Inclusive education requires a profound cultural shift at the early childhood, primary, secondary and post-secondary levels, and having one system of education for all learners with the provision of supports inclusive of learners with disabilities.

Inclusive Education embraces “Universal Design for Learning” and ensures school systems are equipped with skills, knowledge and resources to teach all learners in accessible environments.

**WHAT ARE THE CHALLENGES?**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Budgeting Issues</strong></td>
<td>Few countries have developed plans with budgets for implementing early intervention and inclusive education</td>
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<tr>
<td><strong>Stigma &amp; Discrimination</strong></td>
<td>Stigma and discrimination continue to marginalize learners with disabilities, especially girls with disabilities</td>
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<tr>
<td><strong>Proper Training</strong></td>
<td>Teachers lack proper training and accessible learning materials to effectively teach all learners, including young children</td>
</tr>
<tr>
<td><strong>Missed Opportunities</strong></td>
<td>Humanitarian and relief efforts usually forget learners with disabilities</td>
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</tbody>
</table>
KEY INGREDIENTS FOR INCLUSIVE EDUCATION

- Ensure accessibility of physical and communication environments in school and transport.
- Train teachers to use "Universal Design for Learning" in curriculum development and the classroom.
- Ensure individualized support services and reasonable accommodation in education.
- Ensure learning materials for different modes of communication.
- Develop inclusive education sector plans and budgets.
- Collaborate across all sectors to implement plans.
- Work with parents, caregivers and communities to raise awareness on the right to and the benefits of inclusive education.
- Form partnerships with community leaders and the private sector to support inclusive education.
- Engage with the disability movement in planning, implementing and evaluating inclusive education.

STATISTICS

While the objective of SDG4 is to achieve inclusive and equitable quality education and promote lifelong learning opportunities for all, as many as half of the estimated 65,000,000 primary and lower secondary-school age children with disabilities in developing countries are out of school.

BENEFITS OF INCLUSIVE EDUCATION

Educating students with disabilities has economic, social and health benefits, for them, their families and the national GDP. Supporting teachers to respond to diverse learning styles benefits all learners and improves the quality of education for all.