



## **Submission in response to the call for inputs: Persons with Albinism and the rights to education**

This is a joint submission led by the Africa Albinism Network in collaboration with albinism organisation from Benin, Kenya, Sierra Leone, South Africa, Tanzania, Togo and Zambia. The submitting organisations includes; Divine Connexion Worldwide, Black Albinism, Sierra Leone Albinism Foundation, National Albinism Taskforce of South Africa, Tanzania Albinism Society, ANAT, and Albinism Foundation of Zambia.

The mission of the [Africa Albinism Network \(AAN\)](#) is to promote the rights, well-being and inclusivity of people with albinism in Africa through advocacy, capacity development, and collaboration. The AAN is guided by the [AU Plan of Action on albinism \(2021-2031\)](#) as its main strategy and a human rights based approach.

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### **Consent Needed to Publish:**

To protect our collaborators from reprisals, please do not publish this input without the express permission of its contributors. You may email the Africa Albinism Network for further discussion as needed.



## Methodology

This submission is compiled by Africa Albinism Network based on inputs received from human rights defenders, all of whom are leaders of albinism groups and organisations working to promote the rights and welfare of Persons with Albinism in their respective countries in Africa. These inputs were collated through one-on-one phone interviews as well as written submissions using the questionnaire provided by the UN Independent Expert on the Enjoyment of Human Rights by Persons with Albinism on Persons with Albinism and the rights to education



## INTRODUCTION

### **Barriers to accessing education by persons with albinism in Africa: Crosscutting issues among countries engaged.**

**Stigma and Discrimination:** Persons with albinism often encounter deep-seated societal stigma and discrimination, which result in isolation and a lack of self-confidence. These negative attitudes hinder their access to and success in education.

**Inadequate Infrastructure:** Many schools lack the necessary infrastructure to cater to the unique needs of students with albinism, such as accessible classrooms, larger print reading materials, and specialized equipment like low vision aids, making learning difficult for students with albinism.

**Healthcare and Sun Protection:** Albinism predisposes individuals to sunburn and skin cancer, making access to sunscreen, protective clothing, and regular medical check-ups essential for their well-being. A lack of access to healthcare can disrupt their ability to attend school consistently particularly in situations where persons with albinism have to walk long distances under the sun to school.

**Visual Impairments:** Albinism often results in visual impairments, which can significantly hinder learning. Many Schools especially mainstream school lack appropriate learning materials, assistive devices, and support for students with visual challenges.



**Bullying and Safety Concerns:** Students with albinism are targets of bullying and harassment, which adversely affect their emotional well-being and academic performance.

**Teacher Training and Awareness:** Teachers need training to understand the unique needs of students with albinism and adapt their teaching methods accordingly. Raising awareness about albinism within the school community is essential to combat stereotypes and discrimination. It is clear from our engagement that, teachers are not adequately trained to handle the need of students with albinism in their classroom particularly in mainstream school.

**Inclusive Policies and Legislation:** Many African countries lack comprehensive policies and legislation that promote inclusive education and protect the rights of persons with albinism. In some cases, such policies exist but implementation always remain a challenge.



## RESPONSES



**Country:** Benin

**Organisation:** Divine Connexion Worldwide

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### Data on persons with albinism

**1. Please provide statistics and information on persons with albinism in your country.**

To date there is no official statistics on people with albinism on Benin. However, organizations working with people with albinism estimate that we have about 2,500 people though there is no real basis for such figure.

**2. Please provide any data you may have on persons with albinism in the education sector, be it primary, secondary or tertiary level.**

We do not have any reliable data. However, based on those we work with and the school dropout rate of students with albinism, we may estimate those going to school at around 1000.

### Policy and framework



**3. Please provide information on the international and regional frameworks that your Government has ratified or committed to, in the effort to ensure the right to education for persons with albinism/persons with disabilities.**

The government passed a bill aiming at protecting people with disabilities in 2017 but this law is still not effectively impacting people with disabilities. As far as people with albinism are concerned, there is no particular legal instrument that protect them.

**4. Please provide information on the legislative and policy frameworks that your Government has implemented to ensure the full realization of the right to education for persons with albinism/persons with disabilities.**

There is no such policy

**5. Please provide information on efforts made by your Government to ensure the provision of quality education at every level (primary, secondary, tertiary) and how this aligns with the 4A's framework: availability, accessibility, acceptability and adaptability.**

Our government is trying their best to ensure there are schools everywhere in the country, thus covering the availability of education for everyone. However, there is still much to do to make schooling accessible to the most vulnerable children, say children and youths with disabilities. For example, there are still no lift to Amphitheatre that has been built on stairs to make them accessible to people with walking challenges. The adaptability part has come a long way such that blind people can go to



university and study with their peers. There is no adaptability for people with albinism.

**6. Please provide information on reasonable accommodation measures provided for persons with albinism/persons with disabilities in the different levels of education in your country.**

Our organization has been partnering with different partners to provide monoculars to students with albinism. We also train their teachers on how to handle children with albinism in the classroom. We provide them with home tuition specialists who we train, we provide school supplies and pay school tuition fees.

**7. Do you have any social protection programmes offered for persons with albinism in relation to the right to education?**

There is none.

**8. Please provide information on measures that have been implemented to enhance the right to education due to the COVID-19 pandemic.**

There is none. During the pandemic, the government had taken protection measures which included shutting down school for a while but that was all.

**Human rights challenges or barriers to the full realization of the right to education**



**9. Please provide information on the human rights concerns or barriers affecting the right to education of persons with albinism in your country.**

Nobody cares about the sight problem of such students. Teachers assume they are lazy and move on. They are given the same amount of time during tests as those who don't have the same sight issues as them. They are even bullied mocked and neglected by some teachers

**10. Have there been initiatives or programs implemented by Government and/or other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education?**

(See answer to question 6).

### **Awareness regarding persons with albinism**

**11. Does your country commemorate 13 June as International Albinism Awareness Day? Are there any initiatives in the education system to raise awareness on IAAD or with regard to persons with albinism?**

Our country does celebrate June 13. But the government has always been busy with political communication whenever they happen to even think about it. I mean, only once have we ever got a message from the minister of social affairs on June 13th. When organisations invite them to June 13 event, they don't care to come or if they do come, they will praise the government and move on.





## Good practices

**12. Are there any good practices that have been implemented to ensure access to quality education by persons with albinism/persons with disabilities)?**

The government did its best with people who are blind by providing the universities with rewrites and prioritizing them in university residencies. Other good practices are what are talked about in our answer to question 6.



**Country:** Kenya

**Organisation:** Black Albinism

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### *Data on persons with albinism*

- 1. Please provide statistics and information on persons with albinism in your country.**

The 2019 census reported a population of more than 8000 people with albinism, but these numbers are contested by the disability community due to the lack of disaggregated data.

- 2. Please provide any data you may have on persons with albinism in the education sector, be it primary, secondary or tertiary level.**

The type of school attended by people with albinism, whether private, government with fee payment, or special schools at both basic and secondary levels, is often influenced by their family background, but unfortunately, the relevant data is non-existent.

### *Policy and framework*



- 3. Please provide information on the international and regional frameworks that your Government has ratified or committed to, in the effort to ensure the right to education for persons with albinism/persons with disabilities.**

The government of Kenya is a party to several international treaties, including the United Nations Convention on the Rights of Persons with Disabilities, the Africa Disability Protocol, the Marrakesh Treaty, the United Nations Convention on the Rights of the Child (UNCRC), and the African Charter on the Rights and Welfare of the Child.

- 4. Please provide information on the legislative and policy frameworks that your Government has implemented to ensure the full realization of the right to education for persons with albinism/persons with disabilities.**

The government of Kenya has enacted various policies to ensure the realization of the rights of persons with disabilities. Among the most significant are the Persons with Disabilities Act of 2003 and the Sector Policy for Learners and Trainers with Disabilities, established by the Ministry of Education in 2008.

- 5. Please provide information on efforts made by your Government to ensure the provision of quality education at every level (primary, secondary, tertiary) and how this aligns with the 4A's framework: availability, accessibility, acceptability and adaptability.**



The government has implemented various measures to ensure the provision of quality education for persons with disabilities, including those with albinism. Key initiatives in this regard encompass the Disability Act and its subsequent amendments, as well as the strategic regional distribution of special schools to cater to the diverse needs of individuals with disabilities.

**6. Please provide information on reasonable accommodation measures provided for persons with albinism/persons with disabilities in the different levels of education in your country.**

Learners with albinism use Braille<sup>1</sup> as a means of accessing information, often seated at the front of the class for better visibility. Additionally, there is a collaborative effort among students, with peers supporting learners with albinism in various ways. Dr Choksey contributes by providing lenses to individuals with albinism, and the Albinism Support Program, facilitated by the National Council for Persons with Disabilities (NCPWD), distributes lenses and sunscreens to further assist and enhance the well-being of individuals with albinism.

**7. Do you have any social protection programmes offered for persons with albinism in relation to the right to education?**

The Albinism Support Program, administered by the National Council for Persons with Disabilities, plays a crucial role in supporting individuals with albinism in Kenya. This program extends assistance through the

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<sup>1</sup> AAN notes this practice as controversial given that most PWA have sufficient residual vision to function with accommodations adopted to people with low vision.



provision of sunscreens to mitigate the risk of skin cancer, offers cancer screening services, and facilitates education grants to empower and enhance the educational opportunities for persons with albinism in the country.

**8. Please provide information on measures that have been implemented to enhance the right to education due to the COVID-19 pandemic.**

During the COVID-19 pandemic, measures were implemented to uphold the right to education, including the adoption of digital platforms such as television and Zoom for remote learning. However, assessing the effectiveness of these measures proved challenging, as various factors like access to technology, internet connectivity, and disparities in resources among students posed significant obstacles.

*Human rights challenges or barriers to the full realization of the right to education*

**9. Please provide information on the human rights concerns or barriers affecting the right to education of persons with albinism in your country.**

Several human rights barriers significantly impact the rights to education for persons with albinism, including limited awareness, prevalent myths and misconceptions, discriminatory attitudes such as questioning the need for education due to visual impairments, and persistent issues of stigma, name-calling, and bullying. I was once asked “you barely see,



why are you going to school” These challenges are observed even within special schools designed to cater to the needs of individuals with albinism, highlighting the need for comprehensive efforts to address and eliminate these barriers.

**10. Have there been initiatives or programs implemented by Government and/or other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education?**

The Albinism Support Program administered by the National Council on persons with disabilities plays a crucial role in supporting awareness creation efforts related to albinism. By actively participating in and promoting awareness initiatives, this program contributes to dispelling myths, challenging misconceptions, and fostering a better understanding of albinism. Through its support, the program aims to promote inclusivity, combat stigma, and enhance the overall well-being and rights of individuals with albinism within the broader community.

*Awareness regarding persons with albinism*

**11. Does your country commemorate 13 June as International Albinism Awareness Day? Are there any initiatives in the education system to raise awareness on IAAD or with regard to persons with albinism?**

Although International Albinism Awareness Day (IAAD) is not officially celebrated as a national event in Kenya, organizations representing



persons with albinism have taken the initiative to educate the population about albinism. These organizations play a vital role in raising awareness, dispelling myths, and fostering understanding to promote inclusivity and combat discrimination against individuals with albinism within the Kenyan society.

### *Good practices*

#### **12.Are there any good practices that have been implemented to ensure access to quality education by persons with albinism/persons with disabilities)?**

Efforts to support persons with albinism in education include the establishment of a fund dedicated to their educational needs. Additionally, there is a policy framework addressing learners with disabilities, ensuring inclusivity and support within the education system. Private institutions providing alternative learning options contribute to the availability of diverse educational opportunities for Persons with Albinism. Capacity development initiatives are undertaken to empower both PWAs and organizations working with them, enhancing their skills and capabilities. Moreover, there is organized collaboration and advocacy among PWAs to collectively address challenges and promote their rights and well-being.



**Country:** Sierra Leone

**Organisation:** Sierra Leone Albinism Foundation (SLAFo)

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### Data on persons with albinism

- 1. Please provide statistics and information on persons with albinism in your country.**

The 2015 census reported 501 persons with albinism. Since then, the number has increased. Albinism organisations like SLAFo recorded 350 persons with albinism in its database.

- 2. Please provide any data you may have on persons with albinism in the education sector, be it primary, secondary or tertiary level.**

No specific data is available on the current number of persons with albinism at various levels of education in Sierra Leone

### *Policy and framework*

- 3. Please provide information on the international and regional frameworks that your Government has ratified or committed to,**





**in the effort to ensure the right to education for persons with albinism/persons with disabilities.**

Sierra Leone ratified various international human right framework including the United Nation Convention on the rights of persons with disabilities, United Nation Convention on the rights of the child, African Charter on the rights and welfare of the child and the international convention on Economic, social and cultural rights

**4. Please provide information on the legislative and policy frameworks that your Government has implemented to ensure the full realization of the right to education for persons with albinism/persons with disabilities.**

The Persons with Disability Act of 2011 in Sierra Leone is complemented by the Radical Inclusive Education Policy of 2021, both serving as significant frameworks aimed at promoting the rights and inclusive educational opportunities for individuals with disabilities.

**5. Please provide information on efforts made by your Government to ensure the provision of quality education at every level (primary, secondary, tertiary) and how this aligns with the 4A's framework: availability, accessibility, acceptability and adaptability.**

The government has implemented certain measures to guarantee access to quality education for persons with albinism and disabilities, including the establishment of special schools across different regions of the country. However, a notable challenge persists in mainstream schools



where the absence of assistive devices, coupled with insufficient knowledge and awareness, hampers the learning environment for these individuals. To address this, SLAFo conducts annual school visitations to educate institutions about albinism, contributing to the growing acceptance of persons with albinism in schools.

**6. Please provide information on reasonable accommodation measures provided for persons with albinism/persons with disabilities in the different levels of education in your country.**

In schools, the absence of reasonable accommodation poses a challenge for persons with albinism, as only a limited number of special schools offer such provisions.

**7. Do you have any social protection programmes offered for persons with albinism in relation to the right to education?**

The government allocates grants to support individuals with disabilities through the Disability Act, which serves as a cornerstone for social protection. The Disability Commission is instrumental in facilitating the provision of disability grants, ensuring that financial assistance reaches those in need within the disabled community.

**8. Please provide information on measures that have been implemented to enhance the right to education due to the COVID-19 pandemic.**

During the COVID-19 pandemic, interventions to ensure the guarantee of the right to education have included the implementation of the Radical



Inclusive Education Policy and the utilization of virtual platforms such as Zoom. These measures seek to address challenges posed by the pandemic, promoting inclusivity and enabling continued access to education through innovative and virtual means.

*Human rights challenges or barriers to the full realization of the right to education*

**9. Please provide information on the human rights concerns or barriers affecting the right to education of persons with albinism in your country.**

Persons with albinism face various human rights barriers in their efforts to enjoy the right to education, including discrimination, bullying, name-calling, and the additional challenge of insufficient reasonable accommodation. The lack of necessary accommodations further hinders their access to an inclusive and supportive educational environment.

**10. Have there been initiatives or programs implemented by Government and/or other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education?**

The government has not taken significant steps in addressing these challenges, leaving a void in providing support for persons with albinism. Instead, non-governmental organizations (NGOs) have stepped forward to fill this gap by actively engaging in awareness campaigns to shed light



on the condition and advocate for the rights and well-being of individuals with albinism.

### *Awareness regarding persons with albinism*

**11. Does your country commemorate 13 June as International Albinism Awareness Day? Are there any initiatives in the education system to raise awareness on IAAD or with regard to persons with albinism?**

Every year, on the 13th of June, organizations representing persons with albinism (PWAs) come together to celebrate and commemorate a day dedicated to raising awareness, promoting understanding, and advocating for the rights and well-being of individuals with albinism.

### *Good practices*

**12. Are there any good practices that have been implemented to ensure access to quality education by persons with albinism/persons with disabilities)?**

The Persons with Disability Act, coupled with the provision of free education at tertiary institutions and the implementation of radical inclusive education, collectively contribute to fostering an environment of inclusivity and accessibility for individuals with disabilities in the educational system.



**Country:** South Africa

**Organisation:** National Albinism Task Force

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### **Data on persons with albinism**

**1. Please provide statistics and information on persons with albinism in your country.**

South Africa does not have recorded statistics of persons with albinism. The recent census could not capture the data. Persons with albinism were included under people with visual impairment which makes it difficult to separate them from that grouping.

**2. Please provide any data you may have on persons with albinism in the education sector, be it primary, secondary or tertiary level.**

Again, this data is not available from the education departments. In most institutions albinism was not recorded as a disability in South Africa.

### **Policy and framework**



**3. Please provide information on the international and regional frameworks that your Government has ratified or committed to, in the effort to ensure the right to education for persons with albinism/persons with disabilities.**

South Africa has ratified the following frameworks:

- The Convention on the Right of Persons with Disabilities (CRPD).
- The United Nations Convention on the Rights of the Child (CRC)
- The African Charter on the Rights and Welfare of the Child (ACRWC)

**4. Please provide information on the legislative and policy frameworks that your Government has implemented to ensure the full realisation of the right to education for persons with albinism/persons with disabilities.**

- The Constitution of the Republic of South Africa
- The National Education Policy Act
- South African Schools Act
- White paper on the rights of persons with disabilities

**5. Please provide information on efforts made by your Government to ensure the provision of quality education at every level (primary, secondary, tertiary) and how this aligns with the 4A's framework: availability, accessibility, acceptability and adaptability.**

At the primary and secondary school levels, the government has allocated resources (funding) for reasonable accommodation for learners with



disabilities. At the tertiary level, there is a strategic policy framework on disability for post-school education and training, which has established Disability Rights Units to address issues concerning students with disabilities at colleges and universities. However, these units are still not fully resourceful, and many students with disabilities are unaware that these units even exist. In some areas with colleges, disability units are still being set up.

At the tertiary level, as part of the National Student Financial Aid Scheme, students with disabilities can apply for reasonable accommodation through the Disability Unit found in every institution of higher learning.

**6. Please provide information on reasonable accommodation measures provided for persons with albinism/persons with disabilities in the different levels of education in your country.**

There is funding set aside at all levels of education for persons with disabilities to apply for.

**7. Do you have any social protection programmes offered for persons with albinism in relation to the right to education?**

Unfortunately, there is no social protection program offered for individuals with albinism concerning their right to education. This issue has been highlighted in the National Action Plan. There is a pressing need to train educators, school governing bodies, pupils, and everyone involved in the education value chain on albinism. The training will cover the security of pupils within school premises and outline expectations



from institutions to ensure the protection of students with albinism. Additionally, there is a need to review the education policy to incorporate a social protection focus, as it is currently not included.

**8. Please provide information on measures that have been implemented to enhance the right to education due to the COVID-19 pandemic.**

South African schools were not significantly affected by COVID-19. The challenges currently faced are not new but rather pre-existing issues. Access to mainstream schools remains a challenge for learners with albinism, primarily due to difficulties in providing reasonable accommodation and a lack of awareness about the condition, hindering seamless inclusion into the mainstream education system.

**Human rights challenges or barriers to the full realization of the right to education**

**9. Please provide information on the human rights concerns or barriers affecting the right to education of persons with albinism in your country.**

Firstly, there is a lack of data concerning the access and success of learners with albinism at all levels of education. Inclusion in the mainstream schooling system remains a significant challenge. Parents continue to bear the responsibility of going to schools to educate teachers about the condition to ensure their children can learn and be accommodated. The system still struggles to identify and respond to these needs without





parental intervention. Stigmatization and bullying at school contribute to some learners dropping out, highlighting the urgent need for a more supportive and inclusive educational environment.

**10. Have there been initiatives or programs implemented by Government and/or other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education?**

No, however the albinism groups have taken it upon themselves to conduct sessions as and when they have the opportunity to do so in schools.

### **Awareness regarding persons with albinism**

**11. Does your country commemorate 13 June as International Albinism Awareness Day? Are there any initiatives in the education system to raise awareness on IAAD or with regard to persons with albinism?**

Yes, the National Albinism Task Force commemorates June 13 (IAAD). In the past two years, we have organized webinars that included the Departments of Education, both Basic and Higher Education. The purpose was to engage them on the barriers mentioned above in Q9 and assess their plans regarding albinism and the opportunities for students with albinism.

### **Good practices**



**12. Are there any good practices that have been implemented to ensure access to quality education by persons with albinism/persons with disabilities)?**

Through the cases we receive at the NATF, we can influence schools to reconsider their conduct rules. In one instance, a school's rules required all pupils to plait their hair using black hair extensions. The school acknowledged that when the rules were approved, there was no anticipation of having a child with albinism. This case prompted them to reassess and amend the rules to prioritize inclusion, not only for learners with albinism but also for LGBTQI+ students.

The NATF is also focusing on education awareness, starting with Early Childhood Development (ECD). By getting the data and awareness right from this stage, we aim for it to cascade to primary and secondary levels. The project has successfully commenced in one region of Gauteng, and the goal is to expand it throughout the province and the entire country.



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**Organisation:** Tanzania Albinism Society (TAS) Morogoro Chapter

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## Data on persons with albinism

1. Please provide statistics and information on persons with albinism in your country.

The 2012 Tanzania National Population and Housing Census indicated that 0.04% of the mainland population and 0.03% of the island population were reported to have albinism. However, there is a significant disparity in the figures provided by different sources. The Tanzania Albinism Society (TAS) Head Office, a national organization representing persons with albinism, asserts that there are 18,833 individuals with albinism in the country.

Contrastingly, estimates derived from a ratio of 1/1429 individuals with albinism to the total Tanzanian population of 58,000,000 (as per World



Bank data 2020) suggest a higher count of approximately 40,588 people with albinism. This discrepancy underscores the need for accurate and consistent data.

Complicating matters further, there is currently no official statistical information from the National Bureau of Statistics regarding persons with albinism, especially disaggregated data concerning women and children. The National Bureau of Statistics is expected to publish official statistics next year, following the completion of the analysis of the National Census of Population and Housing conducted in 2022. This eagerly awaited data will provide a more comprehensive and reliable overview of the population of persons with albinism in Tanzania, offering insights into demographic specifics and aiding in the formulation of targeted policies and support mechanisms.

**2. Please provide any data you may have on persons with albinism in the education sector, be it primary, secondary or tertiary level.**

Children with albinism face some barriers that hinder their enrolment, retention and completion of schools. According to a 2017 study by Standing Voice, an international non-governmental organization, only half of children with albinism in Tanzania complete primary school. Also, according to Tanzania Albinism Society (TAS) Head Quarters (2020) report found that the main challenges facing children with albinism in primary school include: bullying and discrimination from other children, lack of accessible infrastructure, such as lack of assistive devices, like magnifying glasses and sun hats, lack of teacher training on inclusive



education. Other challenges include; long distance from home to school which is not only arduous but exposes learners to UV rays that can cause sun-induced skin damage, disfigurement and skin cancer, isolation and stigmatization, denial of the rights to continue with education, negative beliefs towards children with disabilities, lack of peace and security.

## **Secondary level**

According to the Standing Voice study, only 10% of children with albinism in Tanzania access secondary school. The same study found that the main challenges facing children with albinism in secondary school include: The high cost of tuition and other school fees in Private schools that most of them have friendly environment for person with albinism to study compared with most government schools, lack of accessible transportation, lack of understanding and support from teachers and classmates and fear of stigma and discrimination.

## **Tertiary level**

There is very little data available on the participation of persons with albinism in tertiary education in Tanzania. However, a 2018 study by the Tanzania Albinism Society found that only a small number of persons with albinism are enrolled in universities and other tertiary institutions. The main challenges facing persons with albinism in tertiary education include: The high cost of tuition and other fee, Lack of accessible infrastructure and facilities, Lack of assistive devices, Lack of understanding and support from lecturers and classmates



It is important to note that the data on persons with albinism in the education sector in Tanzania is limited. However, the available data suggests that there are significant challenges facing persons with albinism in accessing and completing education.

### **Policy and framework**

**3. Please provide information on the international and regional frameworks that your Government has ratified or committed to, in the effort to ensure the right to education for persons with albinism/persons with disabilities.**

The Tanzanian government has ratified or committed to a number of international and regional frameworks that guarantee the right to education for persons with albinism and persons with disabilities. These include:

- Convention on the Rights of Persons with Disabilities (CRPD)
- African Charter on the Rights and Welfare of the Child (ACERWC)
- United Nations Convention on the Rights of the Child (CRC)
- International Covenant on Economic, Social and Cultural Rights (ICESCR):

**4. Please provide information on the legislative and policy frameworks that your Government has implemented to ensure the full realization of the right to education for persons with albinism/persons with disabilities.**



The Tanzanian government has implemented a number of legislative and policy frameworks to ensure the full realization of the right to education for persons with albinism and persons with disabilities. These include:

### **Legislative frameworks**

**Persons with Disabilities Act of 2010:** This Act guarantees the right to education for all persons with disabilities, including the right to inclusive education. The Act also requires the government to take steps to make education accessible to persons with disabilities, such as by providing accessible infrastructure and facilities, assistive devices, and teacher training on inclusive education.

**Education Act of 2002:** This Act guarantees the right to free primary education for all children, including children with disabilities. The Act also requires schools to be inclusive and to provide support to students with disabilities.

### **Policy frameworks**

**National Inclusive Education Policy (2018):** This policy outlines the government's commitment to ensuring that all children, including children with disabilities, have access to quality education. The policy sets out a number of strategies for achieving this goal, such as developing accessible learning materials, providing training to teachers on inclusive education, and increasing public awareness of the importance of inclusive education.



National Policy on Disability (2004): This policy sets out the government's overall approach to disability in Tanzania. The policy includes a number of provisions aimed at ensuring that persons with disabilities have access to education, employment, and other essential services.

**5. Please provide information on efforts made by your Government to ensure the provision of quality education at every level (primary, secondary, tertiary) and how this aligns with the 4A's framework: availability, accessibility, acceptability and adaptability.**

The Tanzanian government has made a number of efforts to ensure the provision of quality education at every level for students with albinism. These efforts align well with the 4A's framework:

### **Availability**

The Tanzania government has made significant investments in expanding access to education at all levels, including for students with albinism. These include building new schools with user-friendly learning materials and assistive devices such as monoculars for pupils and students with albinism, increasing the number of teachers, and providing free primary education for all children, including children with disabilities.

The government has also taken steps to make schools more inclusive for students with albinism. These includes providing accessible infrastructure and facilities, such as ramps and toilets, as well as assistive devices, such as magnifying glasses and sun hats.





The government has also developed a National Inclusive Education Policy, which outlines a number of strategies for making education more accessible to students with disabilities, including students with albinism.

### **Accessibility**

The government has taken a number of steps to make education more accessible for students with albinism. These includes providing financial assistance to students with albinism to cover the cost of tuition and other fees. The government also provides transportation assistance to students with albinism who live in remote areas in special schools of Disabilities.

The government has also worked with schools to develop individualized education plans (IEPs) for students with albinism. IEPs are tailored to the individual needs of each student and outline the specific support that the student needs to succeed in school.

The government has also trained teachers on how to teach students with disabilities including students with albinism. This training covers topics such as inclusive education practices, assistive technology, and the specific needs of students with disabilities including students with albinism.

### **Acceptability**

The government has taken a number of steps to make education more acceptable for students with disabilities and their families. This includes launching public awareness campaigns to promote the importance of



education for all children, including children with disabilities in collaboration with Tanzania Albinism Society and other actors.

The government has also worked community strictures including traditional leaders, religious leaders and other community members to promote the importance of education for students with disabilities including students with albinism.

The government has also in process of developing a National Policy on Albinism, which outlines a number of strategies for addressing the challenges facing persons with albinism, including access to education.

### **Adaptability**

The government has taken a number of steps to make education more adaptable to the needs of pupils and students with disabilities including students with albinism. This includes providing assistive technology, such as magnifying glasses and screen readers, to students with albinism.

The government has also developed a new curriculum that is more focused on skills development and problem-solving. This curriculum is more adaptable to the needs of all learners, including pupils and students with disabilities.

Moreover, the government has also trained teachers on how to use new teaching methods and technologies. This training covers topics such as differentiated instruction and universal design for learning.



Despite these efforts, there are still some challenges facing students with albinism in Tanzania. For example, some schools may not have the necessary resources to support students with albinism. Additionally, some teachers may not have the necessary training to teach students with albinism. However, the Tanzanian government is committed to ensuring that all students with albinism have access to quality education at every level.

**6. Please provide information on reasonable accommodation measures provided for persons with albinism/persons with disabilities in the different levels of education in your country.**

The Tanzanian government has implemented a number of reasonable accommodation measures to support students with albinism and persons with disabilities in the different levels of education in the country. These measures include:

**Primary level**

**Accessible infrastructure and facilities:** The government has provided ramps, toilets, and other accessible infrastructure and facilities in some primary schools across the country.

**Assistive devices:** The government provides some assistive devices, such as magnifying glasses, sun hats, and sunscreen, to many students with albinism in primary schools Through Mobile clinics and distributions.

**Individualized education plans (IEPs):** The government has developed IEPs for many students with albinism in primary schools. IEPs are



tailored to the individual needs of each student and outline the specific support that the student needs to succeed in school.

Teacher training on inclusive education practices: The government has trained teachers on inclusive education practices, including how to teach students with disabilities and albinism students.

Financial assistance to cover the cost of tuition and other fees: The government provides financial assistance to some students with Disabilities and albinism to cover the cost of tuition and other fees in primary schools.

Transportation assistance: The government provides transportation assistance to some students with albinism who live in remote areas and attend in special primary schools.

## **Secondary level**

Accessible infrastructure and facilities: The government has provided ramps, toilets, and other accessible infrastructure and facilities in some secondary schools across the country.

Individualized education plans (IEPs): The government has developed IEPs for many students with albinism in secondary schools. IEPs are tailored to the individual needs of each student and outline the specific support that the student needs to succeed in school.



Teacher training on inclusive education practices: The government has trained teachers on inclusive education practices, including how to teach students with albinism.

Financial assistance to cover the cost of tuition and other fees: The government provides financial assistance to some students with albinism to cover the cost of tuition and other fees in secondary schools.

### **Tertiary level**

Accessible infrastructure and facilities: The government has provided ramps, toilets, and other accessible infrastructure and facilities in many universities and other tertiary institutions across the country.

Assistive devices: The government has provided assistive devices, such as magnifying glasses, screen readers, and laptops with specialized software, to many students with albinism in universities and other tertiary institutions.

Individualized education plans (IEPs): The government has developed IEPs for many students with albinism in universities and other tertiary institutions. IEPs are tailored to the individual needs of each student and outline the specific support that the student needs to succeed in school.

Teacher training on inclusive education practices: The government has trained lecturers and other faculty members on inclusive education practices, including how to teach students with albinism.



Financial assistance to cover the cost of tuition and other fees: The government provides financial assistance to some students with albinism to cover the cost of tuition and other fees in universities and other tertiary institutions.

In addition to these reasonable accommodation measures, the Tanzanian government is also working to develop more inclusive education policies and programs. For example, the government is developing a new national curriculum that will be more inclusive of students with disabilities, including students with albinism.

**7. Do you have any social protection programmes offered for persons with albinism in relation to the right to education?**

Tanzania has a number of social protection programs offered for persons with albinism in relation to the right to education. These programs include:

The Tanzania Persons with Disabilities (Education) Regulations, 2013: These regulations require public and private schools to provide free education to students with disabilities, including students with albinism. The regulations also require schools to provide reasonable accommodation measures to students with disabilities, such as accessible infrastructure and facilities, assistive devices, and teacher training on inclusive education practices.

The Tanzania National Inclusive Education Policy, 2018: This policy outlines the government's commitment to ensuring that all students,



including students with disabilities, have access to quality education. The policy includes a number of strategies for achieving this goal, such as providing accessible infrastructure and facilities, assistive devices, and teacher training on inclusive education practices.

The proposed Tanzania National Policy on Albinism, 2017: This policy outlines the government's overall approach to albinism in Tanzania. The policy includes a number of provisions aimed at ensuring that persons with albinism have access to education, employment, and other essential services.

Under The Same Sun Scholarship Program: This scholarship program provides financial assistance to students with albinism to cover the cost of tuition and other fees in primary, secondary, and tertiary schools.

The Tanzania government's transportation assistance program for students with disabilities: This program provides transportation assistance to students with disabilities, including students with albinism, who live in remote areas and attend to special schools.

In addition to these social protection programs, the Tanzanian government also provides a number of other services to persons with albinism, such as access to healthcare, employment, and housing. However, more needs to be done to ensure that all persons with albinism have full access to their rights, including the right to education.



**8. Please provide information on measures that have been implemented to enhance the right to education due to the COVID-19 pandemic.**

The Tanzanian government has implemented a number of measures to enhance the right to education due to the COVID-19 pandemic. These measures include:

**Expanding access to distance learning:** The government has partnered with telecommunications companies to provide free or subsidized internet access to students and teachers. The government has also developed and distributed distance learning materials, such as textbooks, workbooks, and audio and video lessons, to students and teachers.

**Training teachers on distance learning:** The government has provided training to teachers on how to use distance learning platforms and deliver effective instruction online.

**Providing financial assistance to students from low-income families:** The government has provided financial assistance to students from low-income families to cover the cost of devices and internet access needed for distance learning in those special schools.

**Reopening schools:** The government has reopened schools, but with strict safety measures in place, such as social distancing, mask-wearing, and handwashing.

The government has also taken steps to address the specific challenges faced by students with disabilities during the COVID-19 pandemic. For





example, the government has provided assistive devices, such as screen readers and magnifiers, to students with disabilities. The government has also developed and distributed distance learning materials in accessible formats, such as Braille and large print.

In addition to the government's measures, a number of non-governmental organizations (NGOs) lead by TAS Morogoro are also working to enhance the right to education during the COVID-19 pandemic. For example, some NGOs including Under the Same Sun and ADRA Tanzania are providing financial assistance to students from low-income families to cover the cost of devices and internet access needed for distance learning. Other NGOs are providing training to teachers on how to support students with disabilities during the pandemic.

Despite the measures that have been implemented, there are still some challenges facing students in Tanzania during the COVID-19 pandemic. For example, some students may not have access to devices or internet access needed for distance learning. Additionally, some teachers may not have the necessary training to deliver effective instruction online. However, the Tanzanian government and NGOs are working to address these challenges and ensure that all students have access to education during the pandemic.

### **Human rights challenges or barriers to the full realization of the right to education**



**9. Please provide information on the human rights concerns or barriers affecting the right to education of persons with albinism in your country.**

Persons with albinism in Tanzania face a number of human rights concerns and barriers affecting their right to education. These include:

**Stigma and discrimination:** Persons with albinism are often stigmatized and discriminated against in Tanzania, including in schools. This can lead to bullying, teasing, and social isolation. It can also make it difficult for persons with albinism to get admitted to schools and to succeed in the classroom.

**Lack of accessible infrastructure and facilities:** Many schools in Tanzania do not have the necessary infrastructure and facilities to support students with albinism. For example, some schools may not have Magnifiers or large printed materials that are accessible to students with albinism. Additionally, some schools may not have the necessary assistive devices, such as magnifying glasses and sunscreen, for students with albinism.

**Lack of teacher training on inclusive education practices:** Many teachers in Tanzania are not trained on inclusive education practices. This can make it difficult for them to meet the needs of students with albinism in the classroom.

**Poverty:** Many persons with albinism in Tanzania live in poverty. This can make it difficult for them to afford the cost of tuition, uniforms, and



other school supplies. It can also make it difficult for them to pay for transportation to and from school.

Violence and attacks: Persons with albinism are often targets of violence and attacks in Tanzania. This can make it difficult for them to attend school safely.

The Tanzanian government has taken some steps to address these challenges, such as developing a National Inclusive Education Policy and providing training to teachers on inclusive education practices. However, more needs to be done to ensure that all persons with albinism have access to quality education.

**10. Have there been initiatives or programs implemented by Government and/or other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education?**

There have been a number of initiatives and programs implemented by the Tanzanian government and other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education in Tanzania. Here are a few examples:

**Government initiatives**

The Tanzania Persons with Disabilities (Education) Regulations, 2013: These regulations require public and private schools to provide free education to students with disabilities, including students with albinism. The regulations also require schools to provide reasonable



accommodation measures to students with disabilities, such as accessible infrastructure and facilities, assistive devices, and teacher training on inclusive education practices.

The Tanzania National Inclusive Education Policy, 2018: This policy outlines the government's commitment to ensuring that all students, including students with disabilities, have access to quality education. The policy includes a number of strategies for achieving this goal, such as providing accessible infrastructure and facilities, assistive devices, and teacher training on inclusive education practices.

### **Stakeholder initiatives**

Tanzania Albinism society Morogoro's chapter: This is most active and vibrant branch of Tanzania Albinism Society in the country provides a number of services to persons with albinism, including education support. The branch links students with albinism to get scholarships from different organization and donors, advocates for inclusive education policies and practices, and trains teachers on how to support students with albinism.

Standing Voice This NGO works to promote the rights of persons with albinism. The organization provides education support to persons with albinism, including scholarships, healthcare, and advocacy.

Under the Same Sun This NGO works to protect and empower persons with albinism. The organization provides education support to persons with albinism, including scholarships, mentorship, and advocacy.



These are just a few examples of the many initiatives and programs that are being implemented to support persons with albinism in overcoming the barriers they encounter when accessing education.

The Inclusive Education Program (IEP): The IEP works to improve the access to and quality of education for students with albinism in Tanzania. The program provides scholarships, mentorship, and advocacy to students with albinism. The IEP also trains teachers on how to support students with albinism.

The IEP has been successful in helping students with albinism to overcome the barriers they encounter when accessing education. For example, the IEP has helped students with albinism to get admitted to schools, to access assistive devices, and to get the support they need to succeed in the classroom.

The IEP is just one example of the many initiatives and programs that are being implemented to support persons with albinism in overcoming the barriers they encounter when accessing education. These initiatives and programs are making a difference in the lives of students with albinism in Tanzania.

### **Awareness regarding persons with albinism**

**11. Does your country commemorate 13 June as International Albinism Awareness Day? Are there any initiatives in the education system to raise awareness on IAAD or with regard to persons with albinism?**



On June 13, every year, Tanzania commemorates International Albinism Awareness Day (IAAD) as a national day. In 2015, the IAAD was adopted officially as international day. The Tanzanian government has taken a number of steps to raise awareness of IAAD and to promote the rights of persons with albinism, including in the education system.

For example, the Tanzanian Ministry of Education, Science and Technology has developed a number of resources to help schools celebrate IAAD and to promote awareness and understanding of albinism. These resources include lesson plans, posters, and other educational materials. The Ministry of Education has also encouraged schools to hold events and activities to celebrate IAAD, such as assemblies, film screenings, and discussions.

In addition, a number of NGOs in Tanzania are working to raise awareness of IAAD and to promote the rights of persons with albinism in the education system. For example, TAS Morogoro works with schools to develop and implement inclusive education policies and practices. The TAS also provides orientations to teachers on how to ensure inclusive learning for pupils and students with albinism.

Here below, are some specific examples of initiatives that have been implemented in the Tanzanian education system to raise awareness of IAAD and persons with albinism:

The Tanzania Ministry of Education, Science and Technology has developed a National Inclusive Education Policy, which outlines the government's commitment to ensuring that all students, including



students with albinism, have access to quality education. The policy includes a number of strategies for achieving this goal, such as providing accessible infrastructure and facilities, assistive devices, and teacher training on inclusive education practices.

TAS Morogoro has developed a number of educational resources on albinism such as posters, and brochures. The Society also provides training to teachers on how to use these resources in the classroom.

The Tanzania Albinism Society has partnered with a number of schools to develop and implement inclusive education programs. These programs provide support to students with albinism, such as access to assistive devices, mentorship, and advocacy. Through this inclusive Education people with albinism study and learn at the same school with other students without albinism. It reduces stigmatization and discrimination against Persons with Albinism.

The Tanzania Albinism Society has organized a number of events and activities to celebrate IAAD in schools, such as assemblies, film screenings, and discussions. These events and activities help to raise awareness of albinism and to promote understanding and acceptance of persons with albinism. For example, in 2019 TAS Morogoro established Miss IAAD that aims to promote the rights and dignity of persons with albinism, display their arts, encourage their participation in social, education, economic and political work as well as boosting their confidence



These initiatives are helping to raise awareness of IAAD and to promote the rights of persons with albinism in the Tanzanian education system. As a result, more children with albinism are enrolled with good retention and completion.

## Good practices

### **12. Are there any good practices that have been implemented to ensure access to quality education by persons with albinism/persons with disabilities)?**

There are a number of good practices that have been implemented to ensure access to quality education by persons with albinism and persons with disabilities in Tanzania. These practices include:

**Inclusive education policies and practices:** The Tanzanian government has developed a number of inclusive education policies and practices, such as the National Inclusive Education Policy (2018), which outlines the government's commitment to ensuring that all students, including students with disabilities, have access to quality education. The government has also developed a number of resources to help schools implement inclusive education policies and practices, such as the Inclusive Education Toolkit (2020). Through these legal frameworks, schools are required to enroll children with disabilities starting with children below five years old. Moreover, the schools have created supportive environment for inclusive education which has increased enrollment, retention and completion of education levels for children with disabilities.





Teacher training on inclusive education: The Tanzanian government has provided training to teachers on inclusive education practices. This training has helped teachers to learn how to support students with disabilities in the classroom.

Accessible infrastructure and facilities: The Tanzanian government has made investments in making schools more accessible to students with disabilities. This has included building ramps, toilets, and other accessible infrastructure and facilities in special schools.

Individualized education plans (IEPs): The Tanzanian government has encouraged schools to develop individualized education plans (IEPs) for students and pupils with disabilities. IEPs are tailored to the individual needs of each student and outline the specific support that the student needs to succeed in school.

Scholarships and financial assistance: The Tanzanian government and a number of NGOs offer scholarships and financial assistance to students with disabilities to help them cover the cost of tuition and other fees.

Awareness-raising campaigns: TAS Morogoro, Tanzanian government and a number of NGOs have conducted awareness-raising campaigns to promote understanding and acceptance of persons with disabilities. These campaigns have helped to reduce stigma and discrimination against persons with disabilities.

Advocacy campaigns: TAS Morogoro is a champion in Tanzania working to advocate for the rights of persons with disabilities, including the right



to education in collaboration with government and other NGOs. These efforts aim to ensure that the Tanzanian government and other stakeholders implement the policies and legal frameworks that uphold the rights of persons with disabilities especially persons with Albinism.

These are just a few examples of the good practices that have been implemented to ensure access to quality education by persons with albinism and persons with disabilities in Tanzania. These practices are making a difference in the lives of students with disabilities in Tanzania.



**Country:** Togo

**Organisation:** Association Nationale des Personnes Atteintes d'Albinisme au Togo (ANAT)

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### Data on Persons with Albinism

- 1. Please provide statistics and information on persons with albinism in your country.**

In Togo, there is a community of persons with albinism, although precise statistics regarding their exact number are not yet available. The latest government-led population census in 2022 included the variable of albinism, but the final results are not yet published. According to fieldwork by ANAT, there are currently around 800 persons with albinism in the country. However, this figure is not exhaustive.

- 2. Please provide any data you may have on persons with albinism in the education sector, be it primary, secondary or tertiary level.**



According to data from a 2021 report by the Ministry of Primary and Secondary Education, estimates for the 2019-2020 school year are as follows:

Preschool children with albinism in 2019-2020: 34 (20 boys and 14 girls) out of 621 disabled students, accounting for 0.02%.

204 (109 girls and 95 boys) children with albinism attend primary school out of a total of 9,473 disabled students, accounting for 0.01%.

129 (61 boys and 68 girls) youth with albinism attend secondary level 1 out of a total of 6,897 disabled students.

16 students (11 boys and 5 girls) with albinism attend secondary level 2 out of a total of 1,928 disabled students.

## Policy and Framework

- 3. Please provide information on the international and regional frameworks that your Government has ratified or committed to, in the effort to ensure the right to education for persons with albinism/persons with disabilities.**

Togo has ratified several international and regional frameworks guaranteeing the right to education for persons with albinism. These include the United Nations Convention on the Rights of Persons with Disabilities and the African Charter on the Rights and Welfare of the Child from the African Union.



These international and regional legal instruments encourage inclusion, equal opportunities, and access to quality education for all, including persons with albinism.

**4. Please provide information on the legislative and policy frameworks that your Government has implemented to ensure the full realization of the right to education for persons with albinism/persons with disabilities.**

On the legislative front, the Togolese government has adopted the Inclusive Education Law, explicitly ensuring equitable access to quality education for all children, including those with albinism.

Additionally, policies and guidelines have been established to effectively implement the Inclusive Education Law and promote an inclusive educational environment for all, including persons with albinism. This includes measures to eliminate discrimination, provide adapted resources, and train teachers on inclusion.

In 2020, the government issued a circular to facilitate the support of students with albinism in schools.

**5. Please provide information on efforts made by your Government to ensure the provision of quality education at every level (primary, secondary, tertiary) and how this aligns with the 4A's framework: availability, accessibility, acceptability and adaptability.**



The Togolese government is working to ensure quality education at all levels:

In terms of availability, the government is striving to provide a sufficient number of schools and classrooms, considering the growing demand. Funds are allocated for the construction and renovation of school infrastructure to ensure an appropriate learning environment for all students, including those with albinism.

In terms of accessibility, measures have been taken to ensure that schools and facilities are physically accessible to persons with disabilities. This includes providing adapted sanitary facilities, access ramps, and other necessary physical adjustments to meet their specific needs. Some institutions are starting to accept the principle of placing desks closer to the board for students with albinism to enhance their reading ability.

**6. Please provide information on reasonable accommodation measures provided for persons with albinism/persons with disabilities in the different levels of education in your country.**

Some institutions are starting to accept the principle of placing desks closer to the board for students with albinism to enhance their reading ability.

**7. Do you have any social protection programmes offered for persons with albinism in relation to the right to education?**

Regarding social protection programs related to the right to education, the Togolese government has implemented measures to ensure equal



educational opportunities for all, ensuring that everyone benefits from the same advantages and support. This may include providing scholarships and academic support programs.

**8. Please provide information on measures that have been implemented to enhance the right to education due to the COVID-19 pandemic.**

The COVID-19 pandemic posed a significant challenge to the right to education, including for persons with albinism. The Togolese government implemented measures to mitigate the effects of the pandemic and ensure the continuity of learning. This includes distance education programs, online platforms, and the broadcast of lessons on television and radio.

***Human rights challenges or barriers to the full realization of the right to education***

**9. Please provide information on the human rights concerns or barriers affecting the right to education of persons with albinism in your country.**

In Togo, persons with albinism face certain obstacles to the right to education. Some of the difficulties they encounter include:

Discrimination: Persons with albinism are often subjected to discrimination and stigma, leading to social and educational exclusion. Negative attitudes and biases towards them can limit their access to education.



Physical access to school facilities: School infrastructures in Togo are not always adapted to the specific needs of persons with albinism, especially in terms of lighting and protection against sunlight. This can make their participation in school activities challenging and compromise their overall well-being.

Adapted educational resources: Persons with albinism often require specific educational resources to address their vision problems. However, these resources are not always available in schools, hindering their learning and participation in class.

**10. Have there been initiatives or programs implemented by Government and/or other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education?**

To overcome these obstacles, the Togolese government and other stakeholders have implemented certain initiatives and programs:

**Inclusive education:** Togo has adopted an inclusive education approach, aiming to ensure access to quality education for all children, including those with albinism or other disabilities. The minister issued a circular instructing teaching staff to consider albinism-related disabilities in teaching and assessments, facilitating better integration of students with albinism into the education system.

**Awareness and training:** The government and civil society organizations, including ANAT, conduct awareness campaigns to combat stigmatization





and biases against persons with albinism. Training programs are also organized for teachers to raise awareness of the specific needs of these students and help them adapt their teaching methods.

Some international NGOs support ANAT in promoting the right to education for persons with albinism by, for example, covering the tuition fees of some underprivileged students, facilitating teacher awareness, and providing ophthalmological consultations and corrective glasses to help albinism-affected learners read better.

### **Awareness regarding Persons with Albinism**

**11. Does your country commemorate 13 June as International Albinism Awareness Day? Are there any initiatives in the education system to raise awareness on IAAD or with regard to persons with albinism?**

Togo does not officially commemorate the International Albinism Awareness Day. ANAT makes efforts each year to celebrate the event by inviting the government. There is no official act by which the government officially recognizes June 13, as is done for other days such as Women's Day or Persons with Disabilities Day. ANAT's advocacy in this regard has not yet been heard by the government. There are currently no activities for commemorating the International Albinism Awareness Day in the education system.

### **Good Practices**



**12. Are there any good practices that have been implemented to ensure access to quality education by persons with albinism/persons with disabilities)?**

Regarding good practices, noteworthy examples include:

Adoption of the 2020 circular on the support of learners with albinism

Support from the Ministry of Education and regional education authorities to facilitate awareness among inspectors, school principals, and teachers regarding the support of students with albinism at school.

Some schools have begun to accept facilitating better positioning in the classroom for students with albinism.

The availability of ministry services to collect statistical data on students with albinism, even if these data are not yet exhaustive.

Support provided to ANAT by some international NGOs to promote the right to education for persons with albinism.



**Country:** Zambia

**Organisation:** Albinism Foundation of Zambia

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*Data on persons with albinism*

- 1. Please provide statistics and information on persons with albinism in your country.**

As of the 2010 population census in Zambia, it was reported that there were 25,000 persons with albinism in the country. However, it's important to note that these figures may have changed over the years, and more recent and accurate data would be provided by the 2020 census. Until new figures are released from the latest census, the 2010 data serves as the most recent official estimate of the population of persons with albinism in Zambia.

- 2. Please provide any data you may have on persons with albinism in the education sector, be it primary, secondary or tertiary level.**



There is no data on student with albinism. The school attendance among persons with albinism is very low. There are more students at the primary level as compared with the secondary and tertiary level.

### *Policy and framework*

- 3. Please provide information on the international and regional frameworks that your Government has ratified or committed to, in the effort to ensure the right to education for persons with albinism/persons with disabilities.**

Zambia ratified the following international treaties including, the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD), The Convention on the rights of the Child, and the Africa Charter on the rights and welfare of the child.

- 4. Please provide information on the legislative and policy frameworks that your Government has implemented to ensure the full realization of the right to education for persons with albinism/persons with disabilities.**

There are a number of legal framework and policies in Zambia. Those that relate to education and persons with albinism or disability include the inclusive education policy titled Educating Our Future (1996), The National Disability Act of 2012. Both the past and present government administrations are actively engaged in concerted efforts to effectively enforce these laws, aiming to enhance the well-being and opportunities available to individuals with albinism and disabilities.



**5. Please provide information on efforts made by your Government to ensure the provision of quality education at every level (primary, secondary, tertiary) and how this aligns with the 4A's framework: availability, accessibility, acceptability and adaptability.**

The Zambian government has taken a commendable step by introducing free education at the primary and secondary levels, demonstrating a commitment to accessible education. However, this progressive initiative does not extend to tertiary education or boarding schools. Moreover, while there are a limited number of special schools that offer reasonable accommodations for students with specific needs, the affordability remains a challenge. Parents are required to cover boarding fees, making these special schools financially burdensome for many families.

**6. Please provide information on reasonable accommodation measures provided for persons with albinism/persons with disabilities in the different levels of education in your country.**

The provision of reasonable accommodations is currently limited to students attending special schools in Zambia, while those in mainstream schools lack access to any form of such accommodations.

**7. Do you have any social protection programmes offered for persons with albinism in relation to the right to education?**

While the Zambian government offers bursaries to support the education of every citizen, there is currently no specific bursary dedicated exclusively to persons with albinism. Individuals with albinism who seek



to benefit from these bursaries must navigate the general application process, competing on an equal footing with other applicants.

**8. Please provide information on measures that have been implemented to enhance the right to education due to the COVID-19 pandemic.**

Throughout the COVID-19 pandemic, the Zambian government implemented e-learning measures to facilitate education. However, these measures proved to be discriminatory against persons with albinism. A considerable number of individuals with albinism faced challenges accessing e-learning equipment, such as computers, highlighting disparities in technological resources. Additionally, students in remote areas encountered difficulties accessing the internet, compounding the challenges faced by this particular group.

*Human rights challenges or barriers to the full realization of the right to education*

**9. Please provide information on the human rights concerns or barriers affecting the right to education of persons with albinism in your country.**

Students with albinism encounter significant human rights barriers, including physical attacks, as evidenced by cases where a student with albinism was assaulted by a teacher. Discrimination and stigma further compound these challenges, with students often being unfairly treated, reminiscent of blind students, resulting in restrictions from certain



subjects like mathematics and science. Additionally, the absence of reasonable accommodations in the classroom poses a considerable obstacle.

**10. Have there been initiatives or programs implemented by Government and/or other stakeholders to support persons with albinism in overcoming the barriers they encounter when accessing education?**

Measures implemented by the government to overcome these barriers were the building of special schools in every province across the country as well as implementation of inclusive education policy. These special schools make provision for reasonable accommodation in the classroom and learners unique learning need are adequately catered for. Also, the introduction of free education is huge motivating factor for many to attend school including persons with albinism.

*Awareness regarding persons with albinism*

**11. Does your country commemorate 13 June as International Albinism Awareness Day? Are there any initiatives in the education system to raise awareness on IAAD or with regard to persons with albinism?**

In Zambia, International Albinism Awareness Day (IAAD) is celebrated as a dedicated occasion to raise awareness about persons with albinism. The Ministry of Community Development and Social Services takes the lead in organizing this event. The Zambian Agency



for Persons with Disabilities plays a vital role in mobilizing individuals with albinism to actively participate in the event, contributing to the broader goal of fostering understanding, combating stigma, and promoting inclusivity for the albinism community in Zambia.

### *Good practices*

- 12. Are there any good practices that have been implemented to ensure access to quality education by persons with albinism/persons with disabilities)?**

Some notable good practices have been identified, including the commendable employment of additional teachers to address the teacher-student gap, enhancing the overall learning experience. Additionally, the introduction of a health insurance scheme is a positive initiative, providing crucial support for persons with albinism by covering essential items such as sunscreen and sunglasses. These practices signify proactive efforts to address specific needs and promote inclusivity for individuals with albinism within the educational and health sectors