

Key-action oriented messages:

The target date of EFA Goals is approaching fast, but the magnitude of exclusion in education remains at an alarming level, especially when more than 1 billion people (or 15 per cent of the total world population) with disabilities around the world still face stigma and discrimination to and in education. Global efforts and actions for EFA must be accelerated to ensure that:

- 1. The right to education of persons with disabilities is fully ensured;** the first critical step for countries is to sign and ratify the normative instruments, in particular the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the UNESCO Convention against Discrimination in Education. All countries need to ratify and implement these Conventions. Today, the number of ratification of UNCRPD has reached 143 countries, which shows the increasing level of awareness and recognition of disabilities as a cross-cutting development issue.
- 2. Education policies are informed by evidence** based on regular and reliable collection and analysis of data on disability disaggregated by sex and location at the minimum. Facts and figures on the status of education of persons with disabilities should be widely disseminated and made accessible to all for policy-making, programme development and monitoring and evaluation of education programmes.
- 3. International and national development programmes prioritize inclusive education** and are inclusive of persons with disabilities, as a way to build more inclusive knowledge societies; the principle of full and equal participation of persons with disabilities must be included in development plans based on the principles of human rights, gender equality and respect for cultural and linguistic diversity.
- 4. All persons with disabilities should be afforded the opportunity to acquire knowledge and skills throughout life** and be empowered through education in a sustained manner to realize their full potential. To this end, inclusive education policies, strategies and programmes should **promote lifelong learning so as to remove the barriers to learning across all age-groups**, from children, youth to adults.
- 5. All learners benefit from quality education through the creation of an enabling and inclusive environment** with an **inclusive curriculum** that addresses learners' cognitive, emotional, social and creative development.
- 6. Teachers and educators receive appropriate pre- and in-service training** to acquire the necessary knowledge, and develop the skills and competencies to meet the diverse needs of learners teaching inclusive of all learners regardless their abilities as well as application of inclusive Information and Communication Technologies (ICT).
- 7. Parents and community members are fully engaged** and empowered to participate in the education of their children with disabilities.
- 8. Educational resources, including open resources, are sufficiently available, accessible, well-designed, affordable and adapted** in a way to ensure that diverse learning needs are being met.

- 9. Technological solutions are adapted and personalized** to the nature of disabilities and the teaching processes through the involvement of relevant public and private stakeholders; capacities of education professionals, information-library IT staff and other providers of education should be built and supported in applying inclusive ICTs.
- 10.** The education agenda in the **post-2015 development framework adopts a disability-inclusive perspective**, to realize equity and equality in participation and achievements of persons with disabilities in education and beyond.