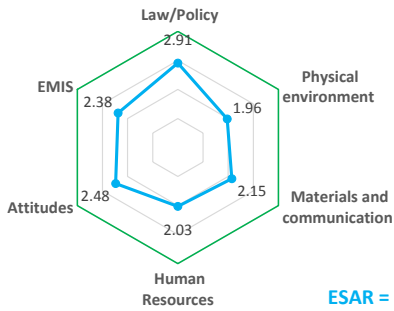
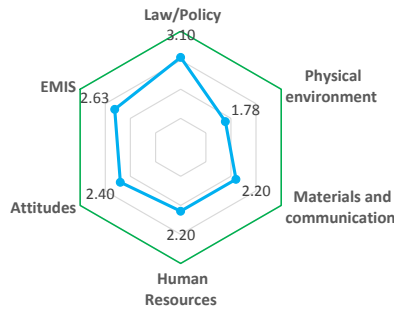


## Overview by region

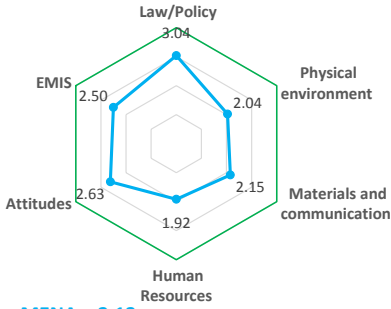
World = 2.31



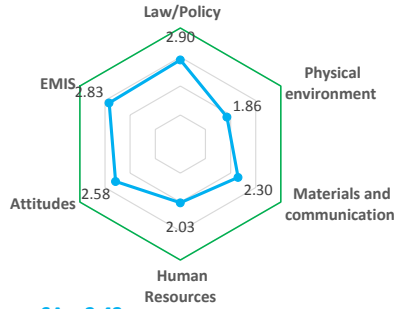
CEE/CIS = 2.38



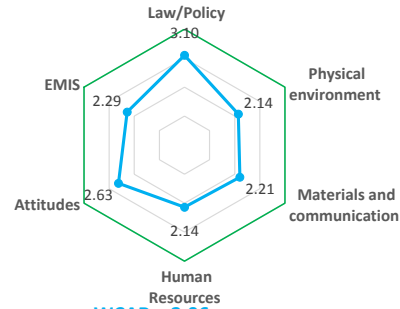
EAPR = 2.38



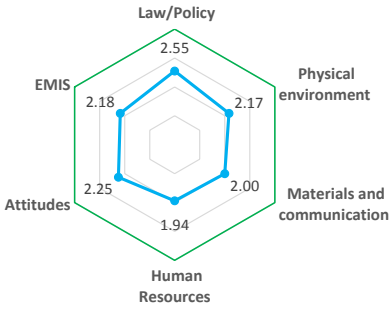
ESAR = 2.42



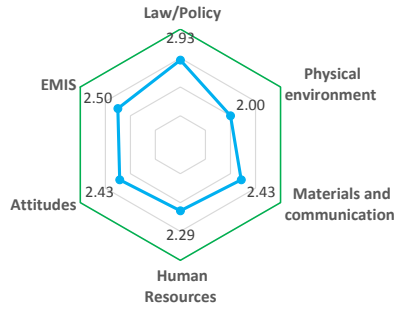
LACR = 2.41



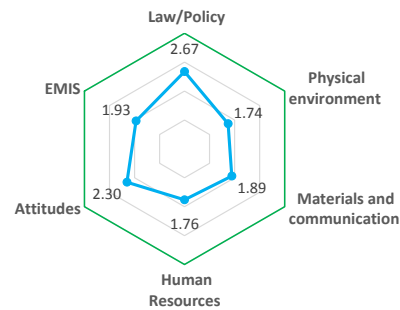
MENA = 2.13



SA = 2.43



WCAR = 2.06



### Law/Policy

World, 2.91



CEE/CIS: No countries

CEE/CIS: Kyrgyzstan; Macedonia

CEE/CIS: Albania; Azerbaijan; Belarus; Croatia; Georgia; Romania; Serbia; Turkey; Turkmenistan; Ukraine; Uzbekistan

CEE/CIS: Armenia; Bos.&Herz.; Bulgaria; Kosovo; Moldova; Montenegro; Tajikistan

EAPR: No countries

EAPR: Cambodia; Korea, D.P.R.; Papua N.G.

EAPR: China; Mongolia; Myanmar; Philippines; Thailand; Timor-Leste

EAPR: Indonesia; Lao P.D.R.; Malaysia; Vietnam

ESAR: Somalia

ESAR: Comoros; Kenya; Mozambique; Uganda

ESAR: Angola; Burundi; Lesotho; Madagascar; Malawi; Rwanda; South Sudan; Swaziland; Zambia; Zimbabwe

ESAR: Botswana; Eritrea; Namibia; South Africa; Tanzania

LACR: No countries

LACR: No countries

LACR: Anguilla; Antig.&Barb.; Barbados; Belize; Bolivia; BVI; Chile; Colombia; Costa Rica; Dom. Rep.; Dominica; Ecuador; El Salvador; Grenada; Haiti; Jamaica; Mexico; Montserrat; Nicaragua; Panama; Paraguay; Peru; St. Kitts&N.; St. Lucia; St. Vinc. & Gren.; Suriname; Trin. & Tob.; Uruguay; Venezuela

LACR: Argentina; Brazil; Cuba; Guatemala; Guyana; Honduras; Turks & Caicos

MENA: Iraq; Libya

MENA: Bahrain; Djibouti; Iran; Lebanon; Palestine; Syria; Yemen

MENA: Algeria; Jordan; Morocco; Qatar; Saudi Arabia; Sudan; UAE

MENA: Egypt; Kuwait; Oman

SA: No countries

SA: Bhutan

SA: Afghanistan; Bangladesh; Maldives; Nepal; Sri Lanka

SA: India

WCAR: DRC; Mauritania

WCAR: Benin; CAR; Cote d'Ivoire; Eq. Guinea; Liberia; Mali

WCAR: Cameroon; Chad; Congo; Guinea; Guinea Bissau; Niger; Nigeria; S. Tome & Pr.; Senegal; Sierra Leone; Togo

WCAR: Burkina Faso; Cape Verde; Gambia; Ghana

Physical Environment

World, 1.96

1	2	3	4
CEE/CIS: Albania; Kyrgyzstan; Serbia; Turkmenistan	CEE/CIS: Armenia; Azerbaijan; Belarus; Bos.&Herz.; Bulgaria; Croatia; Georgia; Kosovo; Moldova; Montenegro; Romania; Tajikistan; Turkey; Ukraine; Uzbekistan	CEE/CIS: Macedonia	CEE/CIS: No countries
EAPR: Korea, D.P.R.; Myanmar	EAPR: China; Lao P.D.R.; Mongolia; Papua N.G.; Thailand; Timor-Leste; Vietnam	EAPR: Cambodia; Indonesia; Malaysia; Philippines	EAPR: No countries
ESAR: Angola; Comoros; Malawi; Mozambique; Somalia	ESAR: Botswana; Burundi; Eritrea; Ethiopia; Kenya; Madagascar; Rwanda; South Africa; South Sudan; Swaziland; Uganda; Zambia; Zimbabwe	ESAR: Lesotho; Namibia; Tanzania	ESAR: No countries
LACR: Bolivia; Brazil; Colombia; El Salvador; Guatemala; Haiti; Honduras; Mexico; Paraguay	LACR: Argentina; Chile; Dom. Rep.; Guyana; Jamaica; Nicaragua; Panama; Peru; Suriname; Uruguay; Venezuela	LACR: Anguilla; Antig.&Barb.; Barbados; Belize; BVI; Costa Rica; Cuba; Dominica; Grenada; Montserrat; St. Kitts&N.; St. Lucia; St. Vinc. & Gren.; Trin. & Tob.; Turks & Caicos	LACR: No countries
MENA: Djibouti; Sudan	MENA: Bahrain; Egypt; Iraq; Jordan; Lebanon; Morocco; Palestine; Qatar; Saudi Arabia; Syria; Yemen	MENA: Algeria; Oman; Tunisia; UAE	MENA: Kuwait
SA: Bhutan	SA: Afghanistan; Maldives; Nepal; Sri Lanka	SA: Bangladesh; India	SA: No countries
WCAR: Cameroon; CAR; Chad; Congo; Cote d'Ivoire; DRC; Guinea Bissau; Mauritania; S. Tome & Pr.; Sierra Leone; Togo	WCAR: Benin; Gambia; Guinea; Liberia; Mali	WCAR: Burkina Faso; Cape Verde; Eq. Guinea; Ghana; Niger; Nigeria; Senegal	WCAR: No countries

Materials and Communication

World, 2.15

1	2	3	4
CEE/CIS: Turkmenistan	CEE/CIS: Albania; Armenia; Azerbaijan; Bulgaria; Kosovo; Kyrgyzstan; Macedonia; Romania; Serbia; Tajikistan; Turkey; Ukraine; Uzbekistan	CEE/CIS: Belarus; Bos.&Herz.; Croatia; Georgia; Moldova	CEE/CIS: Montenegro
EAPR: Korea, D.P.R.; Lao P.D.R.	EAPR: China; Myanmar; Papua N.G.; Solomon Is.; Thailand; Vietnam	EAPR: Cambodia; Indonesia; Malaysia; Mongolia; Philippines	EAPR: No countries
ESAR: Comoros; Somalia	ESAR: Angola; Kenya; Madagascar; Malawi; Mozambique; South Sudan; Uganda; Zambia	ESAR: Botswana; Burundi; Eritrea; Lesotho; Namibia; Rwanda; South Africa; Swaziland; Tanzania; Zimbabwe	ESAR: No countries
LACR: Haiti; Paraguay	LACR: Antig.&Barb.; Bolivia; BVI; Chile; Colombia; Cuba; Dominica; Grenada; Guatemala; Montserrat; Panama; Peru; St. Kitts&N.; St. Lucia; St. Vinc. & Gren.; Suriname; Trin. & Tob.; Turks & Caicos; Uruguay; Venezuela	LACR: Anguilla; Argentina; Barbados; Belize; Brazil; Costa Rica; Dom. Rep.; El Salvador; Guyana; Jamaica; Mexico; Nicaragua	LACR: No countries
MENA: Lebanon; Oman	MENA: Algeria; Bahrain; Djibouti; Egypt; Iraq; Morocco; Palestine; Qatar; Saudi Arabia; Sudan; Syria; Tunisia; Yemen	MENA: Jordan; Kuwait; UAE	MENA: No countries
SA: No countries	SA: Afghanistan; Bhutan; Maldives; Sri Lanka	SA: Bangladesh; India; Nepal	SA: No countries
WCAR: Benin; Cameroon; CAR; Chad; DRC; Guinea Bissau; Mauritania; S. Tome & Pr.	WCAR: Congo; Cote d'Ivoire; Eq. Guinea; Guinea; Liberia; Mali; Niger; Togo	WCAR: Burkina Faso; Ghana; Nigeria; Senegal; Sierra Leone	WCAR: Cape Verde

Human Resources

World, 2.03

1	2	3	4
CEE/CIS: Kyrgyzstan	CEE/CIS: Albania; Azerbaijan; Belarus; Georgia; Kosovo; Macedonia; Romania; Tajikistan; Turkey; Turkmenistan; Uzbekistan	CEE/CIS: Armenia; Bos.&Herz.; Croatia; Moldova; Montenegro; Serbia; Ukraine	CEE/CIS: Bulgaria
EAPR: Korea, D.P.R.; Myanmar	EAPR: Cambodia; Indonesia; Malaysia; Papua N.G.; Thailand; Timor-Leste; Vietnam	EAPR: China; Mongolia; Philippines	EAPR: No countries
ESAR: Comoros; Somalia	ESAR: Angola; Eritrea; Kenya; Lesotho; Madagascar; Malawi; Mozambique; Rwanda; South Africa; South Sudan; Swaziland; Uganda; Zambia	ESAR: Botswana; Burundi; Namibia; Tanzania; Zimbabwe	ESAR: No countries
LACR: Ecuador; Honduras	LACR: Antig.&Barb.; BVI; Colombia; Dom. Rep.; Dominica; El Salvador; Grenada; Guatemala; Guyana; Haiti; Jamaica; Montserrat; Nicaragua; Panama; Paraguay; Peru; St. Kitts&N.; St. Lucia; St. Vinc. & Gren.; Suriname; Trin. & Tob.; Turks & Caicos; Venezuela	LACR: Anguilla; Argentina; Barbados; Belize; Bolivia; Brazil; Chile; Costa Rica; Cuba; Mexico; Uruguay	LACR: No countries
MENA: Algeria; Egypt; Syria	MENA: Bahrain; Djibouti; Iraq; Jordan; Lebanon; Palestine; Saudi Arabia; Sudan; Tunisia; Yemen	MENA: Kuwait; Morocco; Oman; UAE	MENA: No countries
SA: No countries	SA: Afghanistan; Bhutan; Maldives; Nepal	SA: Bangladesh; India; Sri Lanka	SA: No countries
WCAR: Benin; CAR; Congo; DRC; Eq. Guinea; Guinea Bissau; Liberia; Mauritania; Sierra Leone	WCAR: Cameroon; Chad; Gambia; Ghana; Guinea; Mali; Niger; Nigeria; S. Tome & Pr.; Togo	WCAR: Burkina Faso; Cape Verde; Cote d'Ivoire; Senegal	WCAR: No countries

Attitudes

World, 2.48

1	2	3	4
CEE/CIS: No countries	CEE/CIS: Armenia; Azerbaijan; Belarus; Kyrgyzstan; Macedonia; Moldova; Romania; Serbia; Tajikistan; Turkey; Ukraine; Uzbekistan	CEE/CIS: Albania; Bos.&Herz.; Bulgaria; Georgia; Kosovo; Montenegro; Turkmenistan	CEE/CIS: Croatia
EAPR: No countries	EAPR: Korea, D.P.R.; Myanmar; Papua N.G.	EAPR: Cambodia; China; Indonesia; Malaysia; Mongolia; Philippines; Thailand; Timor-Leste; Vietnam	EAPR: No countries
ESAR: Madagascar	ESAR: Angola; Lesotho; Mozambique; Rwanda; Somalia; Uganda	ESAR: Botswana; Burundi; Comoros; Eritrea; Kenya; Malawi; Namibia; South Africa; South Sudan; Swaziland; Tanzania; Zambia; Zimbabwe	ESAR: No countries
LACR: No countries	LACR: Belize; Bolivia; Chile; Dom. Rep.; El Salvador; Guatemala; Panama; Paraguay; Peru; Uruguay; Venezuela	LACR: Anguilla; Antig.&Barb.; Argentina; Barbados; Brazil; BVI; Colombia; Costa Rica; Cuba; Dominica; Ecuador; Grenada; Guyana; Honduras; Jamaica; Mexico; Montserrat; Nicaragua; St. Kitts&N.; St. Lucia; St. Vinc. & Gren.; Suriname; Trin. & Tob.; Turks & Caicos	LACR: No countries
MENA: Syria	MENA: Algeria; Bahrain; Jordan; Kuwait; Lebanon; Morocco; Saudi Arabia; Tunisia	MENA: Egypt; Iraq; Oman; Palestine; Sudan	MENA: No countries
SA: No countries	SA: Afghanistan; Bhutan; Nepal	SA: Bangladesh; India; Maldives; Sri Lanka	SA: No countries
WCAR: Benin; CAR; DRC; Guinea Bissau; Mauritania	WCAR: Cameroon; Chad; Eq. Guinea; Nigeria; Sierra Leone; Togo	WCAR: Burkina Faso; Congo; Cote d'Ivoire; Gambia; Ghana; Guinea; Liberia; Mali; Niger; S. Tome & Pr.; Senegal	WCAR: Cape Verde

CEE/CIS: Macedonia

CEE/CIS: Belarus; Bos.&amp;Herz.; Kyrgyzstan; Serbia; Turkmenistan

CEE/CIS: Albania; Azerbaijan; Bulgaria; Croatia; Georgia; Kosovo; Moldova; Montenegro; Romania; Tajikistan; Turkey; Ukraine; Uzbekistan

EAPR: Lao P.D.R.; Myanmar

EAPR: Korea, D.P.R.; Papua N.G.; Timor-Leste

EAPR: Cambodia; China; Indonesia; Malaysia; Mongolia; Philippines; Tuvalu; Vietnam

ESAR: No countries

ESAR: Comoros; Eritrea; Swaziland; Uganda; Zambia

ESAR: Angola; Botswana; Burundi; Kenya; Lesotho; Madagascar; Malawi; Mozambique; Namibia; Rwanda; Somalia; South Sudan; Zimbabwe

LACR: Haiti

LACR: Anguilla; Antig.&amp;Barb.; BVI; Dominica; Grenada; Guatemala; Guyana; Jamaica; Montserrat; Nicaragua; Panama; Paraguay; Peru; St. Kitts&amp;N.; St. Lucia; St. Vinc. &amp; Gren.; Trin. &amp; Tob.; Turks &amp; Caicos; Uruguay; Venezuela

LACR: Argentina; Barbados; Belize; Brazil; Chile; Colombia; Costa Rica; Cuba; Dom. Rep.; Ecuador; El Salvador; Mexico; Suriname

MENA: Djibouti; Lebanon; Saudi Arabia; Syria; Yemen

MENA: Algeria; Bahrain; Kuwait; Morocco

MENA: Egypt; Iraq; Jordan; Oman; Palestine; Sudan; Tunisia

MENA: UAE

SA: Sri Lanka

SA: Afghanistan; Bhutan

SA: Bangladesh; Maldives; Nepal

SA: India

WCAR: Cameroon; CAR; Chad; DRG; Guinea Bissau; Mali; Mauritania; Niger; S. Tome &amp; Pr.; Toeo

WCAR: Benin; Cape Verde; Congo; Cote d'Ivoire; Senegal

WCAR: Burkina Faso; Eq. Guinea; Ghana; Liberia; Nigeria; Sierra Leone

WCAR: Gambia; Guinea

P5.e.3 Countries with policies on inclusive education covering children with disabilities.  
Universe of countries: UNICEF Country Offices where the indicator is relevant in reference to the country programme

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p><b>Law/policy.</b> There is a law/policy establishing the right of all children to receive an education, with an <b>explicit mention</b> of children with disabilities. And also a national plan on <b>inclusive education</b>.</p> <p><b>Physical Environment.</b> All schools have accessible classrooms and/or reasonable accommodations that remove all physical barriers (including accessible toilets and recreation areas).</p> <p><b>Materials and Communication.</b> Assistive devices and materials are available in <b>most regular schools</b>. Books and other materials include <b>positive references</b> to children with disabilities</p> <p><b>Human Resources.</b> <b>Most teachers</b> and school administrators receive training on inclusive education. <b>All schools</b> have access to specialists on inclusive education for consultation. <b>Most children have access</b> to speech, physical and occupational therapists, as needed.</p> <p><b>Attitudes.</b> Teachers and school administrators' <b>support including</b> children with disabilities in regular schools, and are willing to make significant adjustments to ease their inclusion. Curricula and classroom management allow for the <b>flexibility</b> of addressing individual students' needs.</p>	<p><b>Law/policy.</b> There is a law/policy establishing the right of all children to receive an education, with an <b>explicit mention</b> of children with disabilities.</p> <p><b>Physical Environment.</b> <b>More than half</b> of schools have accessible classrooms and toilets, at times because of an accessible design and adjustments.</p> <p><b>Materials and Communication.</b> Assistive devices and materials are available in <b>special schools but in less than half of regular schools</b>. A <b>few books</b> and other materials include positive references to children with disabilities.</p> <p><b>Human Resources.</b> <b>More than half</b> of teachers and school administrators receive training on inclusive education. <b>More than half</b> of schools have access to specialists on inclusive education for consultation. <b>Some access</b> to speech and physical therapists exists.</p> <p><b>Attitudes.</b> Teachers and school administrators <b>do not object to</b> including children with disabilities in regular schools, and are willing to make <b>small adjustments</b> to ease their inclusion.</p>	<p><b>Law/policy.</b> There is a law/policy establishing the right of all children to attend school, which <b>implicitly but not explicitly</b> includes children with disabilities</p> <p><b>Physical Environment.</b> <b>Less than half</b> of the schools are accessible (including toilets). Some schools may have accessible classrooms, or use makeshift ramps.</p> <p><b>Materials and Communication.</b> Assistive devices and materials are available in <b>special schools, but not in regular schools</b>. <b>Little or no mention</b> of disabled children appears in books or materials.</p> <p><b>Human Resources.</b> <b>Less than half</b> of teachers and school administrators receive training on inclusive education. <b>Less than half</b> of schools have access to specialists on inclusive education for consultation. <b>No access</b> to speech and physical therapists exists.</p> <p><b>Attitudes.</b> Teachers and school administrators <b>do not see the value of</b> including children with disabilities in regular schools but do not make explicit objections. They <b>do not feel it is their responsibility to make any adjustments</b> to ease their inclusion.</p>	<p><b>Law/policy.</b> There is <b>no law /policy</b> establishing the right to education for children with disabilities</p> <p><b>Physical Environment.</b> In general, <b>schools are not accessible</b>. Children with physical disabilities have great difficulty or are completely unable to access school facilities (including toilets).</p> <p><b>Materials and Communication.</b> Assistive devices and materials are <b>generally not available in schools</b>. Books and other materials make <b>no mention</b> of children with disabilities.</p> <p><b>Human Resources.</b> Teachers and school administrators receive <b>no training</b> on inclusive education. Teachers have <b>no specialists</b> to consult with on issues pertaining to educating children with disabilities. <b>No access</b> to speech and physical therapists exists.</p> <p><b>Attitudes.</b> Teachers and school administrators <b>object to including</b> children with disabilities in regular schools, and <b>do not believe they should make any adjustments</b> to ease their inclusion.</p>
<p>EMIS. The routine EMIS contains <b>data on children with disabilities, using ICF based definitions of disability</b>. Reports are produced on enrolment of children with disabilities</p>	<p>EMIS. There are <b>some data</b> on children with disabilities in the school system, but it is <b>characterized by medical diagnosis</b>. Reports are produced on enrolment of children with disabilities.</p>	<p>EMIS. There are <b>some data</b> on children with disabilities in the school system, but it is <b>characterized by medical diagnosis</b>. <b>No reports</b> on enrolment of children with disabilities are produced, except for special schools.</p>	<p>EMIS. There are <b>no data on children with disabilities</b> in the routine EMIS.</p>