

48th International Conference on Education



WORKSHOP 1

Inclusive education: Approaches, Scope & Content

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UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION

Workshop 1

Inclusive Education:
Approaches, Scope and Content
Session B

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FOCUS

- ❖ IE is the answer
- ❖ Catalysts for current focus on IE
- ❖ IE and children with disabilities
- ❖ IE in the Asian and Pacific region
- ❖ UNESCOBKK AIMS Unit Project

- ❖ IE and *all* excluded groups
- ❖ IE and *all* children

Why Inclusive Education?

BECAUSE INCLUSIVE
EDUCATION
OFFERS THE MEANS BY WHICH
EDUCATION FOR *ALL*
CAN BE ACHIEVED

SALAMANCA FRAMEWORK INCLUSIVE EDUCATION

- ❖ Upholds the right of every child to education
- ❖ Accepts that it is the responsibility of the national education system to provide quality education to all children
- ❖ *Works* to meet the diverse needs of every child
- ❖ Welcomes diversity in the school and the classroom

- ❖ Proactively seeks out-of-school children
- ❖ Willingly accepts them (1994)

Catalysts for current focus on Inclusive Education

❖ FEAR OF FAILURE

- EFA Goal by 2015
- MDG Goals in education by 2015

These goals will not be achieved unless all children currently out of school are included in national education systems.

Early progress relatively easy from a low enrolment base.

Moving from 90% to 100% enrolment more difficult; needs new strategies; more of the same will not succeed.

Who are the out-of-school children – and why?

How must we change the school system to include them?

Catalysts for current IE focus: Human Rights and Inclusive Education

- ❖ Education is a basic human right for *every* child
- ❖ For every human right there is a corresponding governmental obligation and responsibility
- ❖ The right to education for *all* children can no longer be ignored and denied
- ❖ There is no ‘hierarchy’ of rights which says that some children have more right than others

Inclusive Education and Children with Disabilities

Director-General, UNESCO, May 2007

- ❖ 77 million children are not in school
- ❖ One third of all out-of-school children are children with disabilities
- ❖ Estimates of children with disabilities in school in developing countries: 1%-5%
- ❖ There are 650 million persons with disabilities – 10% of the world population
- ❖ We cannot continue to exclude this group from our national education systems

Inclusive Education in the Asian and Pacific region

Regional mandates

- ❖ 1993-2002 First and second Asian and Pacific Decades of Disabled Persons
- ❖ 2003-2012 Pacific Decades of Disabled Persons

Biwako Millennium Framework (BMF)

Priority Area 3:

Early detection, early intervention and education

UNESCAP Evaluation of progress in IE as a result of Decade programmes

- ❖ Numbers of CWD in school increasing
- ❖ Reduced drop-outs of disabled and non-disabled children in IE schools
- ❖ Community-based strategies effective for finding out-of-school children
- ❖ Parents of non-disabled children seek enrolment in IE schools
- ❖ Increased teacher cooperation and collaboration
- ❖ Focus on IE for children with disabilities has resulted in inclusion of children from other disadvantaged groups

UNESCOBKK AIMS study

Evidence-based 'Guidelines' to include children with disabilities in national education systems;

Based on case studies conducted in 4 countries committed to the process of developing Inclusive Education systems

Assumption of the AIMS study:

- ❖ Each child with a disability has the same right to education as any other child
- ❖ It is the responsibility of government to fulfill this right to education for *all* children – including children with disabilities

UNESCO GUIDELINES: Aspects of the system that require change

- ❖ Catalysts for change
- ❖ Policy, legislation and budget
- ❖ Administration and collaboration
- ❖ Structuring and re-structuring the system
- ❖ Training teachers
- ❖ Data collection, monitoring and evaluating
- ❖ Participation in the education process – DPOs, families and communities
- ❖ Listening to children

Catalysts for Change

- ❖ Regional and global mandates
 - Asian and Pacific Decade frameworks
 - CRC, Salamanca, Standard Rules
 - *** Convention on the Rights of Persons with Disabilities (2006)
- ❖ Advocacy and action by:
 - Parents groups and organizations of PWD
 - INGO and NGO agencies
 - UN agencies
- ❖ Realization by GO that they must address the issue of excluded children if they are to achieve 100% enrolment rates

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Article 24: Education

Article 24 of the Convention places a legal obligation on government to ensure that all persons with disabilities have access to inclusive education within national education systems at all levels.

It also requires that appropriate teacher education is undertaken to ensure that all students with disabilities have access to necessary accommodations, appropriate learning methods, communication modes and formats

BMF and UN CONVENTION: EDUCATION ...

BMF emphasizes:

- ❖ Improve quality of education – for *all* children
- ❖ Collaboration between all partners in the educational process
- ❖ Close consultation with families and DPOs
- ❖ Strengthening regional cooperation and sharing experiences

Policy and legislation

Policy for CWD and other excluded groups should be:

- ❖ Part of national education policy; specifically named
- ❖ Formed in consultation with DPOs, parents groups, NGOs and other relevant groups
- ❖ Must include strategy for finding out-of-school children – and including them
- ❖ Planning should be long-term with series of 5 year plans

Legislation

- ❖ Legislation strengthens implementation and should be enforced

An example from Thailand

Thailand

1997 Constitution – right to education and all other services for PWD

1999 Education Act – explicitly mandates the right to education for PWD

- ❖ 12 years free, compulsory basic education
- ❖ Early intervention services provided from birth
- ❖ Education materials, assistive devices, support provided
- ❖ CWD must be registered, assessed and IEP developed to receive budgetary support
- ❖ Illegal for CWD to be out of school

Enrolment of CWD from 4% – 23 % in 4 years

Administration and collaboration

The challenge – how to expand the system to cater for *all* children

Administration – must prepare the system for change – translate policy into action

Awareness training at all levels of the system to ensure positive attitudes and commitment to the changes – educational administrators as well as at school and community level

Re-structuring the school system

Early intervention *Pre-school* *Primary school*
Special schools
Secondary school *Vocational training* *University*

All levels of the system important

- ❖ Early intervention services critically important
- ❖ Primary school
- ❖ Secondary and tertiary

Progress needs to take place at all levels but initial emphasis usually at primary level

Re-structuring the school system

- ❖ Support systems for regular schools

Specially trained personnel provide support, advice and training:

- To child and family

- To the regular school and classroom teachers

- ❖ Special schools continue to play a role – expertise and support to regular schools;

These are critical components in the early stages of transition to an inclusive education system

Training teachers

Critical element for success of IE

- ❖ Pre-service training: prepares ALL teachers in regular schools to teach children with diverse needs – essential long-term strategy.
- ❖ In-service training: Comprehensive in-service and on-going training programs. In-school and school-to-school training; short and longer courses – critically important in early stages of transition to IE;
- ❖ Specialist training courses for specialist and support teachers – an essential component to provide support to all schools in an inclusive education system
- ❖ National teacher education programme necessary

Participation – DPOs, parents and community

DPOs, parents and the community – one of the greatest resources available to assist in the process of changing school systems

- ❖ Consultation and advice
- ❖ Link to grass-roots communities
- ❖ Can form a link between all stakeholders
- ❖ School is an extension of the community

Data collection

Few countries collect comprehensive data on:

Persons with disabilities

Children with disabilities

Other minority and excluded groups

In the school system

Out of the school system

- ❖ Data – a critical issue for monitoring and evaluating progress of CWD into and within the school system
- ❖ Technical support needs to be provided to assist with this issue on a global basis

Listening to children

Not common to consult children in Asian and Pacific communities

In UNESCO study CWD had advice for GO, schools and communities

- ❖ Identified need to provide support to CWD at earliest age
- ❖ Called for support to their families so the families could support them better

IE for *all* children

- ❖ Focus on IE for children with disabilities has resulted in inclusion of children from other disadvantaged groups in AP region
- ❖ GO responsibility is to *all* children – must include children from *all* excluded groups
- ❖ Appropriate accommodations must be made
- ❖ Migrant and refugee children – issues of language and culture, citizenship and acceptance

INCLUSIVE EDUCATION

“The strength of the broom is in how the individual sticks are bound together”.

Proverb quoted at the SEAMEO meeting in BKK earlier this year, addressing the issue of reaching excluded children

Thank you