

## Office of the High Commissioner – Human Rights

Responses to the following questions:

1. Do the national or local constitutions or laws of your country prevent or restrict access to any student with disabilities to regular schools at any level?

*No, the constitution of Guyana guarantees the right of all citizens to education regardless of race, religion and mental or physical disabilities. The laws of Guyana, in particular the Education act, clearly state that all persons are entitled to receive an education appropriate to their age and needs. The Laws further state that persons who are eligible for admission to any educational institution should not be refused entry based on any discriminatory ground relating to that student.*
2. Is all education of children and adults with disabilities under the control of the Ministry of Education?

*The Ministry of Education (MOE) does have primary responsibility for the education of Children and school age persons with disabilities. There is however one training facility under the Ministry of Health for post secondary students and some NGO's provide skills training for adult persons with disabilities.*
3. Does your country have a plan or program that progressively promotes the transformation of the education system into an inclusive education system?

*Yes, the Ministry of Education Strategic Plan 2008-2013 outlined increasing the inclusiveness of the system as one its strategies. For the next plan period (2014 to 2018), the MOE with assistance from an international consultant drafted a five year Special Education Strategic Plan, this process was done through nation-wide extensive consultations.*

*This plan, as part of its strategies will address class size, curriculum content etc.*

*Since the introduction of programme budgeting in Guyana, special education budget and administration has always been merged with regular education for each education district. Unfortunately it is not a separate line item, but it is included as part of primary or secondary programme budget.*

*Special Education is offered in the pre-service and in-service training at the Teachers' Training College and University of Guyana as a general option.*

*Newly constructed school must have facilities to accommodate students with disabilities. However, there is still a lot to be done in existing schools that do not have these facilities in place.*

*Sign language in mainstream schools is currently at an embryonic stage, a lot of work still needs to be done in this area.*

*The MOE is working with and in support of a number of organisations (The Blind, deaf, Autism associations; Community-based rehabilitation (CBR); and the National Commission on Disability which has a responsibility for advocacy, capacity building and influencing policy and practices in this area and since the passing of "The Persons with Disabilities act of 2010" it has the responsibility of monitoring compliance with the Act.*

4. Does your country have accountability mechanisms in place to monitor exclusion, school registration and completion of education by persons with disabilities and persons with disabilities and their families directly involved in the process?

*Unfortunately, no accountability mechanism is in place to monitor exclusion, school registration and completion of education by persons with disabilities. The ministry recognised the need for accountability, and has taken a step towards this process through the support of UNICEF by establishing a database of persons with disabilities; this work is still on-going.*

5. Data disaggregated on students with disabilities who are registered special education program are presented in the table below:

**TABLE – SPECIAL EDUCATION ENROLMENT 2011-2012**

NAME OF INSTITUTION	Number of Students		
	M	F	T
David Rose School for Handicapped Children	119	97	216
St. Barnabas Special School	41	16	57
Sophia Special School	135	37	172
Grove School for Children with Special Needs	44	38	82
New Amsterdam Special School	45	31	76
Linden Centre for Special	11	7	18
<b>Total</b>	<b>395</b>	<b>226</b>	<b>621</b>

Data Source: Education Planning Unit Statistical Questionnaire

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