

Challenges to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities to promote inclusive Education in the Ethiopian primary schools

An Abstract of the thesis by

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Accessing education to children with disabilities is given due attention in article 24 of the UN Convention on the rights of persons with disabilities. Ethiopia ratified this convention in 2010 which is 11 years ago. However, access to education in primary schools for children with disabilities in Ethiopia is not yet satisfactory. For this reason, this research intends to find out the challenges to implement article 24 of the UN convention on the rights of persons with disabilities to promote inclusive education in Ethiopian primary schools. A qualitative method of data collection is used through online expert interviews and reviewing the literature. Critical ethnography design is used to analyze data. The finding shows that Ethiopia has not yet ratified the optional protocol of the UN convention on the rights of persons with disabilities. The absence of “Educational Law” in Ethiopia is also identified as one of the reasons for the weak implementation of the convention. National policy documents have not been amended according to the convention. Lack of professional commitment, scarcity of teaching - learning materials, schools' physical inaccessibilities, rigid school curriculum, negative social attitudes towards children with disabilities are some of the identified challenges to implement the convention. The newly prepared education and development road map even lacks the attention to promote inclusive education based on the convention. With these all identified challenges it will take a long time unless the commitment of duty holders are committed to respecting the educational rights of children with disabilities in Ethiopia.