Mainstreaming Disability in Education Projects
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1. Introduction

General information on disability and development

Disability is invisible, yet there are 650 million persons with disabilities in the world. Eighty per cent of persons with disabilities live in the poorest countries in the world. Disability is both a cause and a consequence of poverty, where persons with disabilities are not only economically disempowered, but socially and culturally disempowered and excluded.

The development community largely fails to address the full range of rights and concerns of persons with disabilities in mainstream development work. The exclusion barriers and social and environmental challenges which persons with disabilities living in poverty experience need to be urgently addressed if persons with disabilities are to be included in society and are to break out of a vicious cycle of poverty and disability. It is necessary and important to run development activities designed to address the particular needs of disabled people through sector-specific projects. But at the same time, it is also vital to address disability as a crosscutting issue, and to consider the needs of all sectors of a diverse population in generic development projects if the issues of concern to persons with disabilities living in poverty are not to remain as a side issue. All development staff should automatically consider and incorporate the rights and needs of disabled people into the design and application of their work, as they do regarding other marginalised and discriminated populations. This training manual will provide guidance and assistance to this end.

What this Manual is for and how to use it

This training manual incorporates the experiences and ideas discussed at the national training workshop on inclusive education, which took place in March 2007 in Luxembourg.

The purpose of this training manual is to provide a tool which will enable the reader to learn from best practice examples currently applied in specific areas of disability and development work. The training manual will also inform the reader on how to reproduce a similar training module in the future under different circumstances, as a way to spread knowledge and to reach out to an increasingly wide audience.

The target audience for this training manual is development cooperation professionals, and experts working in the field of project development, evaluation and funding. The aim of the training manual is to mainstream the disability dimension across all levels of development cooperation activities rather than solely on disability-specific projects; attention must be directed towards ensuring that mainstream projects are fully accessible to persons with disabilities.

This manual, therefore, provides information and training materials that will support the process of disability mainstreaming in development cooperation. The manual is, however, a starting point rather than a definitive prescription of what should be done. We recommend that you adapt the training according to the context of each organisation and / or country.
© Involvement of persons with disabilities

It is essential that people with disabilities and their representative organisations participate actively in the trainings and bring their expertise and experience into the process. Partnership between Disabled People’s Organisations (DPOs) from developing countries, development NGOs, research and training institutions should be encouraged.

© Gender

Women with disabilities are particularly disadvantaged due to the multiple forms of discrimination they experience. For example, disabled girls are the least prioritised in terms of access to school and education. Development activities such as income-generating programmes for women are largely not accessible to women with disabilities and do not take active steps to include disabled women. Furthermore, girls and women who have a disability are more likely to become victims of physical and sexual abuse. For this reason, the gender perspective must be mainstreamed across all the training activities. The training sessions and training modules must include specific reference to gender issues.

© Accessibility

To be inclusive and to secure the active participation of persons with disabilities, it is imperative that all aspects of the design, implementation and follow-up to the training activities be fully accessible to all persons with disabilities. Persons with disabilities are a heterogeneous group, including persons with a diversity of physical, sensory and learning disabilities. Consideration must be given to the accessibility of information and communication tools used for the training, accessibility of the buildings and transportation services provided for participants in the training, and thought must be given to the design and methodology of the training itself (e.g. use of clear language, easy-to-read material and regular breaks). There are a number of guides and manuals on accessibility for persons with disabilities which provide comprehensive and practical information. Among these are “Access for All: Helping to make participatory processes accessible for everyone” published by Save the Children UK. For further information and for other publications visit the website: http://www.iddc.org.uk/dis_dev/strategies/accessibility.shtml and the project website: www.make-development-inclusive.org.
2. General Logistics

General Preparation

Facilitator/trainer
- Selection criteria for identifying facilitators / trainers for the different parts: one trainer and one facilitator are requested to facilitate the session. The trainer must be experienced in education and should have already implemented an inclusive education project in the field.

Invitations
- Invitations must be sent at least three weeks in advance (by email and by post) with a tentative agenda. It is also advisable to speak to the main guests by telephone.
- Final agenda must be sent ten days beforehand at the latest.
- Confirmation from the guests is requested one week beforehand at the latest.

Accessibility
- It is imperative that the workshop room be completely accessible.
- If hearing-impaired persons enrol in the workshop, a Sign Language interpreter must be hired.

Material Needed

For projection of PowerPoint documents:
- Computer
- LCD projector
- Screen
For the exercise:

- Photocopies of the worksheets (see Appendix) sufficient for the number of participants in each of the five required sub-groups. The worksheets will be distributed as follows:

<table>
<thead>
<tr>
<th>Sub-group</th>
<th>Worksheet</th>
</tr>
</thead>
</table>
| 1         | • Children  
            • Parents  
            • Professionals |
| 2         | • Schools  
            • State 1  
            • State 2 |
| 3         | • Teachers 1  
            • Teachers 2  
            • Professionals |
| 4         | • State 1  
            • State 2 |
| 5         | • Communities  
            • Association of persons with disabilities  
            • Professionals |

- Whiteboard

Advice for the Facilitator/Trainer

- The trainer will introduce the purpose of the workshop according to the content of the introduction of the present manual (Chapter 1 above);
- Then, he/she will introduce the agenda and the timing as follow:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>General presentation of the subject: Education and disability</td>
<td>20 mins</td>
</tr>
<tr>
<td>Practical exercise</td>
<td>1 hour 15 mins*</td>
</tr>
<tr>
<td>Break</td>
<td>15 mins</td>
</tr>
<tr>
<td>“Correction” of the exercise</td>
<td>45 mins</td>
</tr>
<tr>
<td>Presentation of a template for the Inclusive Education project</td>
<td>25 mins</td>
</tr>
<tr>
<td>Questions from the audience</td>
<td>15 mins</td>
</tr>
<tr>
<td>Conclusion</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

**Total duration 3 hours 20 mins**
• He/she will introduce him/herself and ask the participants to introduce themselves (name, organization, position).

• At the end of the workshop, the trainer will distribute a short questionnaire on the strengths and weaknesses of the training.

• It can be done as follows: the participants are given several green and red Post-it notes and are asked to write the strong points on the green ones, and the weak points on the red ones, and to stick them on the board before leaving the room.

• He/she will also mention that no formal evaluation of the workshop is planned. However, six months after the training session, a questionnaire will be sent to all participants working in the field of education, asking if they had the opportunity to design education projects mainstreaming disability since the training session.
3. Basic Design of the Training

Aim and specific objective of the training
The training aims to increase participants’ understanding of Inclusive Education and its role in mainstreaming disability in cooperation policies and development projects.
The specific objective is to assist participants to incorporate an inclusive education perspective into the design of education projects and activity implementation.

Target audience
- Representatives of international cooperation departments of various ministries
- Representatives and staff of governmental cooperation agencies
- Representatives and staff of Non-Governmental Organizations
- Representatives and staff of Disabled Persons’ Organizations
- Development Project managers

Description of methodology and processes envisaged
The process will be as follows:
A. General presentation of the subject: Education and disability
B. Practical exercise
C. “Correction” of the exercise
D. Presentation of a template of Inclusive Education project
4. Schedule

Detailed programme overview with timing

<table>
<thead>
<tr>
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<td><strong>3 hours 20 mins</strong></td>
</tr>
</tbody>
</table>

Instructions on the different parts of the training to facilitate the process

General presentation of the subject: Education and disability

Through a PowerPoint presentation, the facilitator introduces:

- the context of intervention in education as can be observed in the majority of developing countries
- various education-based solutions that address the challenge of education for disabled children in developing countries
- concepts and definitions of inclusive education
Practical exercise – workshop:

The facilitator introduces the following scenario:

“Your organization, in partnership with the Ministry of Education of Burkina Faso, wants to implement a project of support of primary education in one district of the country.

The aims of your five-year project include:

A. Enrol at least 70% of the 12,000 primary-school-aged children of the district
B. Rehabilitate the school’s premises and install toilets in the 35 schools of the district
C. Train 165 teachers
D. Assist eight district education officers in their work
E. Organize a community awareness campaign for 60,000 persons on the importance of primary education

Your donor, aware of the importance of the new United Nations Convention for the Promotion of the Rights of Disabled Persons (and more specifically, articles 24 and 32) gives your organization one condition before accepting to fund the project: your project must include disabled children.

Then the facilitator gives the following instructions:

For each expected result (outcome) of your project, imagine two activities specifically related to the inclusion of disabled children.

In sub-groups, the participants work on different documents (see Appendix) giving information on the specific context and the different stakeholders.

Then, they present the results of their work to the whole group.

“Correction” of the exercise:

After the results of the exercise as presented by the participants have been compiled, the facilitator introduces examples of activities based on good practices.

Presentation of a template of Inclusive Education project:

The facilitator presents an example of good practices from a Handicap International inclusive education project in Burkina Faso (see attached PowerPoint).
5. Description of the Contents

Comprehensive summaries of the contents used in the training

See detailed programme overview and instructions (Part 4. Schedule)

Main references to further background material and information:


ii. Guidelines for Inclusion: Ensuring Access to Education for All (UNESCO 2005) [www.unesco.org](http://www.unesco.org)

iii. Putting the Convention into Practice: Ensuring Education for All (Rights based approach to Education Programming / Jill Van den Brule-Balescut and Olof Sandkull) [www.unesco.org](http://www.unesco.org)

iv. Enabling Education Network: [www.eenet.org.uk](http://www.eenet.org.uk)

All basic documentation can be downloaded from the EeNet and UNESCO websites.
6. Presentation of the Key Issue: Disability and Education

This subject is shown as a PowerPoint presentation

The facilitator presents in turn:

- The intervention context as it can be seen in the majority of southern countries
- The educational responses being proposed to meet the challenge of schooling children with disabilities
- The concepts and definitions of inclusive education

1. The context

- 115 million children in the world are deprived of education
- 40 million of those have disabilities
- Less than 10% of children with disabilities are receiving schooling (UNESCO estimate)

2. Why?

- Difficult environment (physical, social, economic and political)
- Extreme poverty
- Cultural beliefs and prejudices with regard to people with disabilities

3. Education – Key Messages

- Education is a human right and a means of achieving other rights (civil, political and economic)
- Education is the principal motor of human development, both economic and social, which benefits both the individual and society as a whole

4. International Declarations

- 1948: Universal Declaration of Human Rights (art. 26)
- 1960: UNESCO Convention Against Discrimination in Education
- 1979: UN Convention on the elimination of all forms of discrimination against women (art.10)
- 1989: UN Convention on the Rights of the Child (art. 23, 28, 29)
- 1990: Worldwide Declaration on Education for All, Jomtien
- 1993: UN Standard Rules
- 1994: World Conference on Education for children with special needs, Salamanca
- 2000: Worldwide Declaration on Education for All, Dakar
- 2000: Millennium Goal 2: Universal Primary Education by 2015
- 2006: UN Convention on the Rights of People with Disabilities
5. Proposed responses

- Separate education systems: segregation

- Children adapt to the education system: integration

- Inclusive system

6. Inclusive Education – Definitions

- A process which meets the diverse needs of all learners by increasing their participation and by the reduction of exclusion in and through education

- A dynamic approach to respond positively to the diversity of pupils and to see individual differences not as problems, but as opportunities for enriching the learning process
7. Inclusive Education (IE) – Key Messages

- IE is a process which is part of Education for All (the principle of which is that all children should have the possibility of learning; that of IE is that all children should have the possibility of learning together).
- IE wants to change the system (“All children have the right to education and not our education systems have the right to a certain type of child” – B. Lindqvist, UN reporter, 1994).

8. The key obstacles

- Discriminatory values and attitudes
- A lack of understanding
- A lack of skills
- Limited resources
- Inappropriate organisation

9. The groups and levels of intervention

- Children with disabilities, who should be offered an equal right to education
- Parents, who should be helped to meet the educational wishes and needs of their children with disabilities
- Communities, who must appreciate the potential of people with disabilities
- Governments, which must be lobbied to develop and apply inclusive education policies, notably through the teaching profession
- Schools
7. Exercice

1. Outline the subject of the exercise:

In partnership with the Burkina Faso Ministry of Education, you wish to implement a project supporting primary schooling in a school district of the country.

The aims of your five-year project include:

A. Enrolment of at least 70% of the 12,000 children of school age in the district
B. Rehabilitation of buildings and installation of latrines in 35 schools
C. Continuing education of the 165 primary teachers
D. Organisation support for the eight education directors
E. Raising awareness in the community (60,000 people) about the importance of going to school

Your donor, who is sensitive to the new UN Convention on the Rights of People with Disabilities (and in particular articles 24 and 32), places conditions on financing, requiring children with disabilities to be taken into account in your project.

2. Objective of the exercise:

Your project document also takes into account the schooling of children with disabilities.

3. Advice and results expected from this exercise:

For each of the expected results from your project (which you must first formulate, on the basis of information given in the project outline) you should imagine two activities to be implemented so that children with disabilities are taken into account.

4. Methodology (for a group of 20 participants):

1. Group discussion about the educational context of the country
   ▶ Based on handouts (see Appendix): “Education Authorities” Worksheet
   Duration: 10 mins

2. Formation of five groups of four people
   Duration: 5 mins

3. Each group chooses one of the expected results from the project, either allocated to a group or arranged by consensus and discussion
   Duration: 10 mins
4. Each group reads the documents relating to the sector affected by the chosen expected result
   - For expected result 1:
     - “Children” worksheet
     - “Parents” worksheet
     - “Professionals” worksheet
   - For expected result 2:
     - “Schools” worksheet
     - “State 1” worksheet
     - “State 2” worksheet
   - For expected result 3:
     - “Teachers 1” worksheet
     - “Teachers 2” worksheet
     - “Professionals” worksheet
   - For expected result 4:
     - “State 1” worksheet
     - “State 2” worksheet
   - For expected result 5:
     - “Communities” worksheet
     - “Association of persons with disabilities” worksheet
     - “Professionals” worksheet

5. Each group should identify those factors that form obstacles to the schooling of children with disabilities, and those factors that facilitate it for their expected result. Based on these elements, they should then identify two activities that seem to respond best to this situation.

6. Each group should present briefly and comment on the activities that they propose.
8. “Correction” of the Exercice

The facilitator summarises the activities suggested by the participants and may also suggest others.

Suggested Activities Relating to the Expected Results of the Project

**Expected result 1**
- The majority of school age children are enrolled in their village school.

  **Possible activities:**
  - A. Identification of the children with disabilities in the district
  - B. Raise awareness among parents of children with disabilities regarding the schooling of their children in the ordinary system

**Other possible and/or complementary activities:**
  - A. Medical consultations
  - B. Formation of orientation commissions
  - C. Information, advice and discussion meetings with parents
  - D. Help with enrolment process
  - E. Creation of a monitoring document

**Expected result 2**
- The district’s school infrastructure is rehabilitated and latrines are built for each school.

  **Possible activities:**
  - A. Construction of access ramps or modification of access to classrooms
  - B. Adaptation of the latrines to suit the mobility issues of children with disabilities in school
Expected result 3

- The district’s teachers are trained in better educational practice.

Possible activities:

A. Raise awareness about disability and learning difficulties among all teachers
B. Specific training sessions (Braille, Sign Language) for those teachers who volunteer

Other possible and/or complementary activities:

A. Mobilisation of all teaching teams
B. Training on educational aspects relating to individual projects, differentiated education, the monitoring of pupils, etc.
C. Support for the collaboration between professionals (working in teams, mutual support, problem solving) and with other specialised professionals (social workers, psychologists, etc.)
D. Support for the adaptation of existing educational material and equipment

Expected result 4

- The organisational abilities of the education directors of the district are improved.

Possible activities:

A. Putting the education directors in contact with local associations for people with disabilities and existing medical-social resources (individuals or structures).
B. Training in the design of personalised educational projects and monitoring tools that are specifically for children with disabilities.

Other possible and/or complementary activities:

A. Raise directors’ awareness of disability issues
B. Support in the preparation of action plans
C. Training in the use of IT
D. Support for the creation and updating of databases

Expected result 5

- The community in the district is aware of the importance of schooling

Possible activities:

A. Strengthening the advocacy capacities of associations of people with disabilities regarding the potential for schooling children with disabilities and the obstacles to their schooling.
B. Raising awareness within the population about disability issues, the potential for schooling of children with disabilities and the obstacles to their schooling.

Other possible and/or complementary activities:

A. Formation of mobile awareness-raising teams.
B. Assistance in the preparation of support material.
9. Example of an Inclusive Education Project: The Case of Burkina Faso

This subject is presented in PowerPoint format

The facilitator presents an example of an inclusive education project implemented by Handicap International in a school district of Burkina Faso from 2004–2006. Over the period 2007–2009, this project is being rolled out to ten districts.

Title: PROJECT FOR THE PROMOTION OF THE INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES IN BURKINA FASO (2004–2006)

Outline of the presentation:

1. STRATEGIC FRAMEWORK
2. PROJECT CONTEXT
3. PROJECT INTENTIONS
4. ACHIEVEMENTS

1. Strategic Framework

The project comes within the framework of HI’s mandate in Burkina Faso, namely, “the promotion and the development of people with disabilities by the support, development and the strengthening of local, national and regional initiatives.”

The project is based around section two of the programme, the “right to a suitable, quality education” the application of which involves “the improvement of the services on offer in terms of education for children with disabilities” and more specifically, by the implementation of a project to promote inclusive (or integrated) education.

2. Project Context

The right to education is proclaimed ...

The 1989 Convention for Children’s Rights was ratified by Burkina Faso in 1990.

The State is therefore committed to:

- Making primary education compulsory and free to all
- Encouraging the organization of different forms of secondary education, both general and professional
- Ensuring access to higher education for all

... but its application remains partial ...
An educational context which is still less than favourable...:

- Poor access to primary school (the gross enrolment rate (GET) in 2005 is 52%, or one child in two)
- Very high levels of repeating a year or dropping out, which increases from primary school to high school (5,000 go on to pass their Baccalaureate, but 200,000 pupils enrol in primary school each year, just 2.5%)
- Very significant inequalities by gender, region and zone (in rural areas, the enrolment rate is very low, for example, GET of 11% in Gnagna) and according to the socioeconomic level of the household

...which is the result of an inadequate education system:

- Inadequate number of teachers and support personnel
- Insufficient and inadequate training available
- Poor material means (infrastructure, equipment, logistics)
- Poorly-adapted monitoring mechanisms and tools

Other difficulties make the school’s mission even more complicated:

- The poverty of families
- The illiteracy of the parents and their own conception of school
- Poor knowledge of their rights
- Malnutrition and the precarious health of the children
- The distances covered to attend school
- Poorly-managed bilingualism

The right to education for children with disabilities has also been declared...

Article 23 of the Convention on the Rights of the Child stipulates that “assistance for children with disabilities is designed in such a way that they have effective access to school [and] to training”.

Article 6 of Burkina Faso’s 1991 Constitution states that “specific actions directed at children with disabilities are planned in the implementation of the national programme (promotion of schooling, literacy, professional training)”. It is also planned to include a “disabilities” section in the training programmes of teachers and support personnel.

Two decrees, promulgated in 1986 and 1987, could even allow the effective application of this:

- Priority enrolment in their nearest schools and professional establishments is granted for children with disabilities.
- Children with disabilities benefit from a systematic extension of the statutory age limit for participation in exams, the awarding of grants and integration into public service posts.
- Access to classrooms is made easier for them.
- They are allowed to repeat two years per academic cycle.
but in reality the education of children with disabilities is inadequate:

- Specialized educational structures are very few and far between, limited to Ouagadougou and Bobo-Dioulasso.
- Initiatives for integration into the ordinary education system are underdeveloped and practically non-existent outside of the capital and the pilot zone.
- The last known study dates from 1996 and produced the following statistics: 6.8% of people with disabilities were or had been enrolled at school, 4.7% had the education level of a pupil on completion of primary school.

No study is available to say whether these figures are still relevant in 2006.

The causes of this situation are both:

- inherent to the global education system, and
- specific to the target population for whom:
  - the community’s impression of them is generally unfavourable.
  - the policies and the measures put in place are recent and have not been consolidated.
  - the stakeholders involved are poorly trained and not always motivated.

**Observations from Tanghin-Dassouri:**

- A satisfactory availability of schooling in terms of the number of establishments: 35 primary schools for 37 villages.
- Significant, but not astronomical, numbers of pupils enrolled.
- A relatively stable pool of teachers, with training opportunities available thanks to the proximity to the capital.

...which result in an encouraging situation:

- A gross enrolment rate which is greater than the national average (56%), and a dropout level which is not catastrophic.
- A relatively satisfactory level of enrolment of girls (44% of pupils).
- A significant number of children with disabilities enrolled at normal schools (25% of known children with disabilities in the department in 2003–2004 – HI study) in a context where there is a total absence of specialized structures.

**Observations in terms of the partner institution:**

- Creation of a service for the promotion of integrated education (SPEI) within the Basic Education General Directorate in September 2003, officialised by decree in April 2005, which currently consists of three primary school inspectors.
3. Project Intentions

**Objective**  Facilitate the enrolment of children with disabilities in the ordinary school network.

**Strategy**  Support integration initiatives according to the terms defined within the framework of action of the Salamanca Declaration of 1994, respecting the specific needs of the child, and by drawing on competent resources, whether associative or institutional.

**Target Groups**  both “those with rights” and “those with obligations”, which means:
- The selected target beneficiaries and sectors of the public: children with disabilities, parents, and more widely, the community in the department and the school catchment area for Tanghin-Dassouri, a semi-urban district of Ouagadougou.
- The institution in charge of education: The Ministry for Basic Education and Literacy (MEBA), and more particularly, the Department for the Promotion of Integrated Education, and the field workers who include teachers and teaching support staff.

A variety of activities:
- Those which combat community indifference, where the tendency, be it conscious or not, is to silence the existence of children with disabilities, and which combat the rejection which often accompanies this tendency:
  - activities to identify children with disabilities.
  - awareness-raising activities with parents, of disabled children or not, of village leaders and of the socio-medical sector personnel.
- Those which act in favour of the right of parents of children with disabilities to be informed about the situation and potential of their children and their schooling possibilities:
  - consultation and advice for children with disabilities who are of school age and have the capacity to receive schooling.
- Those which contribute to strengthening or developing the capacities of the Ministry in charge, notably in its efforts to draw up a national integration plan, which is imperative if international commitments are to be respected:
  - methodological and organisational advice towards identifying good practices which can be replicated at provincial and national levels.
- Those which allow children with disabilities to develop in a favourable environment, both in terms of accessibility as in terms of pedagogy:
  - adaptation activities or the adaptation of the school space.
  - initiation and training activities for student teachers, teachers and heads of schools with respect to the concept and the educational practices of integration.
- Those which play a role in breaking the isolation of stakeholders in integration, whether they be individuals, associations or institutions:
  - communication activities and participation in all types of knowledge and good practice exchanges in Burkina Faso, in the region and at international level.
4. Key Achievements

Identification and consultations:

- At the start of the project, a team of 88 village advisors, sensitive to disability issues, identified 617 children with disabilities aged up to 16 years in 37 localities of the Tanghin-Dassouri department, of which 320 were not being schooled but were of school age.
- A multi-disciplinary team consisting of 17 health and education professionals was formed, and examined 284 children aged from 6–16 who were not being schooled.

Orientation:

- 238 have been enrolled in the school nearest to their village, including 32 children with hearing impairments in three CLIS.
- Around 100 older children were directed to literacy centres in the department.
- Individual Educational Projects and monitoring forms were prepared and put in place.

Training:

- A team of three trainers was formed, capable of drawing on 15 support professionals.
- 225 primary school teachers in the Tanghin-Dassouri district (of which 165 in 2004 and 60 in 2005), 49 inspectors and educational advisors from Kadiogo province (which covers 19 districts), 2,600 student teachers and 177 student inspectors from the Ecole Normale Superieure were given a number of sessions on disability awareness and initiation into the concept of inclusive education.
- 32 teachers were given a foundation course in Sign Language.

Awareness-raising:

- The parents of the children with disabilities that had been identified were informed about the objectives of the project relating to the schooling of their children, and meetings were arranged with the families of children who were already integrated. 2,700 parents of pupils (all categories of pupils) from 35 schools in Tanghin-Dassouri were made aware of disability and integration issues.
- 2,000 villagers attended theatrical representations on the theme of integration at school.
- 64 craftsmen from Tanghin-Dassouri attended awareness-raising sessions about the rights of children with disabilities and their professional apprenticeship rights; 35 teachers from the departmental high school also attended awareness-raising sessions.

Follow-up

- 30 people with disabilities were trained in 2006 to make house visits,
- 200 house visits have been made,
Support for the institutional partner:
- Support in the drawing up of the 2005–2010 action plan for the development of integrated education,
- Material support,
- Support for a study visit by the director of the Department for the Promotion of Inclusive Education from the Ministry of Education.

Support for partner associations:
- Support for micro projects:
  - Training parents of children with hearing impairment in Sign Language (CEFISE)
  - Training of teachers in Braille (ABPAM)
  - Awareness-raising about visual disabilities through theatre (ADHVK)
  - Raising awareness among teaching staff about stammering (ACB)
  - Home visits for children with disabilities who are receiving schooling (via the Songtaaba association)

Exchanges of good practice and events:
Handicap International took part in:
- The workshop on the “education/training” section of the African Decade for People with Disabilities action plan (07/2004),
- A training workshop on “integrated education and the rights of children with disabilities” organised by Inclusion Afrique-Océan Indien and Save The Children-Sweden (09/2004),
- The “Inclusion International” international symposium (09/2004),
- The annual world Education for All week,
- The annual world People with Disabilities day.

To find out more:
14 issues of the monthly newsletter Ecoles Pour Tous (Schools for All) are available at the project office in French and in English, by request to hibfeduc@cenatrin.bf