



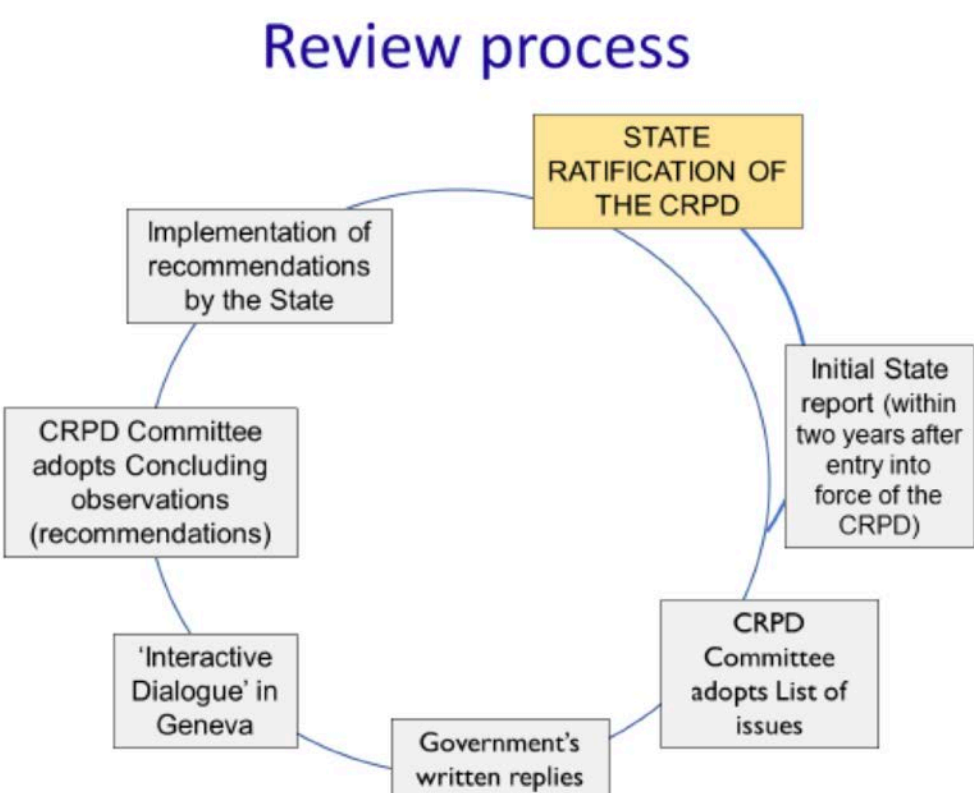
Implementation of Article 24 CRPD: General Comment 4 CRPD Committee

Project 617443 CBHE-JP coordinator
Gracienne Lauwers (prof. dr.)

<http://edulaweu.eu>



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English > Human Rights Bodies > CRPD > **General Comments**

COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES

General Comments

See documentation about all [CRPD General Comments](#)

General Comment No 4

[Article 24: Right to inclusive education](#) (Adopted 26 August 2016)

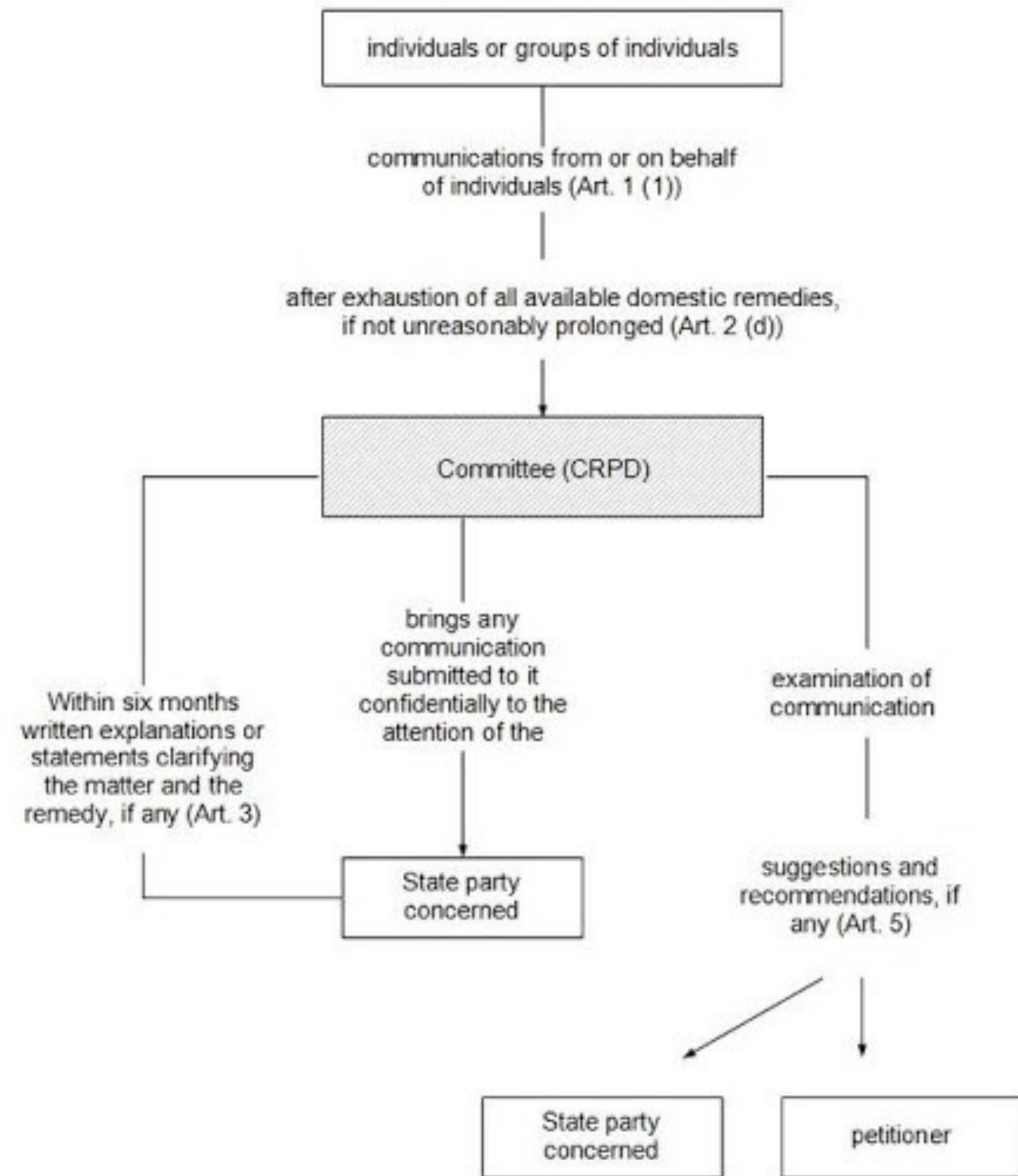
[Submissions for the draft General Comment on Article 24](#)

Easyread version in English available [here](#)

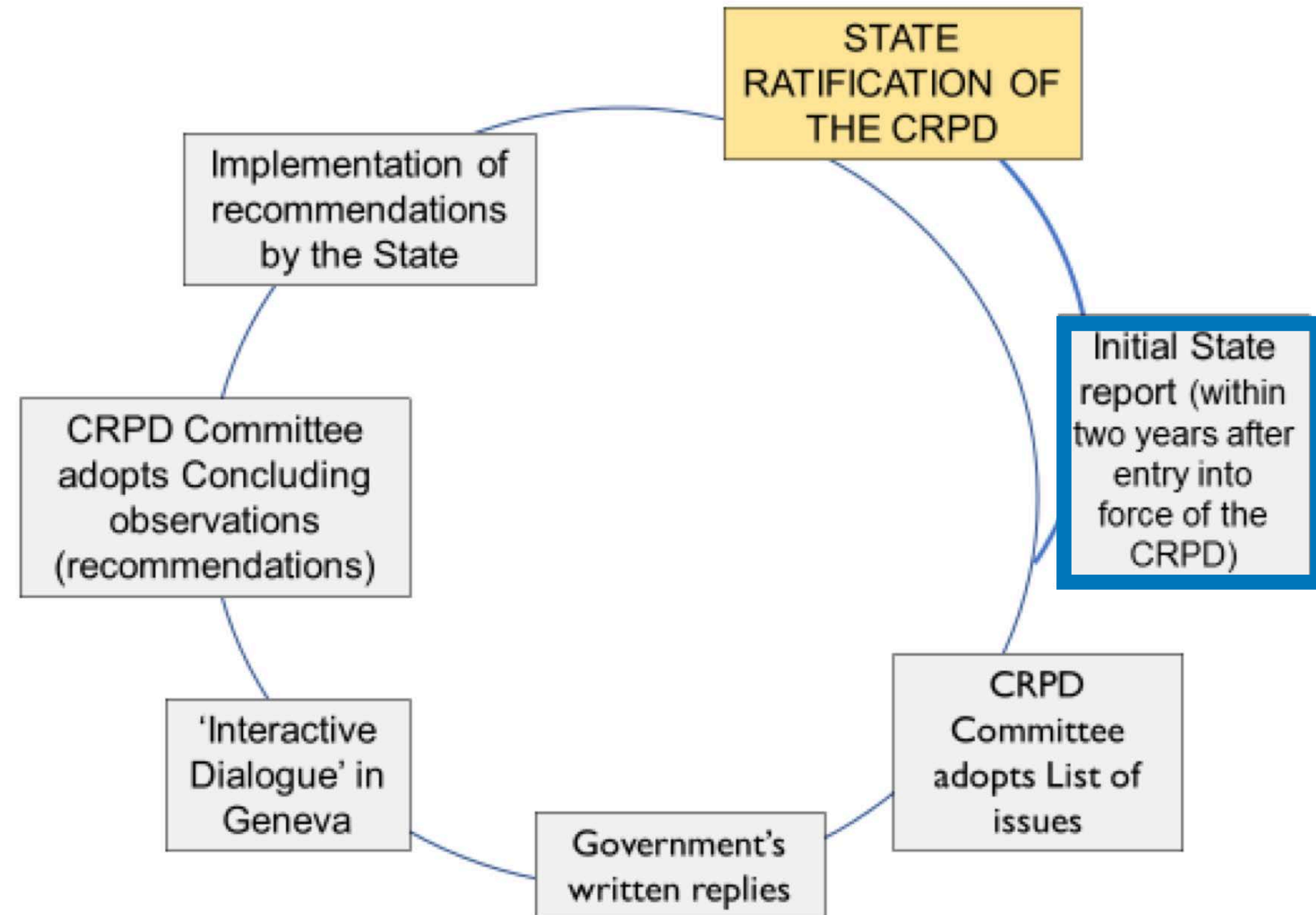
Plain version in English available [here](#)



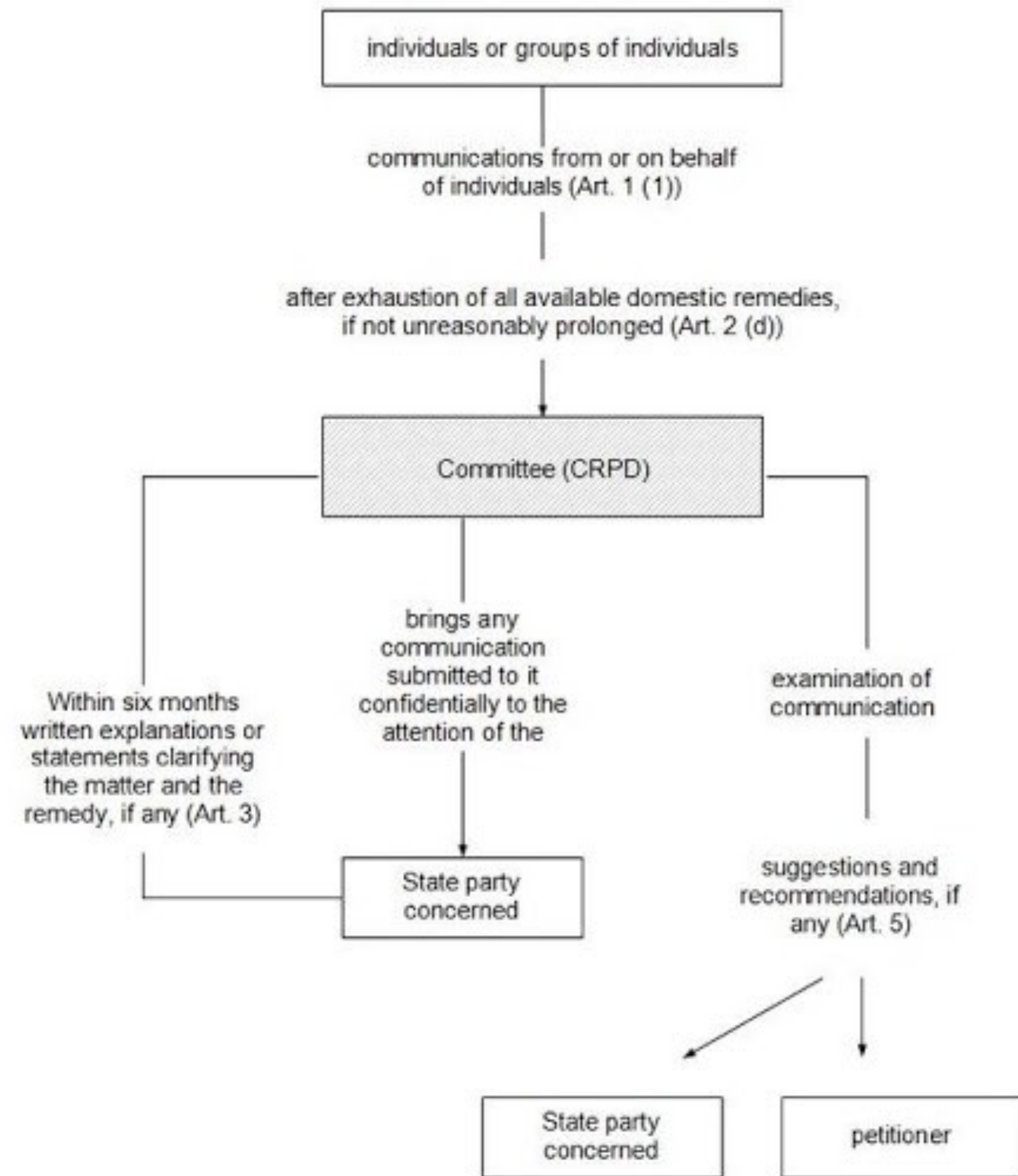
COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES



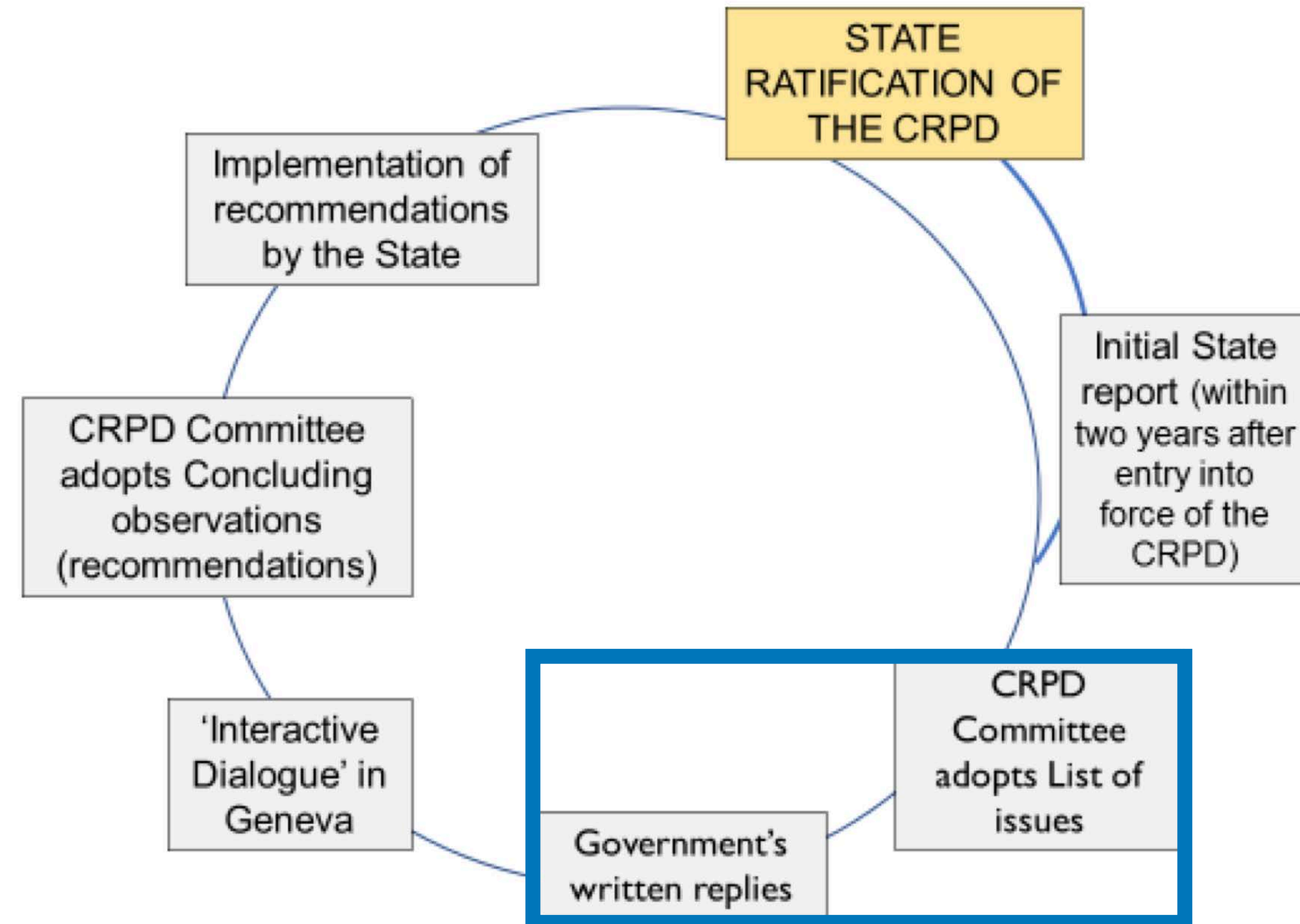
Review process



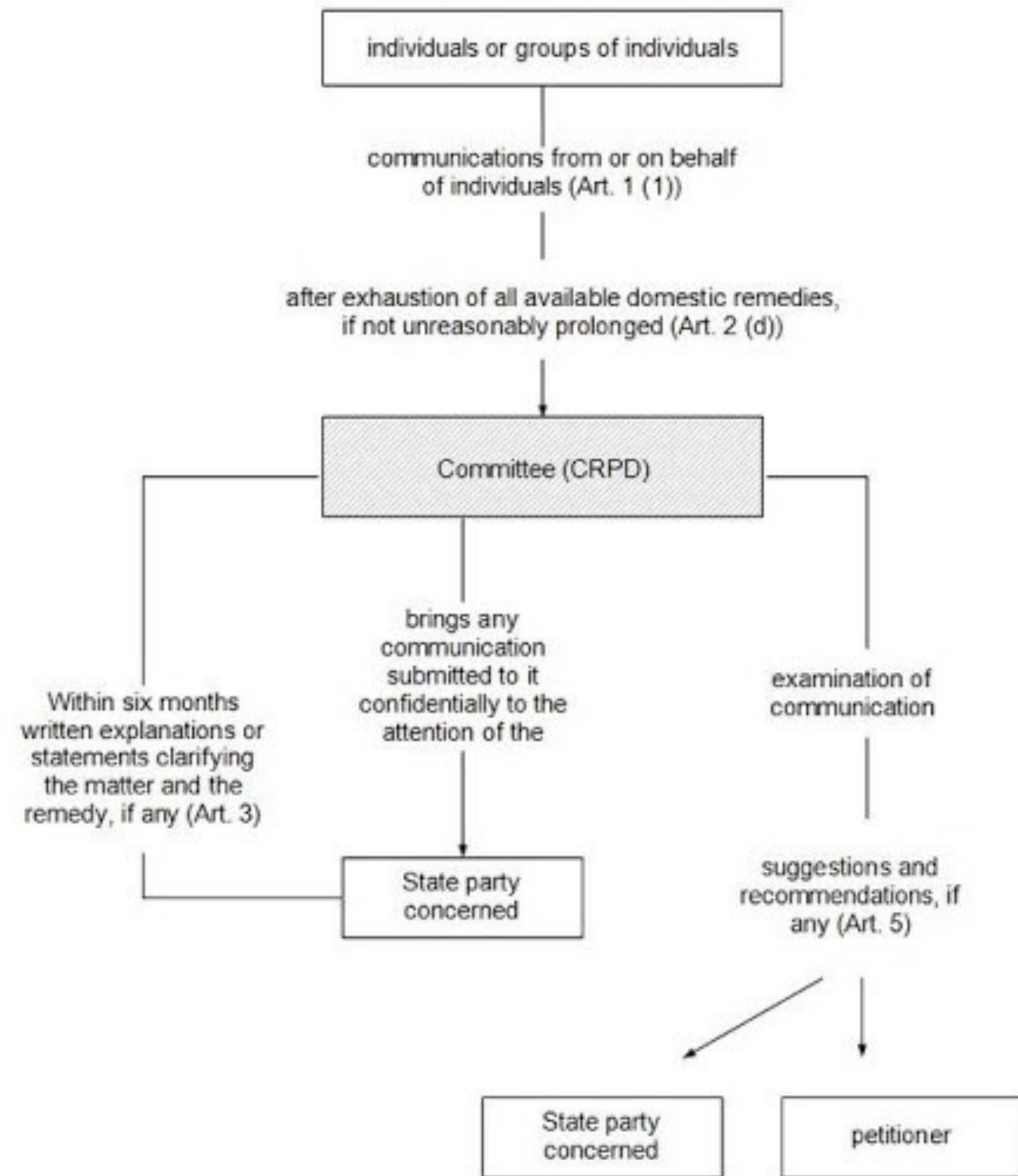
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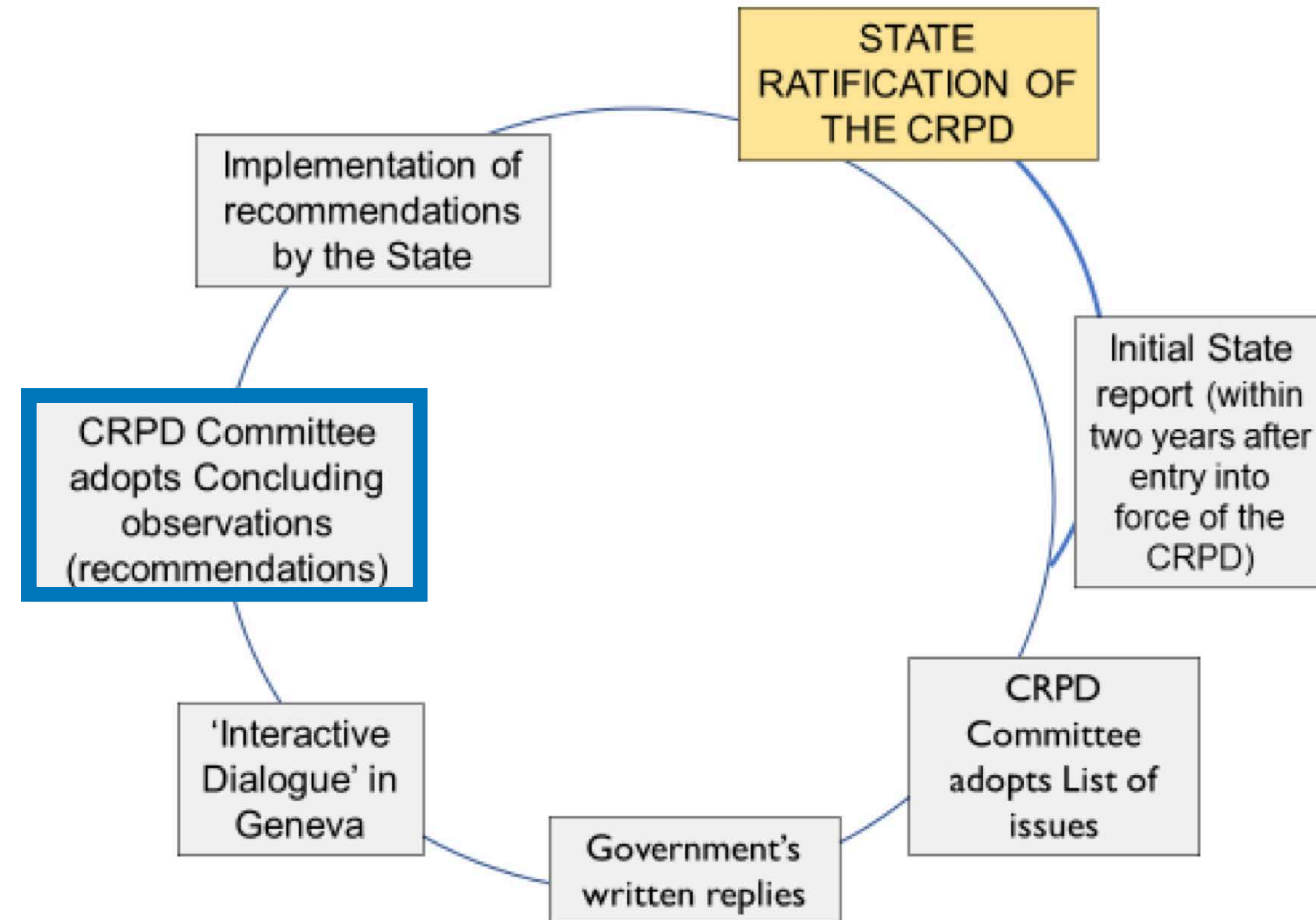
Review process



COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES



Review process



REALIZATION OF THE SUSTAINABLE DEVELOPMENT GOALS BY, FOR AND WITH PERSONS WITH DISABILITIES

UN Flagship Report on Disability
and Development 2018

www.un.org/disabilities

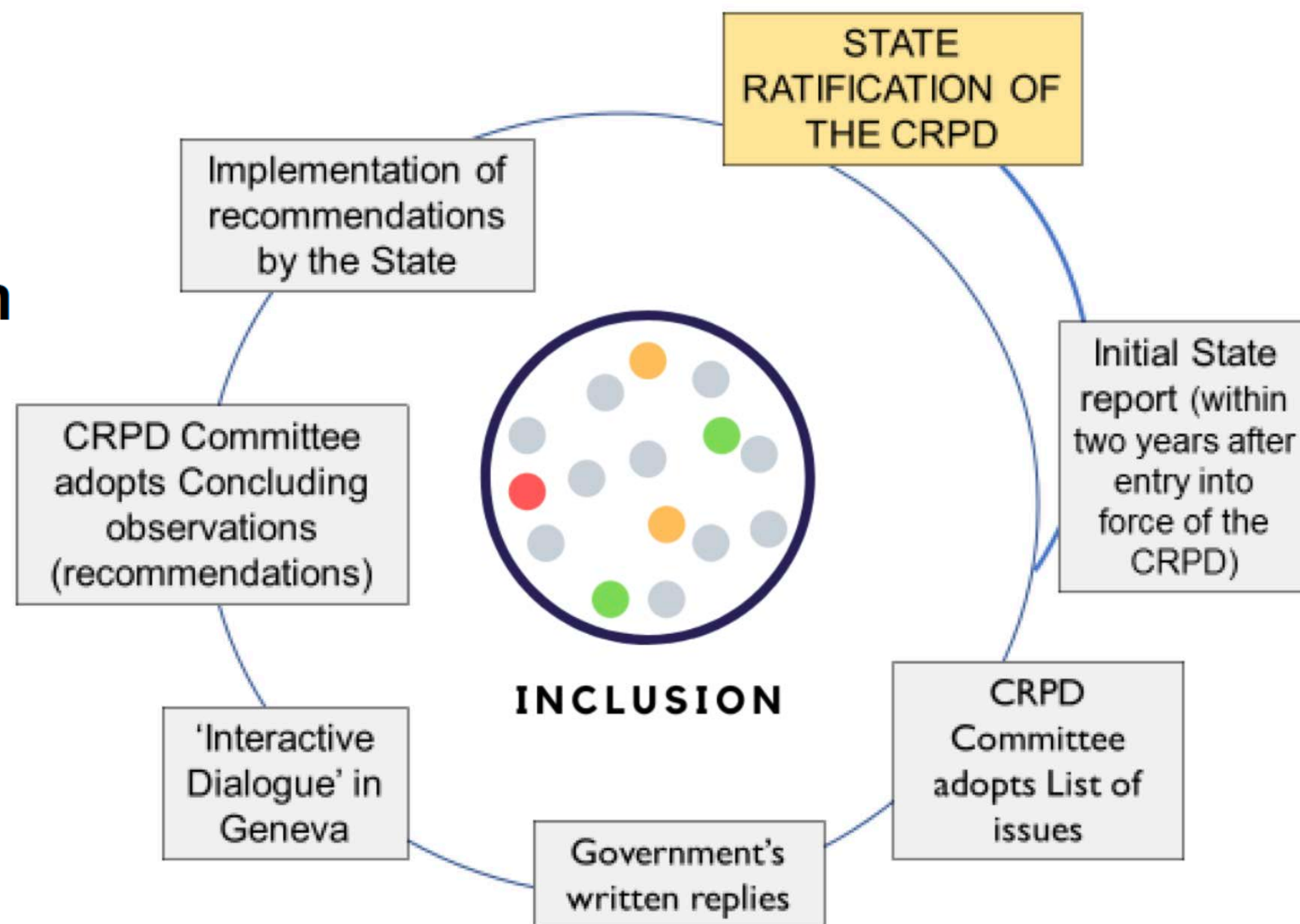


CRPD

disability rights are human rights

Article 24: Education

Review process



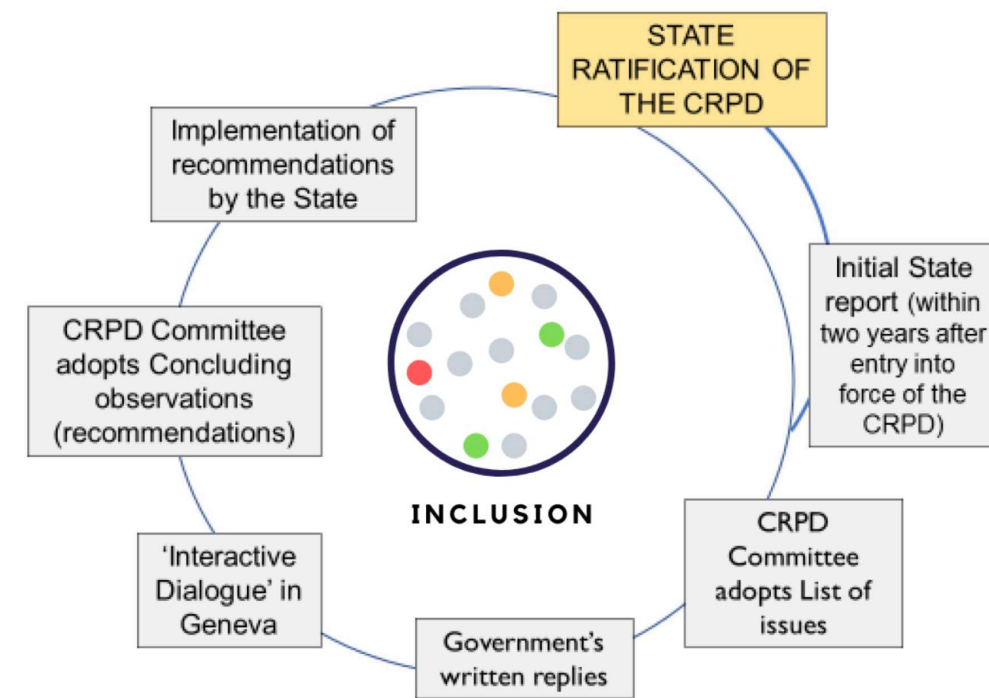


Article 24: Education

States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

Review process



United Nations

CRPD/C/GC/4



Convention on the Rights of Persons with Disabilities

Distr.: General
25 November 2016

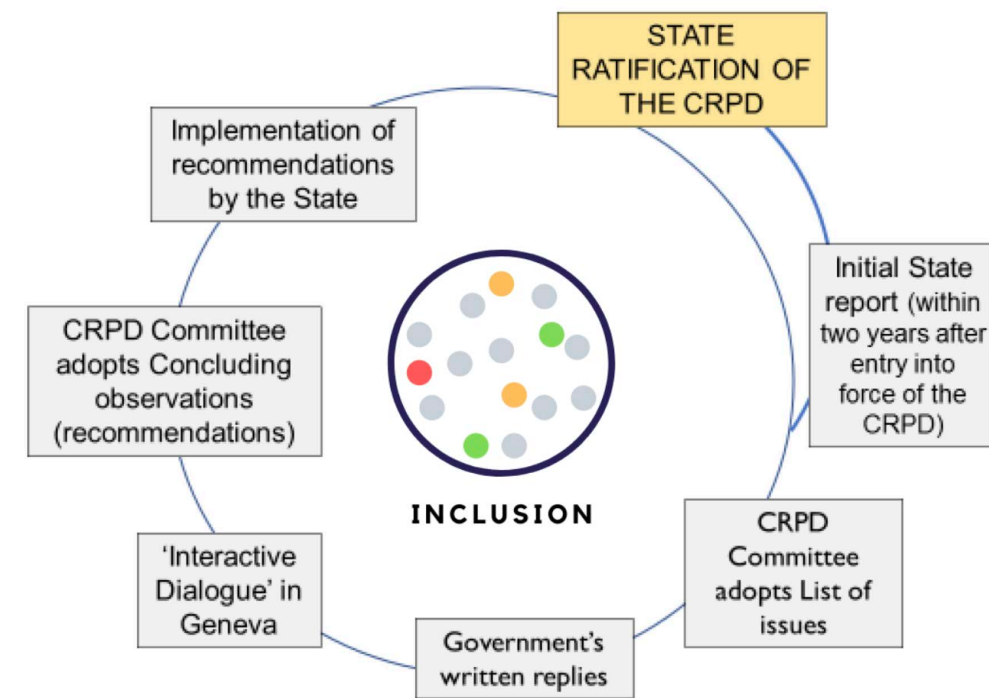
Original: English

Committee on the Rights of Persons with Disabilities

General comment No. 4 (2016) on the right to inclusive education

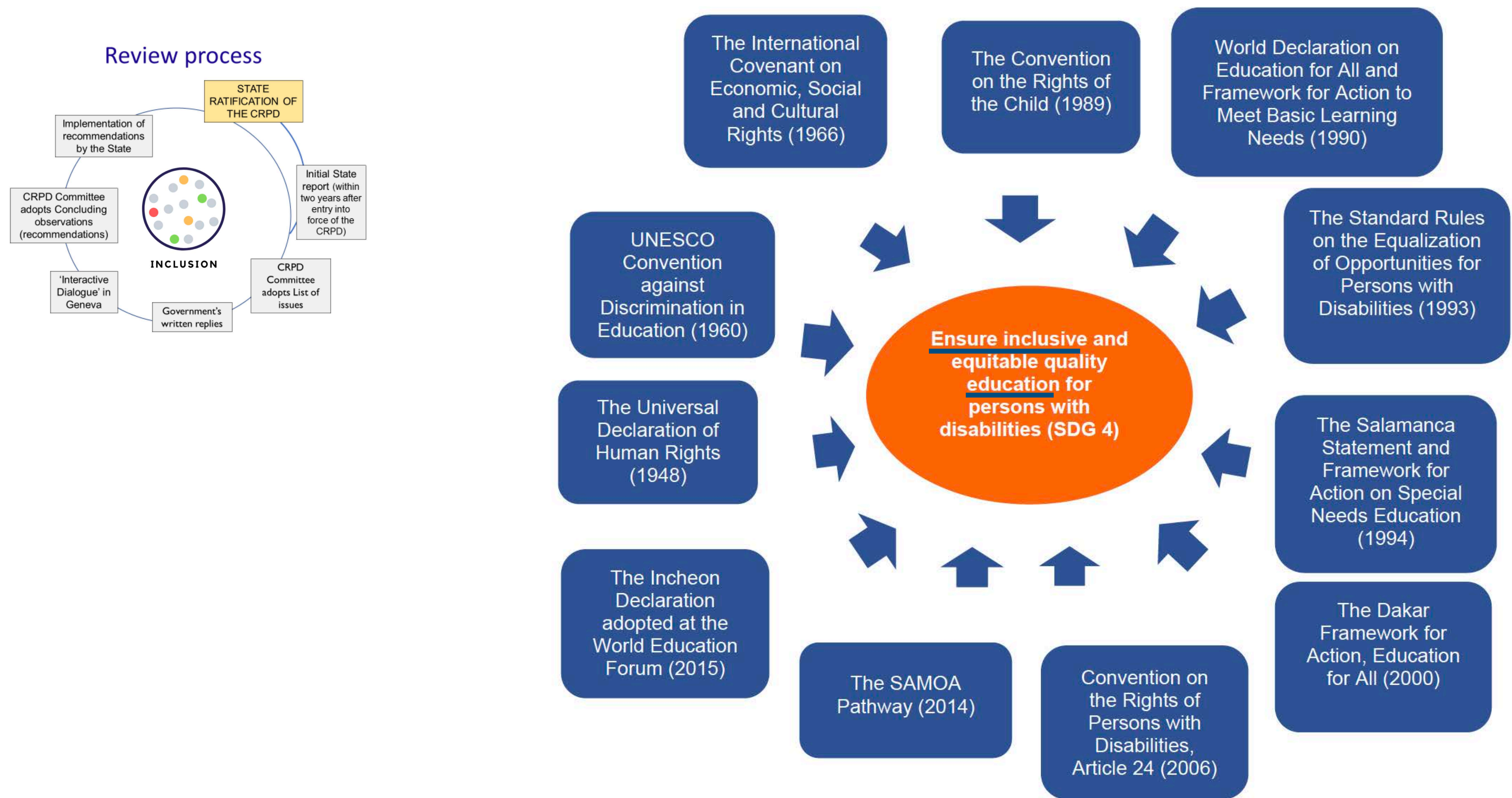
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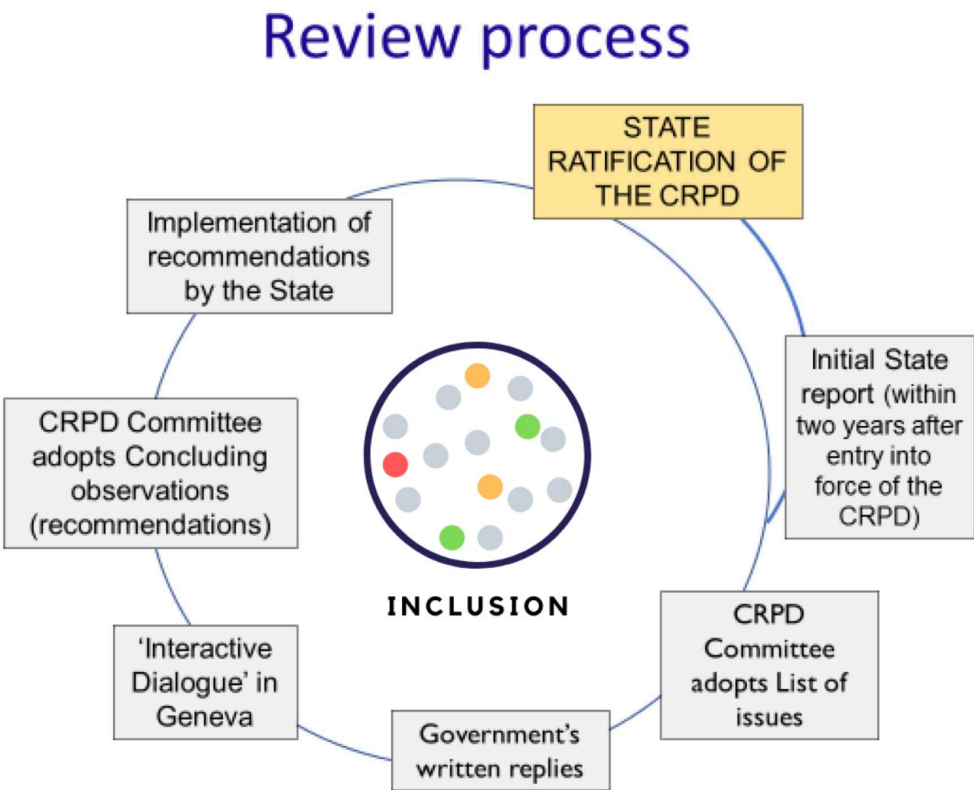
Review process



3. Despite the progress achieved, however, the Committee is concerned that profound challenges persist. Many millions of persons with disabilities continue to be denied the right to education and for many more education is available only in settings where persons with disabilities are isolated from their peers and where the education they receive is of an inferior quality.

Figure II.25. International normative framework relevant for the achievement of SDG 4 for persons with disabilities.





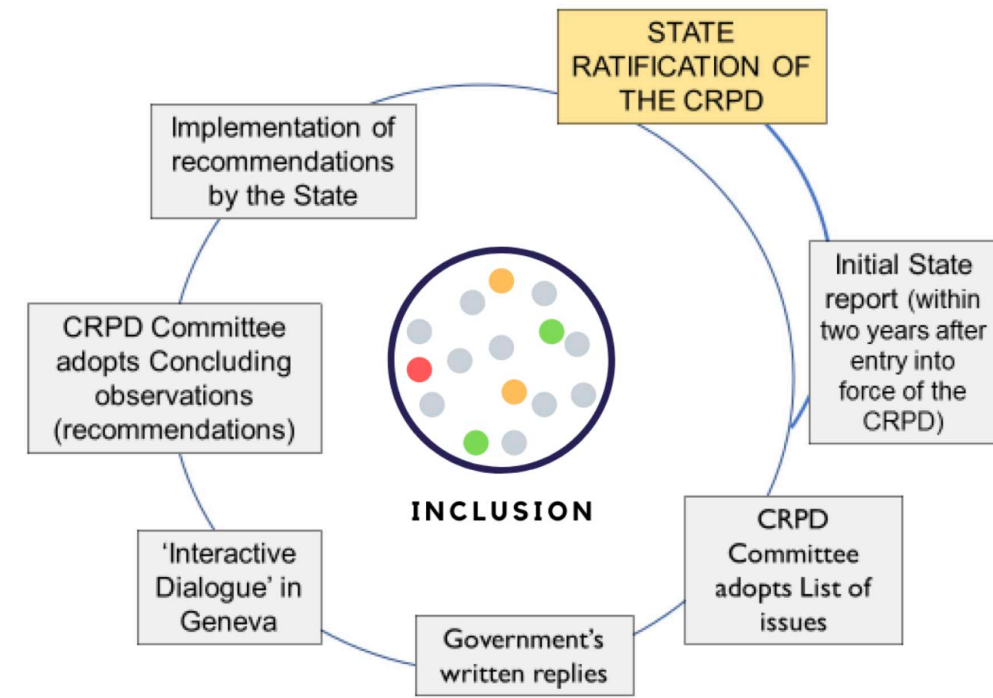
English > Your Human Rights > Disability > Thematic study on the right of persons with disabilities to education

Thematic report on the right of persons with disabilities to education

Published:	18 December 2013
Author:	OHCHR
Presented:	To the HRC at its 25 th session, 19 March 2014
Link:	A/HRC/25/29 Easy-to-read

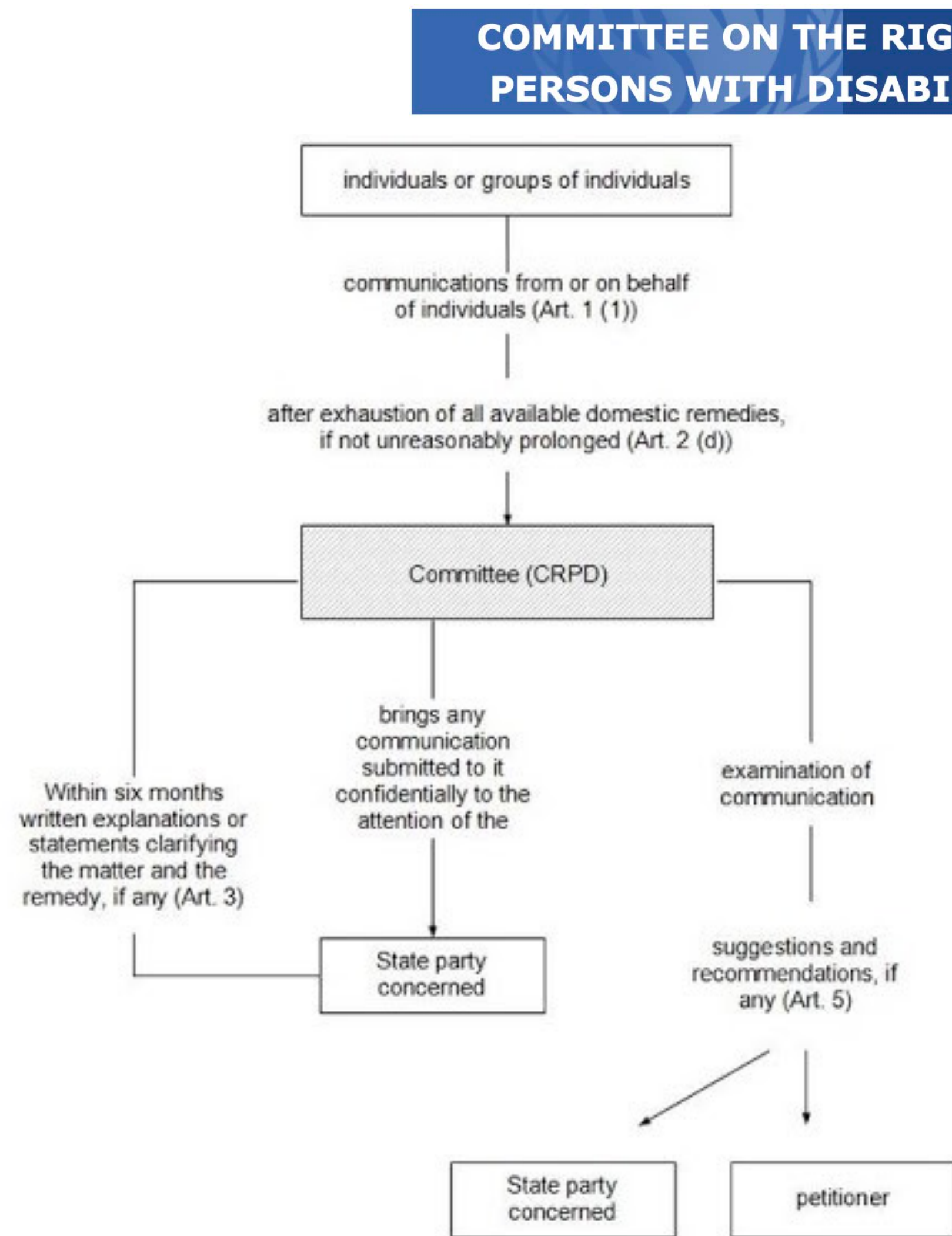
As reflected in the report of the Office of the United Nations High Commissioner for Human Rights on the thematic study on the right of persons with disabilities to education, only inclusive education can provide both quality education and social development for persons with disabilities, and a guarantee of universality and non-discrimination in the right to education.¹

Review process

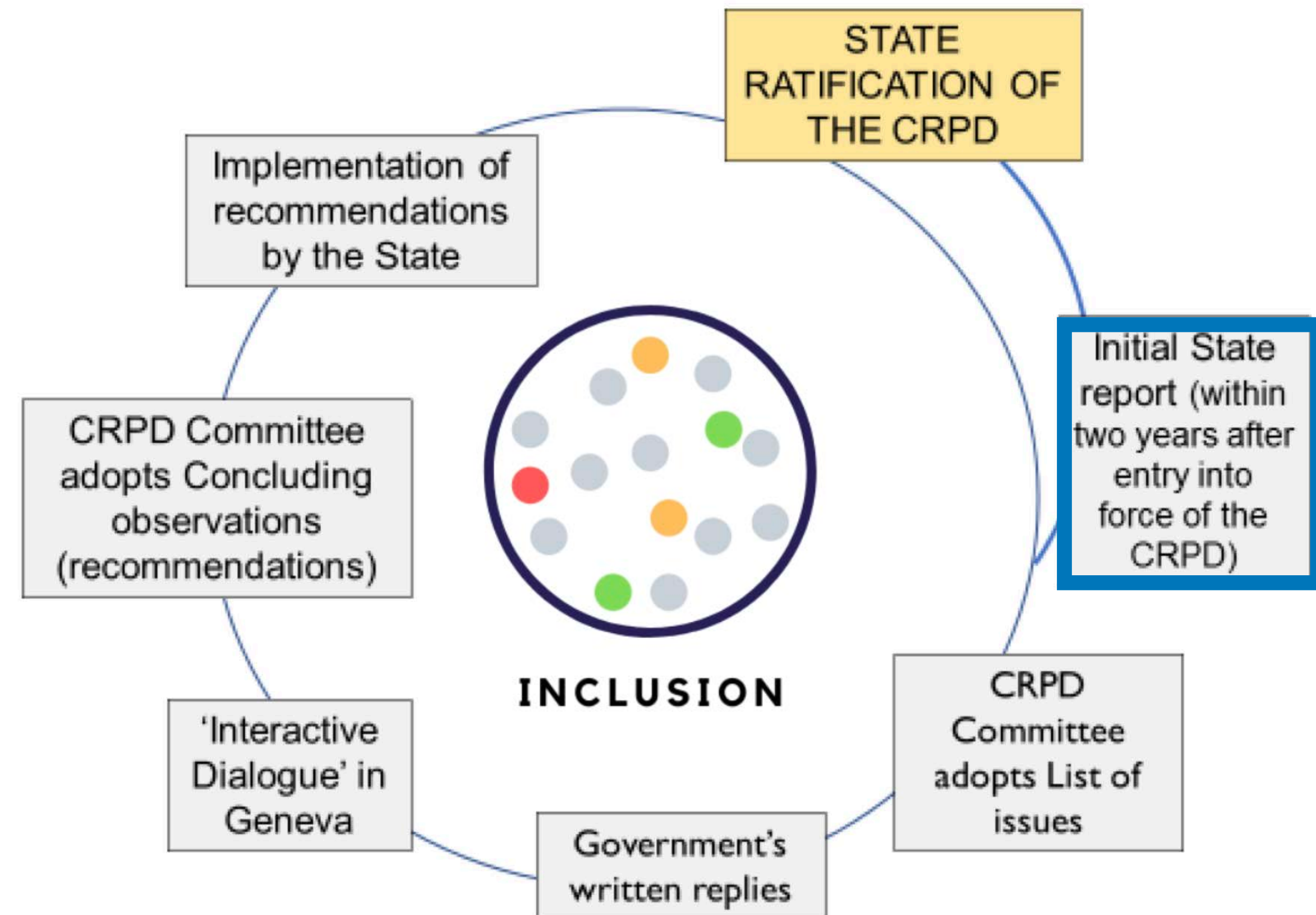


13. Consistent with the Convention against Discrimination in Education of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and in order to give effect to article 24 (1) of the Convention on the Rights of Persons with Disabilities, States parties must ensure that the right to education is assured without discrimination and on the basis of equality of opportunity. States parties must prohibit all discrimination on the basis of disability and guarantee to all persons with disabilities equal and effective protection against discrimination on all grounds. Persons with disabilities can experience intersectional discrimination on the basis of disability, gender, religion, legal status, ethnic origin, age, sexual orientation or language. In addition, parents, siblings and other relatives can also experience discrimination on grounds of disability by association. The measures needed to address all forms of discrimination include identifying and removing legal, physical, communication and linguistic, social, financial and attitudinal barriers within educational institutions and the community. The right to non-discrimination includes the right not to be segregated and to be provided with reasonable accommodation and must be understood in the context of the duty to provide accessible learning environments and reasonable accommodation.

General comment No. 4 (2016) on the right to inclusive education



Review process



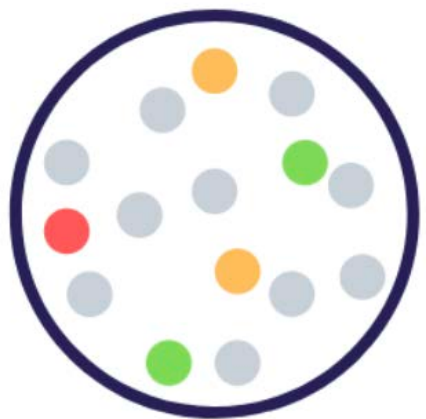
General comment No. 4 (2016) on the right to inclusive education



Human Rights

10. Inclusive education is to be understood as:

(a) A fundamental human right of all learners. Notably, education is the right of the individual learner and not, in the case of children, the right of a parent or caregiver. Parental responsibilities in this regard are subordinate to the rights of the child;



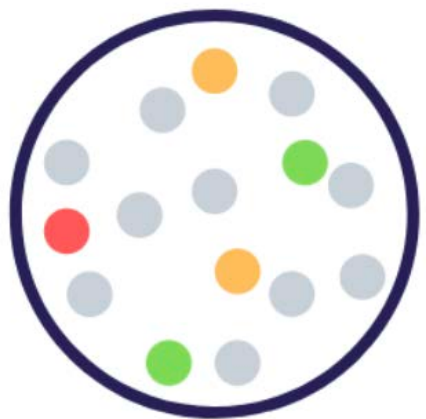
INCLUSION

General comment No. 4 (2016) on the right to inclusive education

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(b) A principle that values the well-being of all students, respects their inherent dignity and autonomy, and acknowledges individuals' requirements and their ability to effectively be included in and contribute to society;



INCLUSION

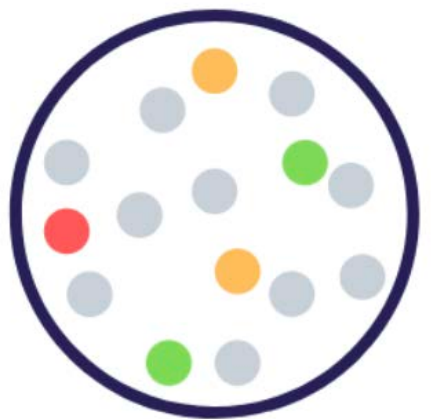
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(b) A principle that values the well-being of all students, respects their inherent dignity and autonomy, and acknowledges individuals' requirements and their ability to effectively be included in and contribute to society;

(c) A means of realizing other human rights. It is the primary means by which persons with disabilities can lift themselves out of poverty, obtain the means to participate fully in their communities and be safeguarded from exploitation.³



INCLUSION

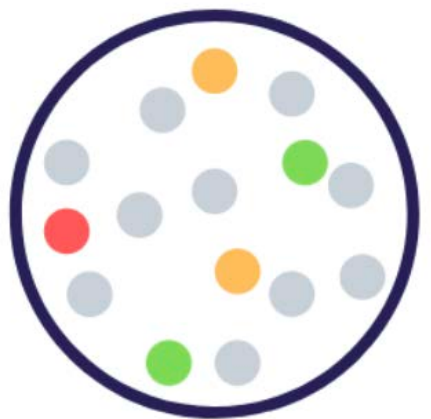
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INCLUSION

General comment No. 4 (2016) on the right to inclusive education

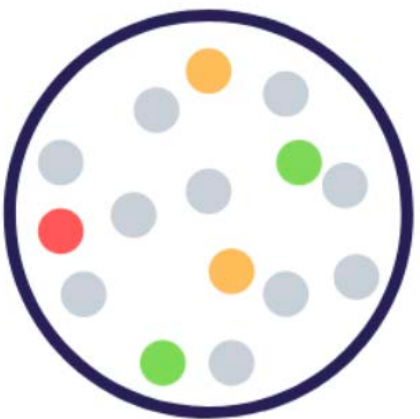
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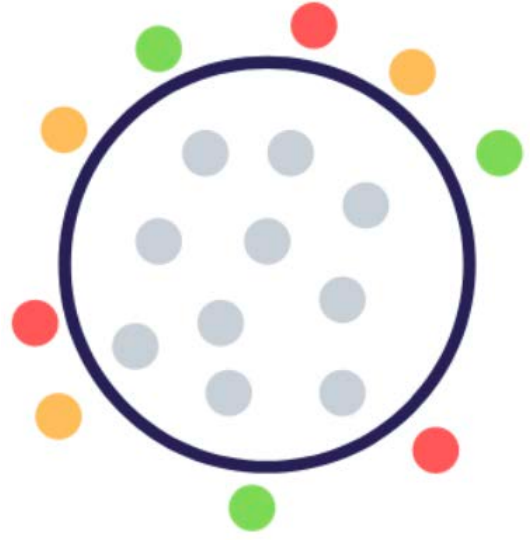
(c) A means of realizing other human rights. It is the primary means by which persons with disabilities can lift themselves out of poverty, obtain the means to participate fully in their communities and be safeguarded from exploitation.³ It is also the primary means of achieving inclusive societies;

(d) The result of a process of continuing and proactive commitment to eliminating barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students.

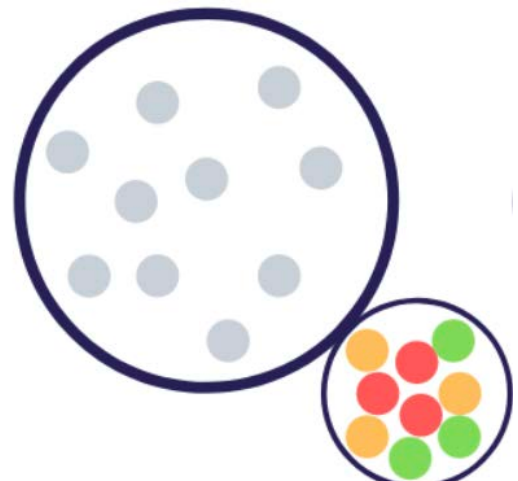


INCLUSION

General comment No. 4 (2016) on the right to inclusive education



EXCLUSION

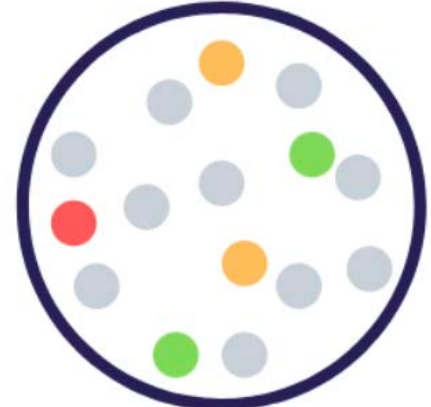


SEGREGATION



INTEGRATION

adapted from www.thinkinclusive.us

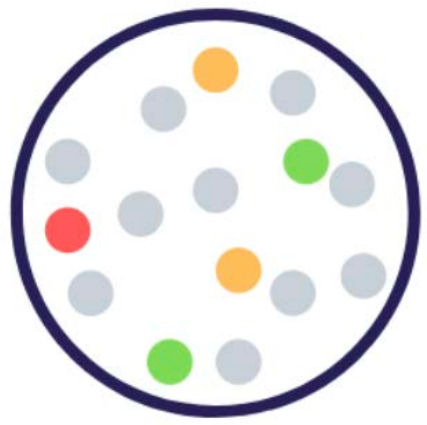


INCLUSION

11. The Committee highlights the importance of recognizing the differences between exclusion, segregation, integration and inclusion. Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form. Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular impairment or to various impairments, in isolation from students without disabilities. Integration is the process of placing persons with disabilities in existing mainstream educational institutions with the understanding that they can adjust to the standardized requirements of such institutions.⁴ Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

General comment No. 4 (2016) on the right to inclusive education

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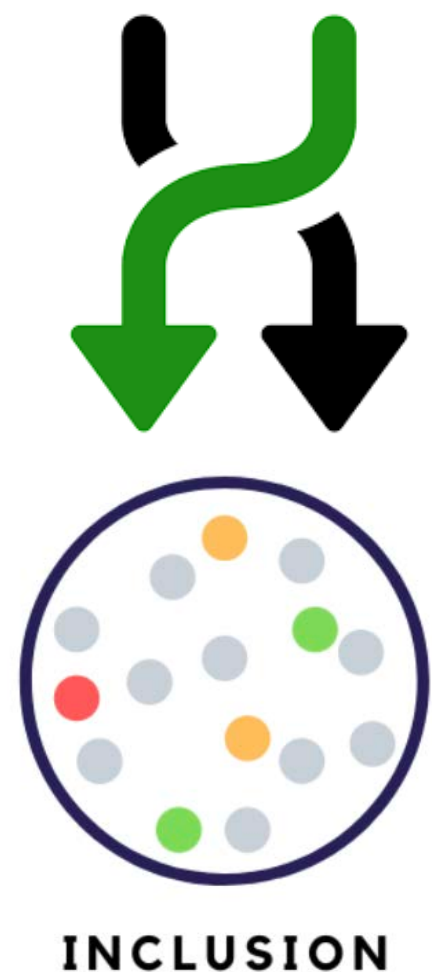
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Requesting a Reasonable
ACCOMMODATION



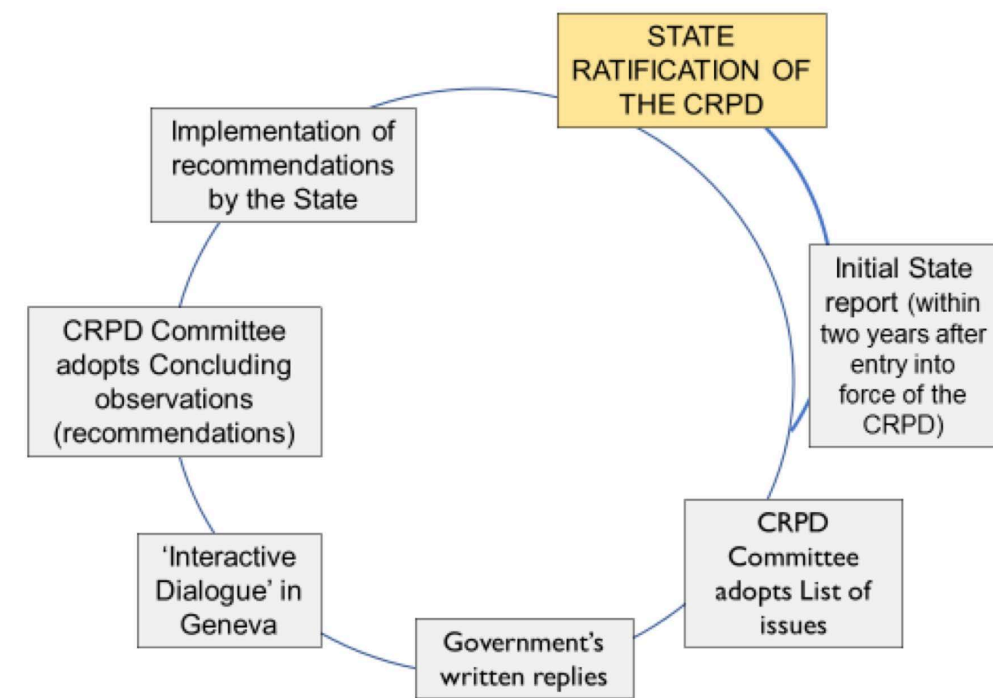
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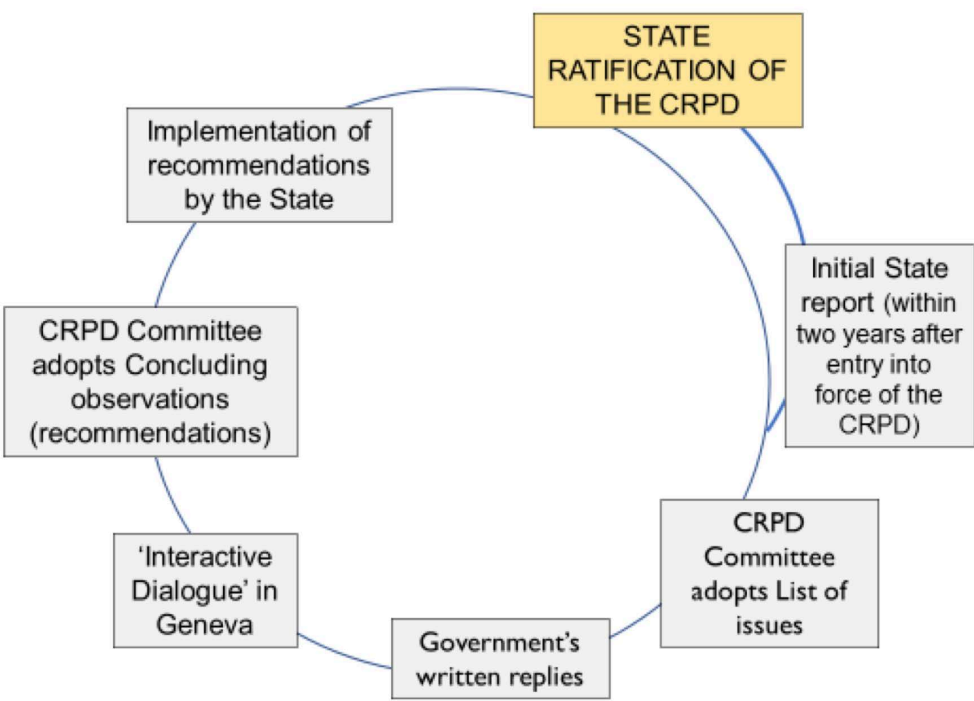
General comment No. 4 (2016) on the right to inclusive education

Review process



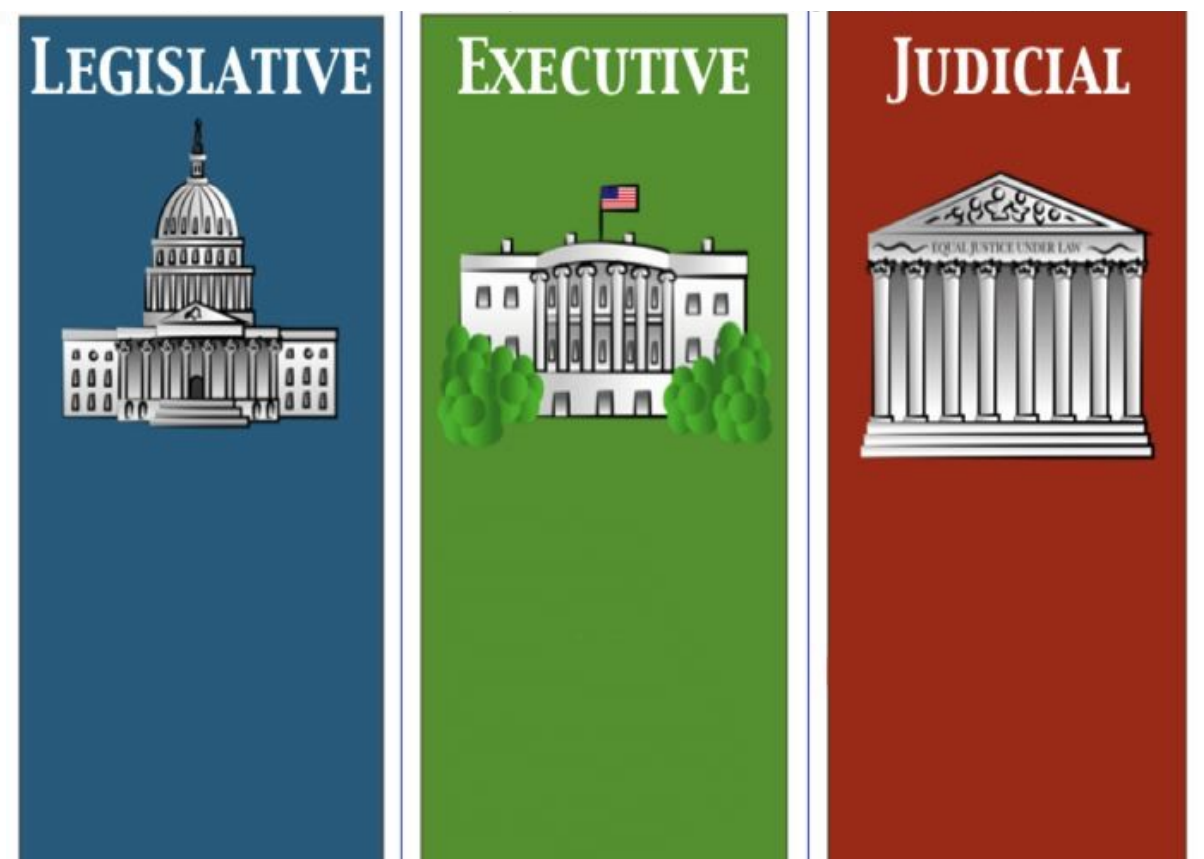
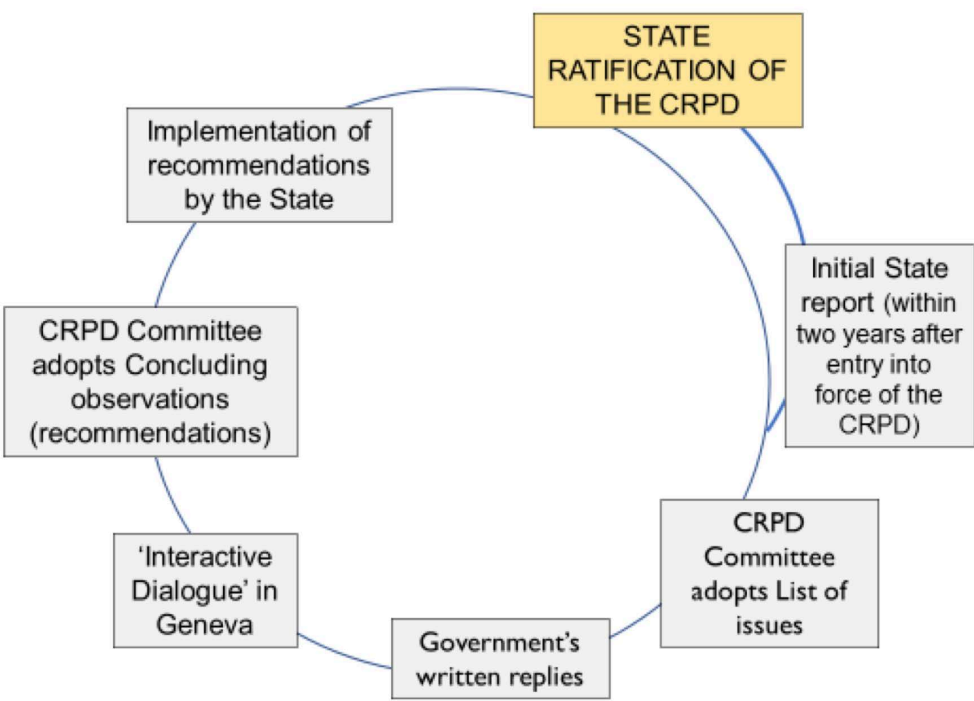
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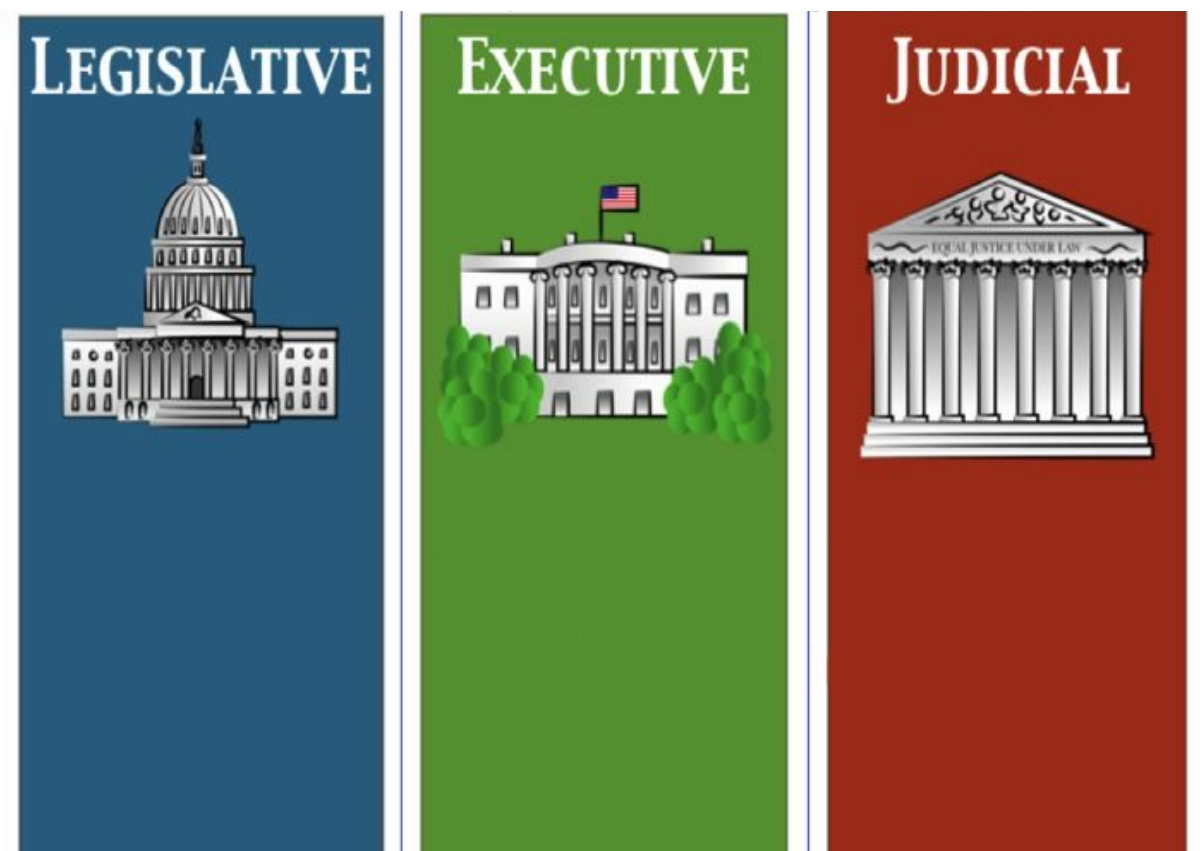
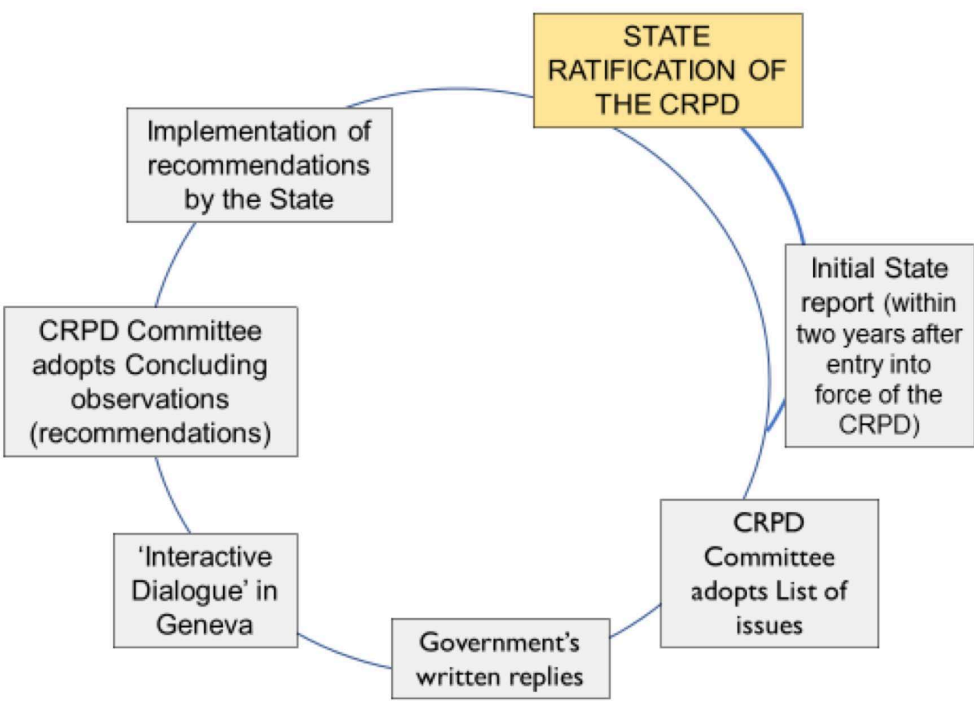


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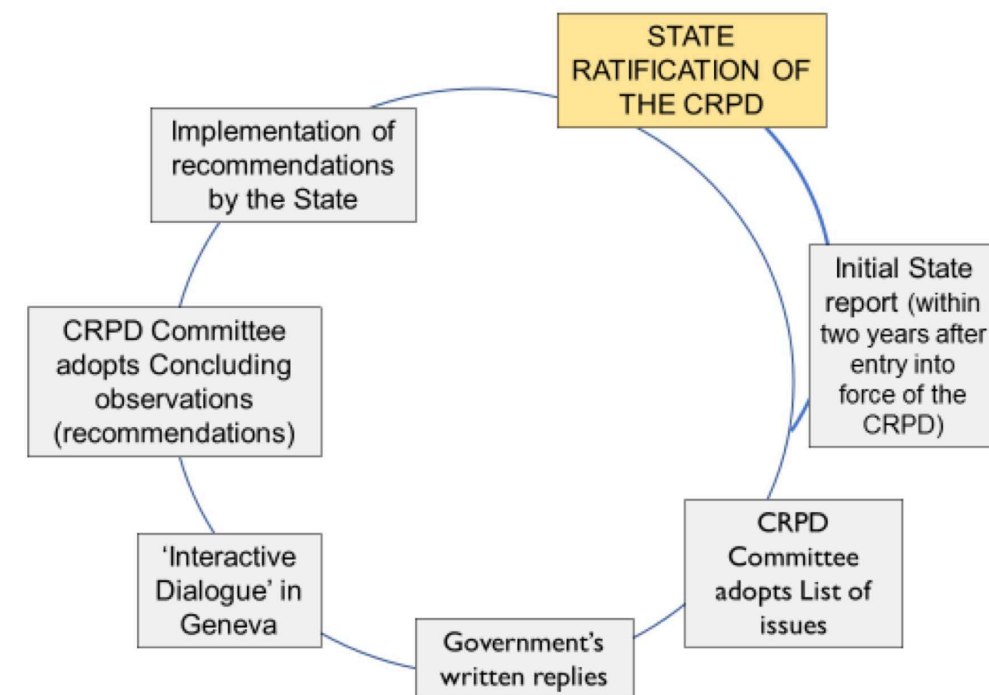
Review process



General comment No. 4 (2016) on the right to inclusive education

20. For article 24 (2) (b) to be realized, persons with disabilities must have access to inclusive, quality and free primary and secondary education and be able to transition smoothly between the two on an equal basis with others in the communities where they live. The Committee draws on the recommendation of the Committee on Economic, Social and Cultural Rights that, to fulfil that obligation, the education system must comprise four interrelated features: availability, accessibility, acceptability and adaptability.⁷

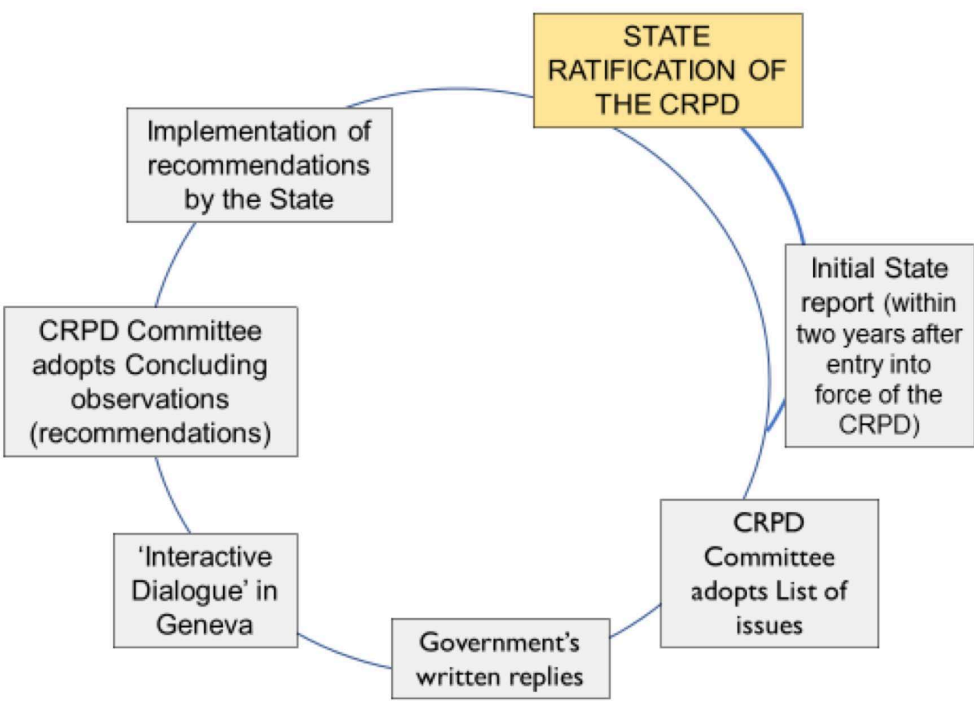
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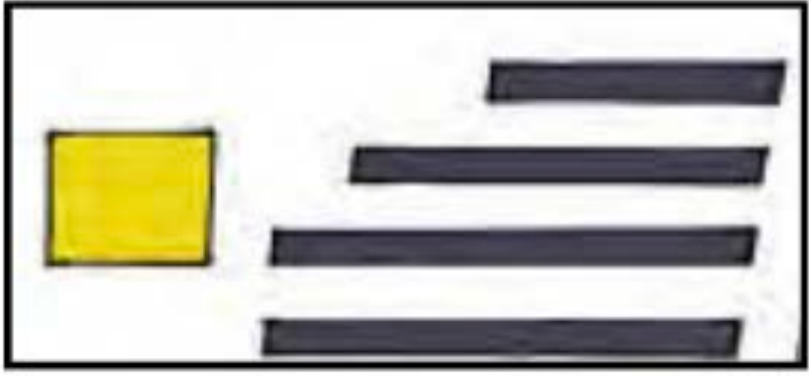
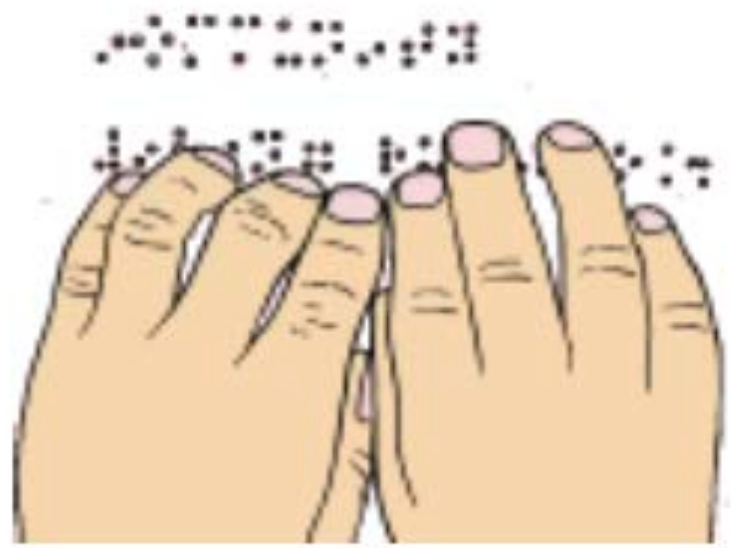
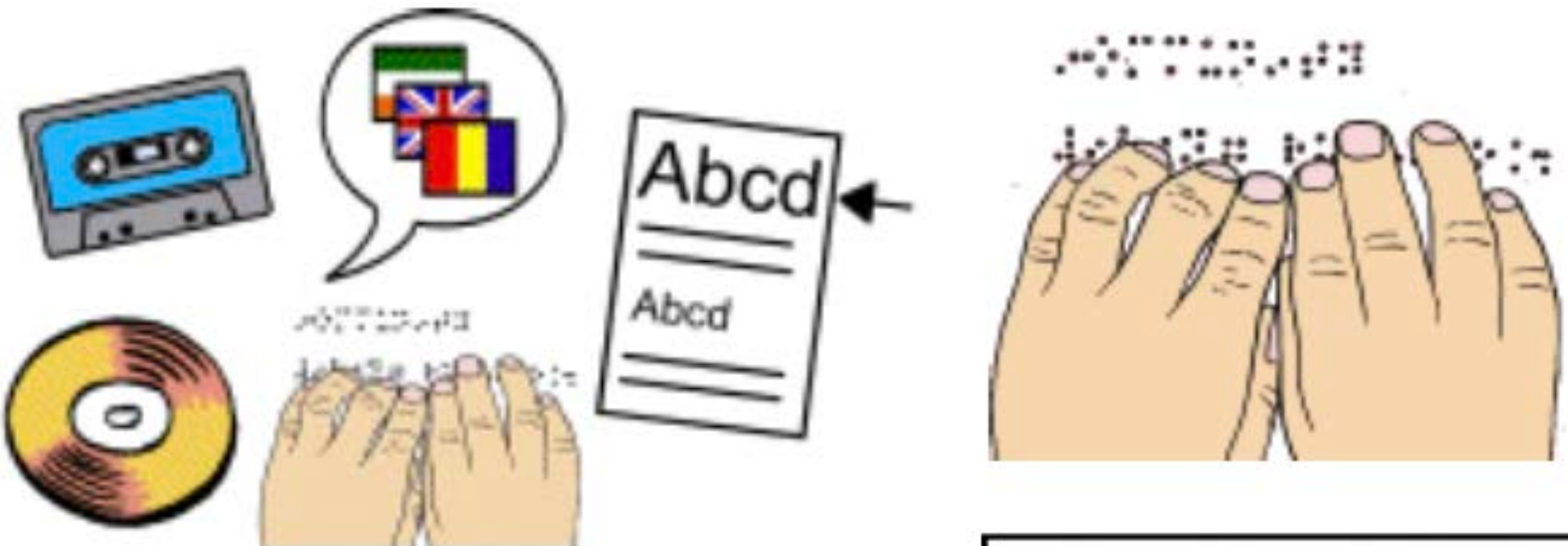
Requesting a Reasonable **ACCOMMODATION**



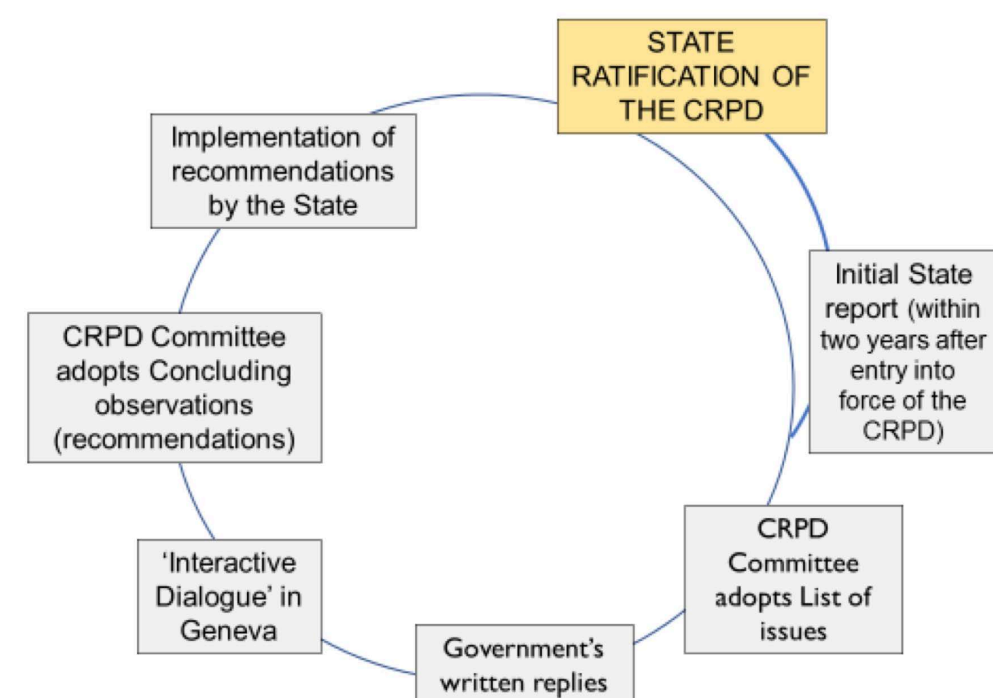
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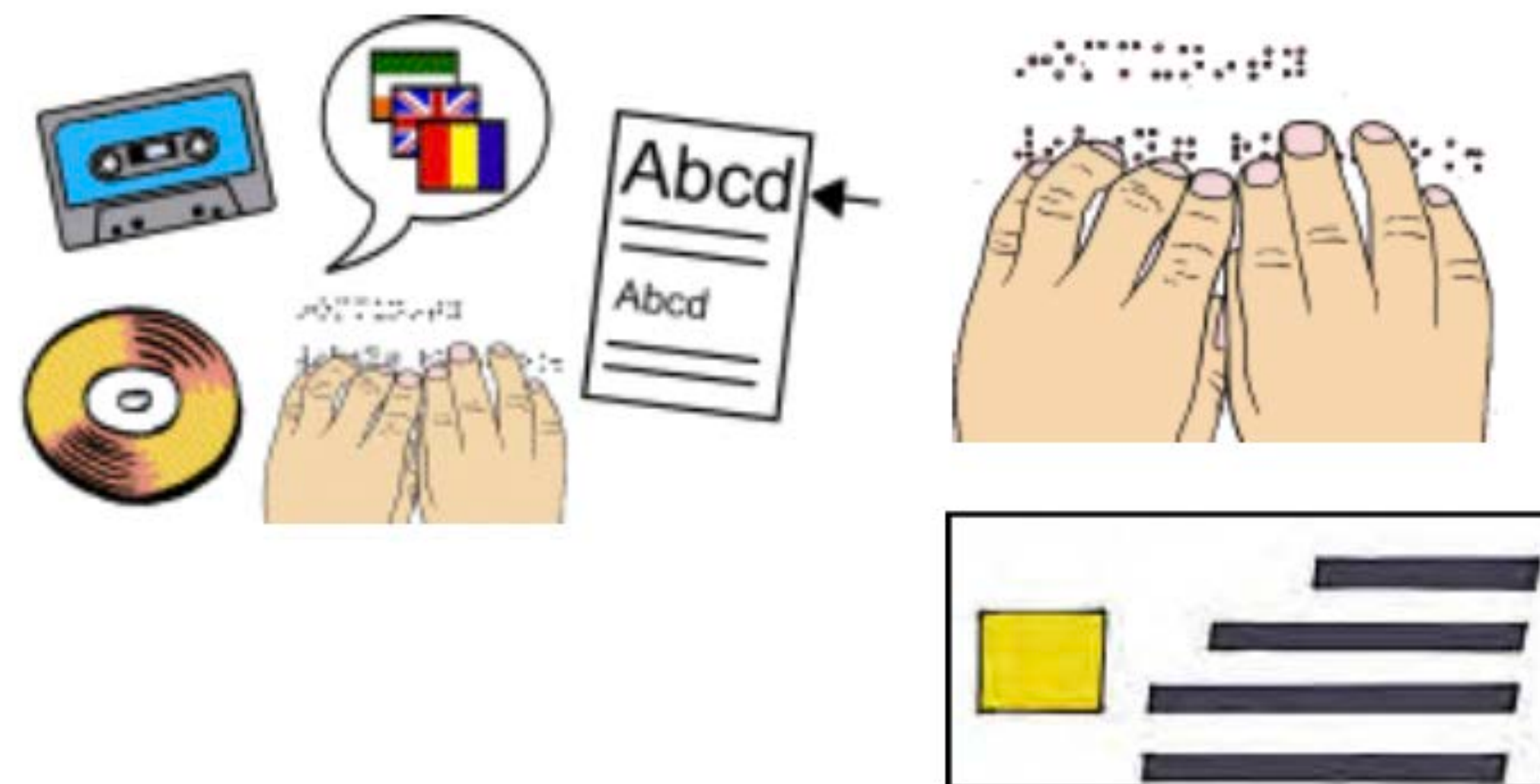
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Review process

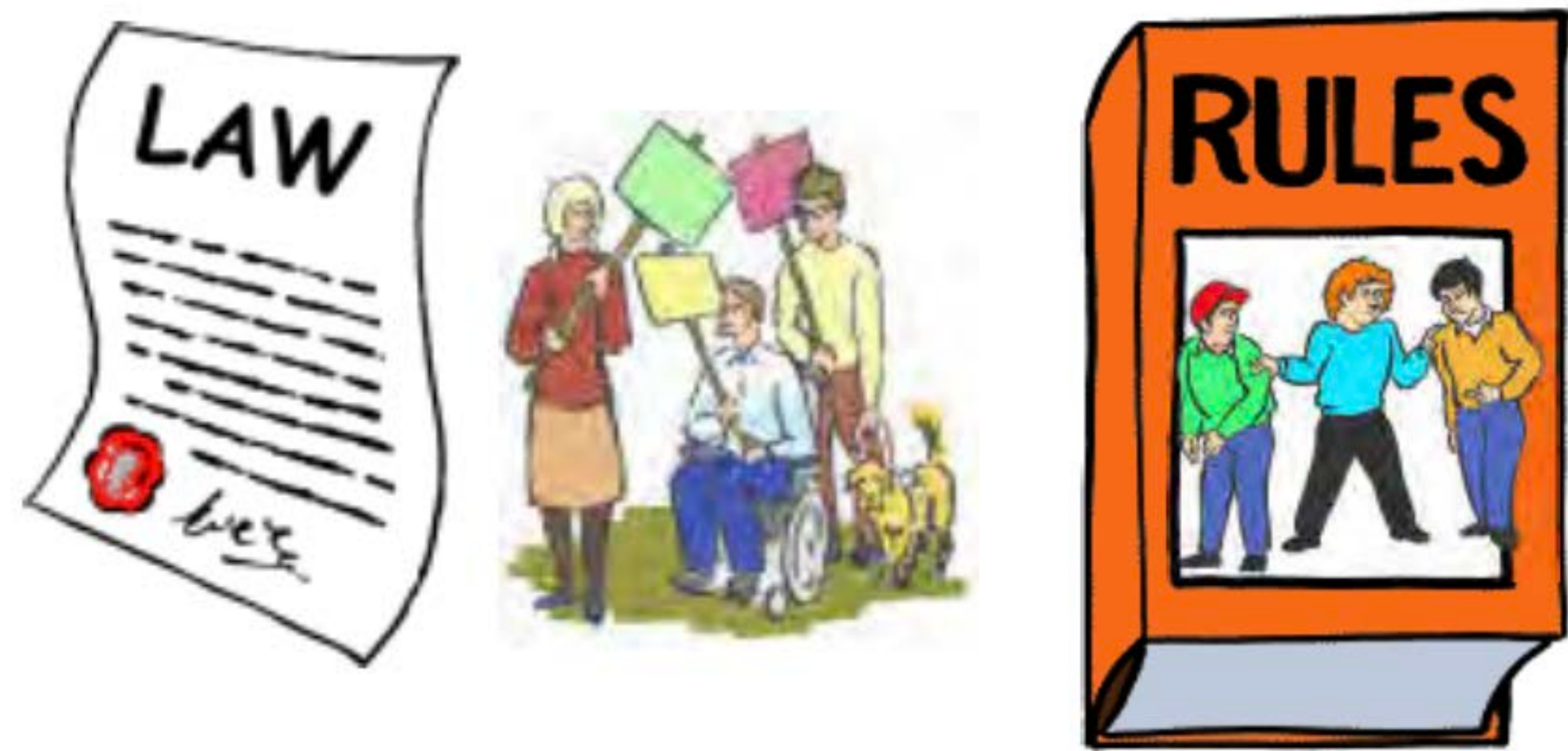
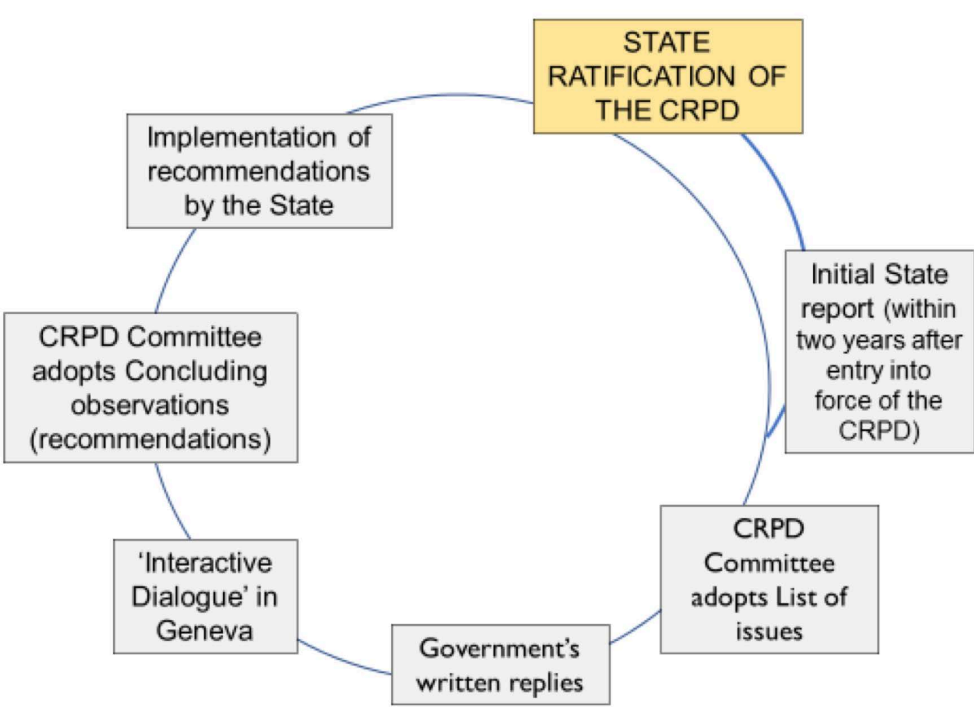


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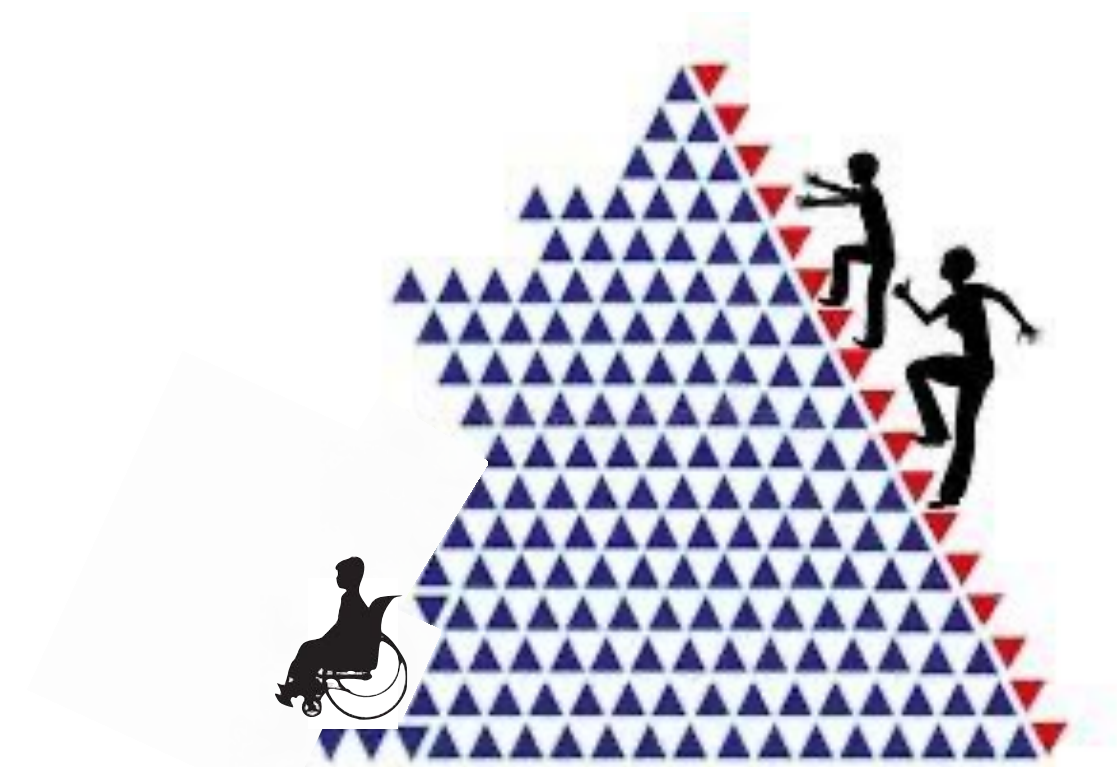
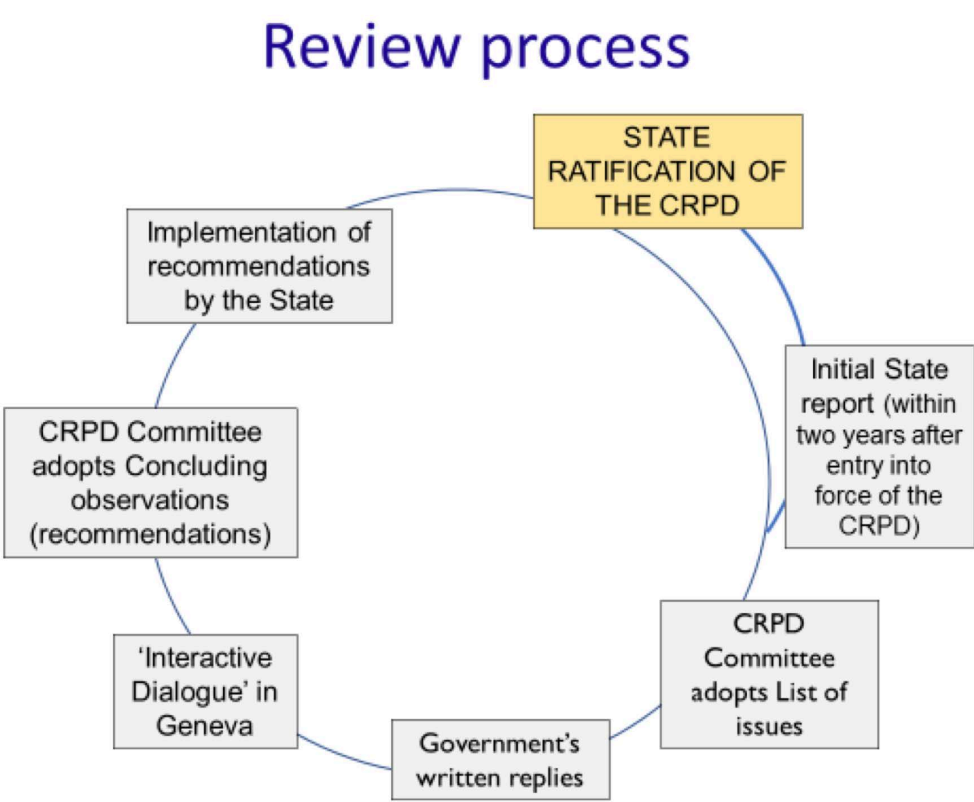


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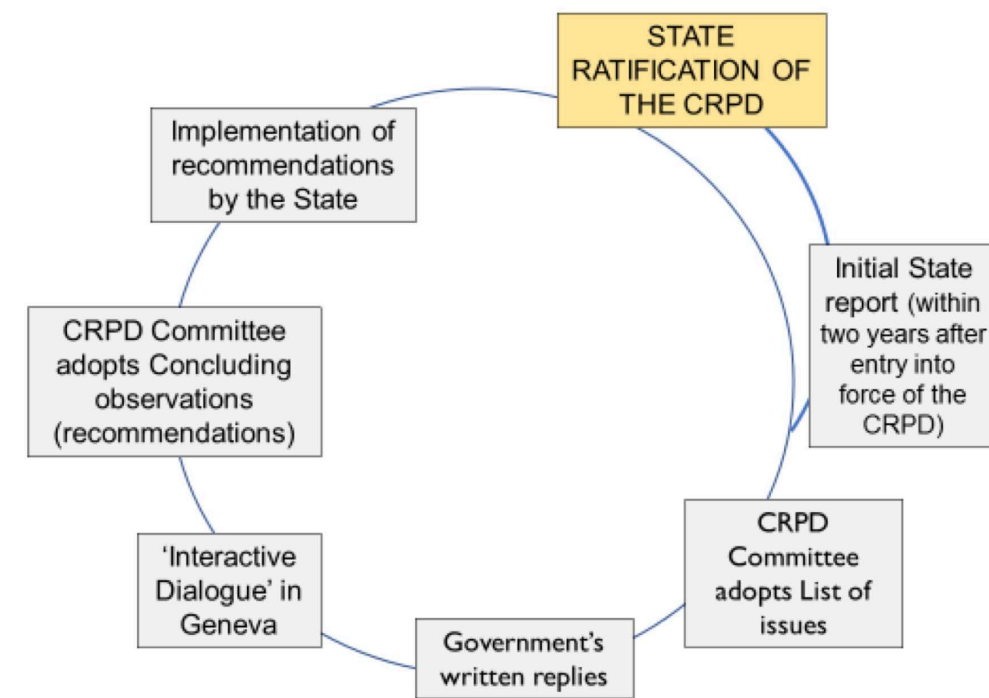


General comment No. 4 (2016) on the right to inclusive education



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Review process



(a) A “whole systems” approach: education ministries must ensure that all resources are invested in advancing inclusive education and in introducing and embedding the necessary changes in institutional culture, policies and practices;

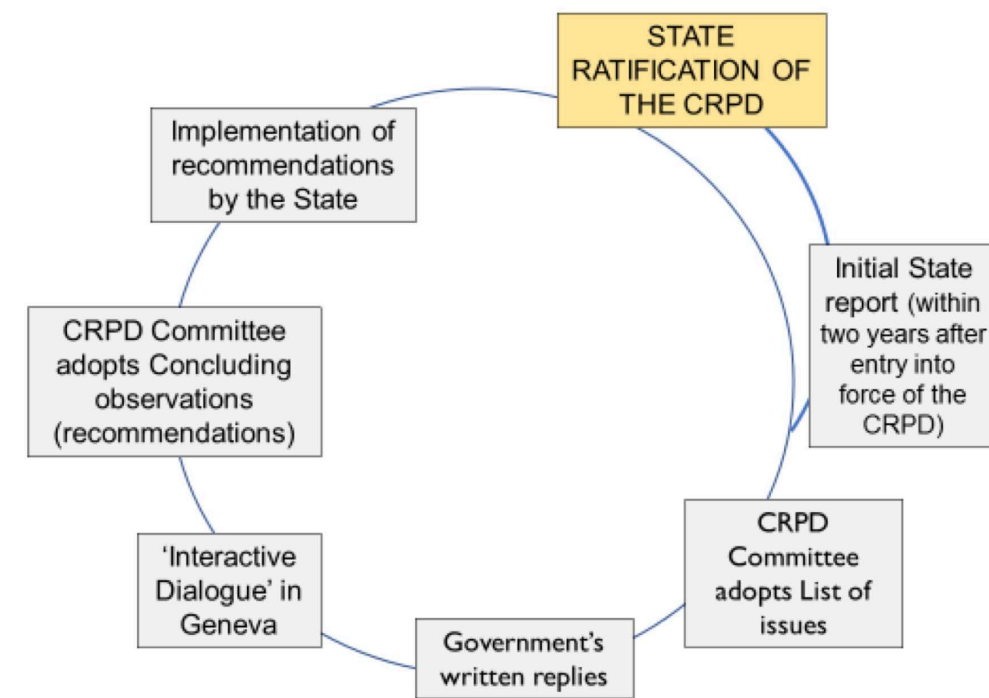
(b) A “whole educational environment”: the committed leadership of educational institutions is essential for introducing and embedding the culture, policies and practices needed to achieve inclusive education at all levels and in all areas, including in classroom teaching and relationships, board meetings, teacher supervision, counselling services and medical care, school trips, budgetary allocations, any interaction with the parents of learners with and without disabilities and, when applicable, the local community or wider public;

(c) A “whole person” approach: recognition is given to the capacity of every person to learn, and high expectations are established for all learners, including learners with disabilities. Inclusive education offers flexible curricula and teaching and learning methods adapted to different strengths, requirements and learning styles. This approach implies the provision of support, reasonable accommodation and early intervention so that all learners are able to fulfil their potential. The focus is on learners’ capacities and aspirations rather than on content when planning teaching activities. The “whole person” approach aims at ending segregation within educational settings by ensuring inclusive classroom teaching in accessible learning environments with appropriate supports. The education system must provide a personalized educational response, rather than expect students to fit the system;

(d) Supported teachers: all teachers and other staff receive the education and training they need to give them the core values and competencies to accommodate inclusive learning environments, which include teachers with disabilities. An inclusive culture provides an accessible and supportive environment that encourages working through collaboration, interaction and problem-solving;

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69. States parties must commit sufficient financial and human resources throughout the development of an education sector plan and of cross-sectoral plans to support the implementation of inclusive education, consistent with the principle of progressive realization. States parties must reform their governance systems and financing mechanisms to ensure the right to education of all persons with disabilities. They should also allocate budgets using mechanisms available under public procurement processes and partnerships with the private sector. These allocations must prioritize, inter alia, ensuring adequate resources for rendering existing educational settings accessible in a time-bound manner, investing in inclusive teacher education, making available reasonable accommodations, providing accessible transport to school, making available appropriate and accessible text books, teaching and learning materials, providing assistive technologies and sign language, and implementing awareness-raising initiatives to address stigma and discrimination, in particular bullying in educational settings.

<https://www.youtube.com/watch?v=sQuMh9N5cNQ&t=62s>

YouTube ^{BE} Search



The video player shows a logo for the 10th anniversary of the CRPD. The logo features a stylized sunburst or flower-like shape composed of five human figures in blue, orange, green, purple, and pink, arranged in a circle. Below this graphic, the text "CRPD 10 YEARS" is displayed, with "CRPD" in black, "10" in pink, and "YEARS" in purple. A pink diagonal line crosses the logo.

0:03 / 7:03

Celebrating 10 years of the CRPD