



المجلس الوطني لحقوق الإنسان
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Conseil national des droits de l'Homme

The Implementation of the Right of Persons with Disabilities **to Education and Training**

Contribution to Public Debate Series - No. 10

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CONTRIBUTION TO PUBLIC DEBATE

45 RECOMMENDATIONS FOR ELECTIONS THAT ARE MORE INCLUSIVE AND CLOSER TO CITIZENS

Considering the provisions of the Constitution, including its preamble and Articles 6, 31, 32 and 34;

Considering the provisions of the Convention on the Rights of Persons with Disabilities and other normative references;

And taking into account the above mentioned facts, the National Council for Human Rights works to promote the adoption of an inclusive education policy for all persons with disabilities without exclusion for type patterns or degree of disability, by engaging four different levers:

I - THE REVISION OF THE LEGAL AND REGULATORY FRAMEWORK ORGANIZING EDUCATION WITH THE PERSPECTIVE OF ACHIEVING INCLUSION AND NON-DISCRIMINATION THROUGHOUT:

* Amending the provisions of the Decree establishing regional centers for the profession of education and training, in particular Articles 17 & 19 in order to enable organizations representing persons with disability and their families to participate in the monitoring the process of education and training of the teaching cohort at the beginning and on a continuous process.

* The inclusion of the position of Auxiliary of School Life in the provisions of Article 31 of the Decree creating the Regional Centers for the Profession of Education and Training

* Changing the status of functionaries of the Ministry of National Education (Decree of 10 February 2003) by complementing the provisions of Articles 14, 15 and 20 relating to the teaching faculty so that it will include the Auxiliaries of School Life.

* The inclusion of the obligation to disseminate positive images of persons with disability the terms of reference governing the schools' textbooks (Decision made by the Head of Government of 01.07.2014).

II - THE QUALITY OF EDUCATION

Taking into consideration the environmental and social approach to disability based on the law as a part of the 2030 vision for education. This consideration is realized through the upgrade of all programs and plans and replacing the concept of people with special needs by the concept of persons with disability Given that the definition of disability is based on the question of participation or the absence of participation by the disabled persons and not the disability itself. Especially since the term «special needs» is not for people but

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for education as it was formulated by the Salamanca Declaration «Special or particular educational needs”

The review of initial and continuous training standards and removing any concept or definition whose impact will limit access to education everywhere by persons with disability,

- The development of basic standards for initial training of teachers that are aimed at the preschool, primary, college and high school;
- Amendment of the current repository of training on disability through the removal of any pejorative concept or any concept causing exclusion and discrimination;
- The elimination of provisions that promote the exclusion of children with disability from the general education system on the basis of the type or degree of disability and the replacement of the classification by degree of disability by the principle of the evolving capacities of children with disability and the need for program adaptation.

III - SCHOOL LIFE AND RESPECT FOR DIVERSITY:

- The abolition of negative stereotypes and practices that are violations of the dignity of persons with disability within the school;
- The valuation of abilities and gifts of persons with disability
- Encouraging schools to adopt attitudes that respect the rights of people with disability.

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VI – EXPANSION OF SCHOOL PROVISIONS IN ORDER TO INCLUDE PERSONS WITH DISABILITY:

- Strengthening the provisions of the Act of November 13, 1963 as amended and supplemented on May 19, 2000, as it relates to the compulsory basic education until the age of 15, and to extend the implementation of compulsory education to persons with disability. The National Council for Human Rights also recommended that the modalities of the strengthening of the obligation of compulsory education take into account the adaptation of school times to accommodate the special needs of certain categories of person with disability whose basic education may exceed the legal age limit of 15;
- Amending the provisions of the law Number 00.07 establishing the creation of the Regional Academies for Education and Training, in particular Articles 2, 3 and 4, so as to allow the organizations representing persons with disability and their families to participate fully and contribute their views to the regional matters;
- The allocation of budgets that cover special or particular educational needs;
- The construction of schools that are close and accessible;
- The adaptation of programs, equipment and venues to ensure the success of inclusion;
- The inclusion into the teaching tools of the regular school of sign language, Braille method and alternative and augmented communication means.

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