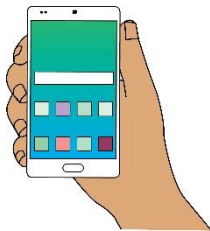
In Syria lots of people who had left their homes during the war and then came back have disabilities. Living has been more difficult for those people with disabilities and their families.



Guidance has been made to help organisations helping with the **COVID-19** response in Turkey look after people with disabilities from Syria.



Lots of organisations came together to promote human rights of women and girls in countries that have wars.



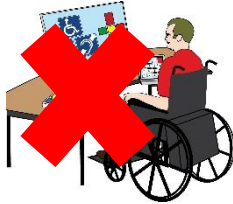
Guidance was made to encourage mobile phone products to consider people with disabilities.



Assistive Technologies are technologies made to help people with disabilities do certain things.



A special issue of International Journal of Environmental Research and Public Health focuses on assistive technology and support services for people with disabilities in poorer countries

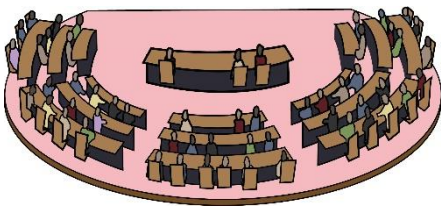


In South Africa people with intellectual disabilities find it hard to access and use **assistive technologies**



Guidance was made for governments in poorer countries on how to buy assistive technologies.

Disability Inclusion Policy News



The G7 summit was held and lots of world leaders gave money to improve education around the world.



A conference was held with the United Nations on the rights of people with disability. They looked at how to recover from COVID-19 so that people with disabilities are more included than they used to be.



Sierra Leone has a new policy on inclusive education.

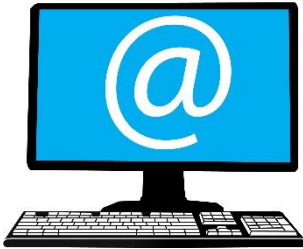


Armenia has a new law that bans excluding people with disabilities and explains that people with disabilities have rights.



500 big companies now publish regular reports on how many people with disabilities work for them.

Contact us



If you want to talk to us send an email to this address
enquiries@disabilityinclusion.org.uk


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**People
First**



Images used in this document come from the People First (Self Advocacy) Picture Bank

Disability Inclusion Helpdesk, July 2021  Inclusive Futures
Evidence digest: disability-inclusive education in focus

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The full version of this document is called

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