ABSTRACT

The United Nations Standard Rules for the Equalization of Opportunities for Persons with Disabilities states that the education of persons with disabilities should be an integral part of the education system. Inclusive education is a fundamental human right and has been identified as one of the goals of the Ministry of Education’s vision 2020 Strategic Plan. Currently, within the education system of Trinidad and Tobago, persons with difficulties ranging from the early elementary level to the secondary level are entering the mainstream. A Student Support Services Division has been established to cater to the special needs of the student. Tertiary education institutions should be part of the inclusion process.
This paper addresses inclusion at the tertiary level and emphasizes three critical aspects of the issue, the first being, making tertiary education more accessible to persons with disabilities. Secondly, the paper examines the experiences of persons with disabilities enrolled at a tertiary level institution and thirdly it critiques the preparedness of the establishment for receiving students with disabilities, the awareness of the human resource for integrative education and the technical, administrative and physical factors, crucial to the success of the process.

For information on acquiring a copy of the Working Paper please contact Disability Studies Unit at E-mail disabilitystudies@fss.uwi.tt or telephone 662-2002 Ext. 3062 or 3653.