

How can Families Monitor Inclusive Education?

If inclusive education is not happening in schools, learners with disabilities and their families are often the first to know – families can play a key role in monitoring inclusion at school and raising the alarm when this isn't happening.

Families can take action to monitoring inclusion in education by:

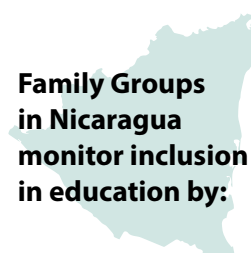
- ✓ Join school bodies and committees (such as parent teacher associations) to participate in monitoring directly as part of the school's process
- ✓ Work with control and monitoring bodies such as ombudsmen, oversight offices and others to whom cases of discrimination in education can be reported. Know the routes, and share them with other families.
- ✓ Make a complaint – when inclusion isn't happening, work with legal offices that can advise and support your complaints.
- ✓ Learn about the rules and provisions that exist in your country (and internationally) to ensure the rights of students with disabilities and study them with your network of families.

Family Monitoring in Action



Family Groups in Kenya monitor inclusion in education by:

- Training families on national education legislation, Article 24 of the Convention on the Rights of Persons with Disabilities and the CRPD Committee's General Comment 4.
- Coordinating meetings between families and officers from the Kenya National Commission on Human Rights where families report on the status of education for children and youth with intellectual disabilities in their communities.
- Directly monitoring inclusive education at the school level, and presenting their reports to the local education officers.
- Being part of school management committees, taking a key role in providing advice regarding inclusive education.



Family Groups in Nicaragua monitor inclusion in education by:

- Preparing printed materials about avenues for monitoring (such as the Ministry of Education, Human Rights Ombudsman, and others) so that families know where to go in case of a violation of the right to inclusive education.
- Training families to assume a leading role in the activities at the school, develop relationships with and provide feedback to teachers, and to join other groups and spaces where education is addressed.
- Attending meetings hosted by the Nicaraguan Ministry of Family, Adolescence and Childhood to address education issues.



- Connecting families to training with professionals in different areas.
- Hosting and taking part in peer meetings with other families so that they can exchange their experiences and learn about new strategies.
- Participating in dialogues convened by representatives of the Ministry of Education, to provide contributions to changes in educational laws and policies.



- Training families on inclusive education.
- Creating resources for other families, such as **Asdown Colombia's ABC of Inclusive Education podcast series**.
- Supporting families to speak to Ombudspersons and attorneys.
- Participate in the different spaces within educational institutions, such as parents' associations and other volunteering.
- Finding allies with groups of people with disabilities and raising awareness about children with intellectual disabilities within the right to education.

Your turn: How Can Families Monitor Inclusive Education?

Thinking about who is responsible for inclusive education monitoring in your community, and how you can reach them.

Actor	Action point
School Monitoring or Management Committees	<ul style="list-style-type: none"> • Have a family representative join the Committee • Prepare a report on the state of inclusion in schools to present to the school monitoring group