Preparing teachers to include children with disabilities: Internationally what works well

Richard Rieser
World of Inclusion UNICEF Consultant
E-mail rlrieser@gmail.com
Website www.worldofinclusion.com

Shifting the Focus at UN

- "Recognizing that disability is an evolving concept and that **disability** results from the interaction of persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others."

- **Paradigm Shift** -Persons with disabilities are not viewed as "objects" of charity, medical treatment and social protection; rather as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.
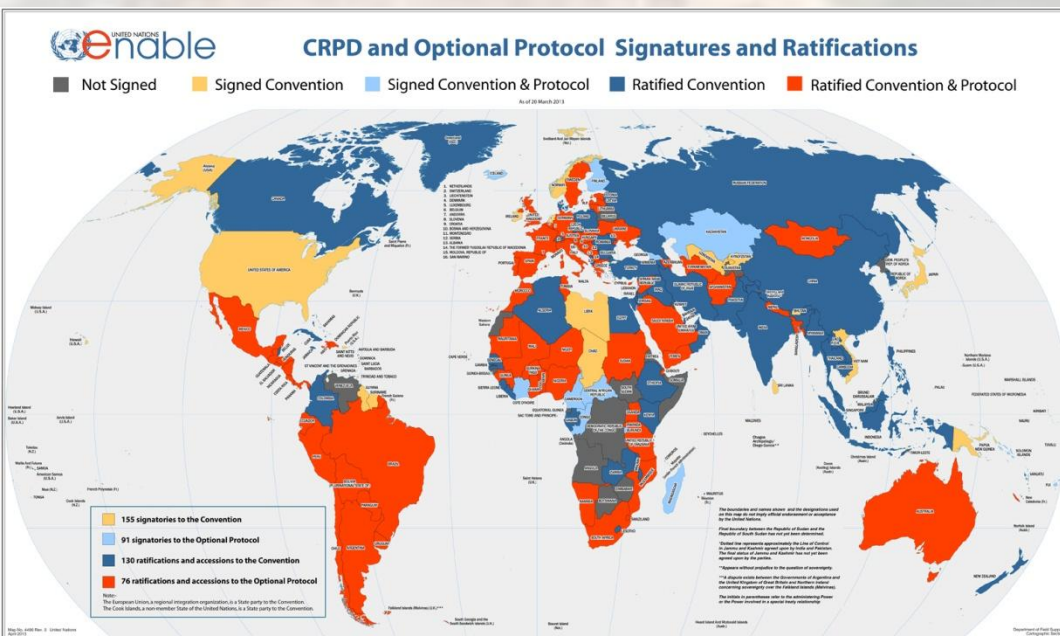
- http://www.un.org/disabilities/

UNITED NATIONS CONVENTION ON THE RIGHTS OF PEOPLE WITH DISABILITIES DEC. 2006:A NEW PARADIGM CENTERED ON THE PERSON WITH DISABILITY

**From Medical Model of Disability → Problem in the Person.
Cure, Fix or Separate**

To
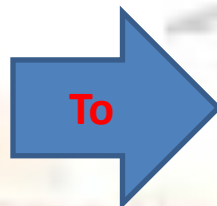
**To Social Model of Disability based on Human Rights approach- Problem with Society that needs to be changed.
Attitudes
Organisation
Environment**

CRPD and Optional Protocol Signatures and Ratifications

Not Signed   Signed Convention   Signed Convention & Protocol   Ratified Convention   Ratified Convention & Protocol

As of 20 March 2013

155 signatories to the Convention
91 signatories to the Optional Protocol
130 ratifications and accessions to the Convention
76 ratifications and accessions to the Optional Protocol

**158 signatories to the Convention
138 ratifications of the Convention
Optional Protocol
92 signatories
78 ratifications**

In many parts of the world Traditional Ideas about disability are still dominant

Training participants Southern Africa and South Pacific give many examples of myth, superstition and magic causes to be:-

Demon Possessed

Bewitched/cursed

Tools for begging

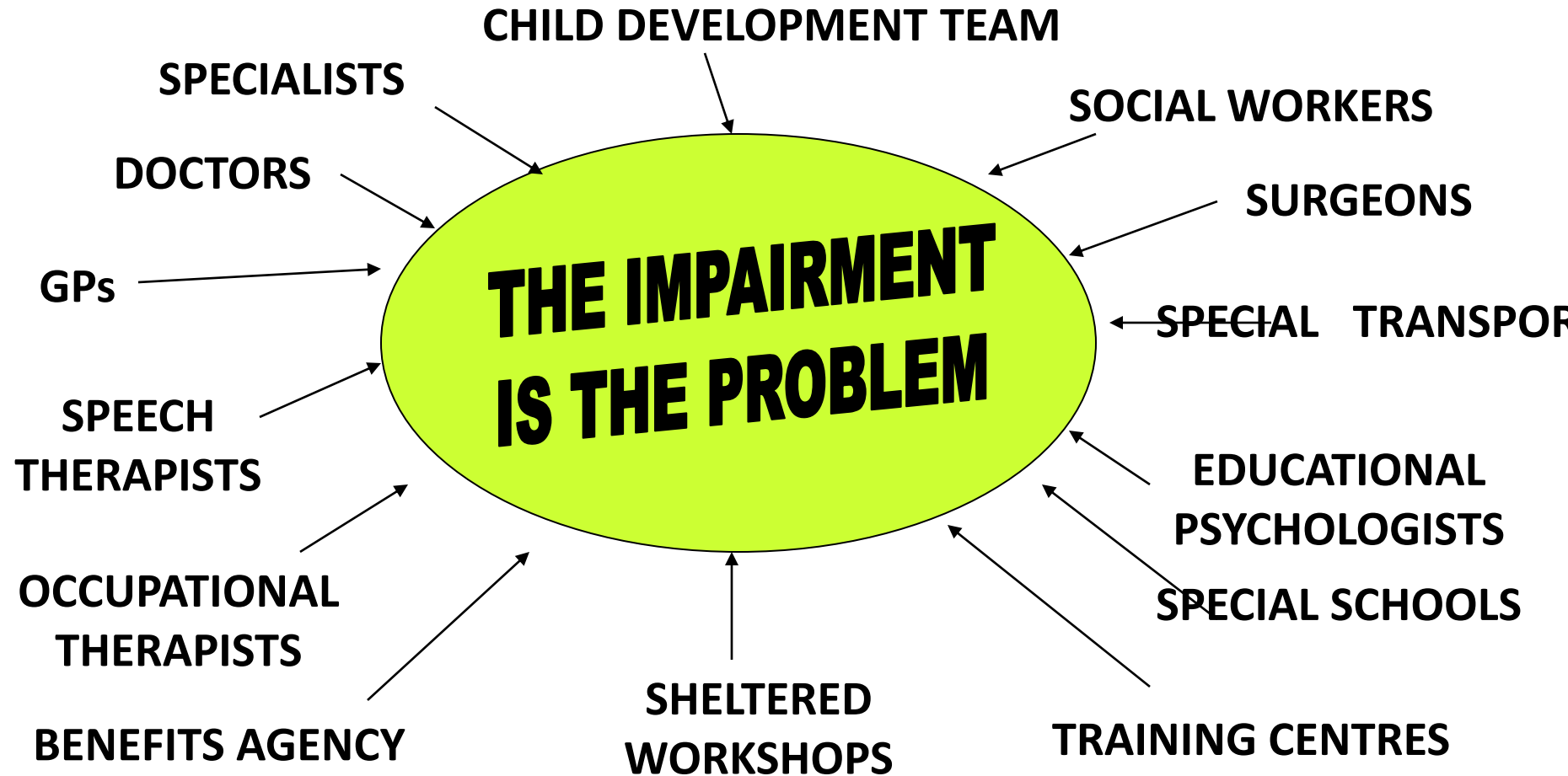Contagious

Shameful

A Burden

Asexual, cure for AIDS

Cannot be educated

- Laughable
- Because your parents did something wrong
- Angry spirits
- Broke a taboo
- Pregnant woman saw or ate something
- Your own fault
- Wrong Marriage
- Worshipping Animals
- Misuse bride price
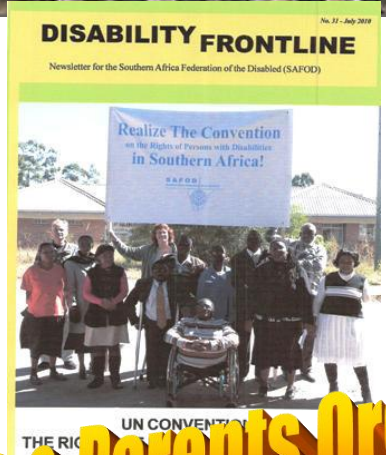
The dominant view is the
<u>Medical Model.</u>

CHILD DEVELOPMENT TEAM

SPECIALISTS

SOCIAL WORKERS

DOCTORS

SURGEONS

GPs

SPECIAL TRANSPOR

THE IMPAIRMENT IS THE PROBLEM

SPEECH THERAPISTS

EDUCATIONAL PSYCHOLOGISTS

OCCUPATIONAL THERAPISTS

SPECIAL SCHOOLS

BENEFITS AGENCY

SHELTERED WORKSHOPS

TRAINING CENTRES

DISABLED PEOPLE AS PASSIVE RECEIVERS OF SERVICES AIMED AT CURE OR MANAGEMENT

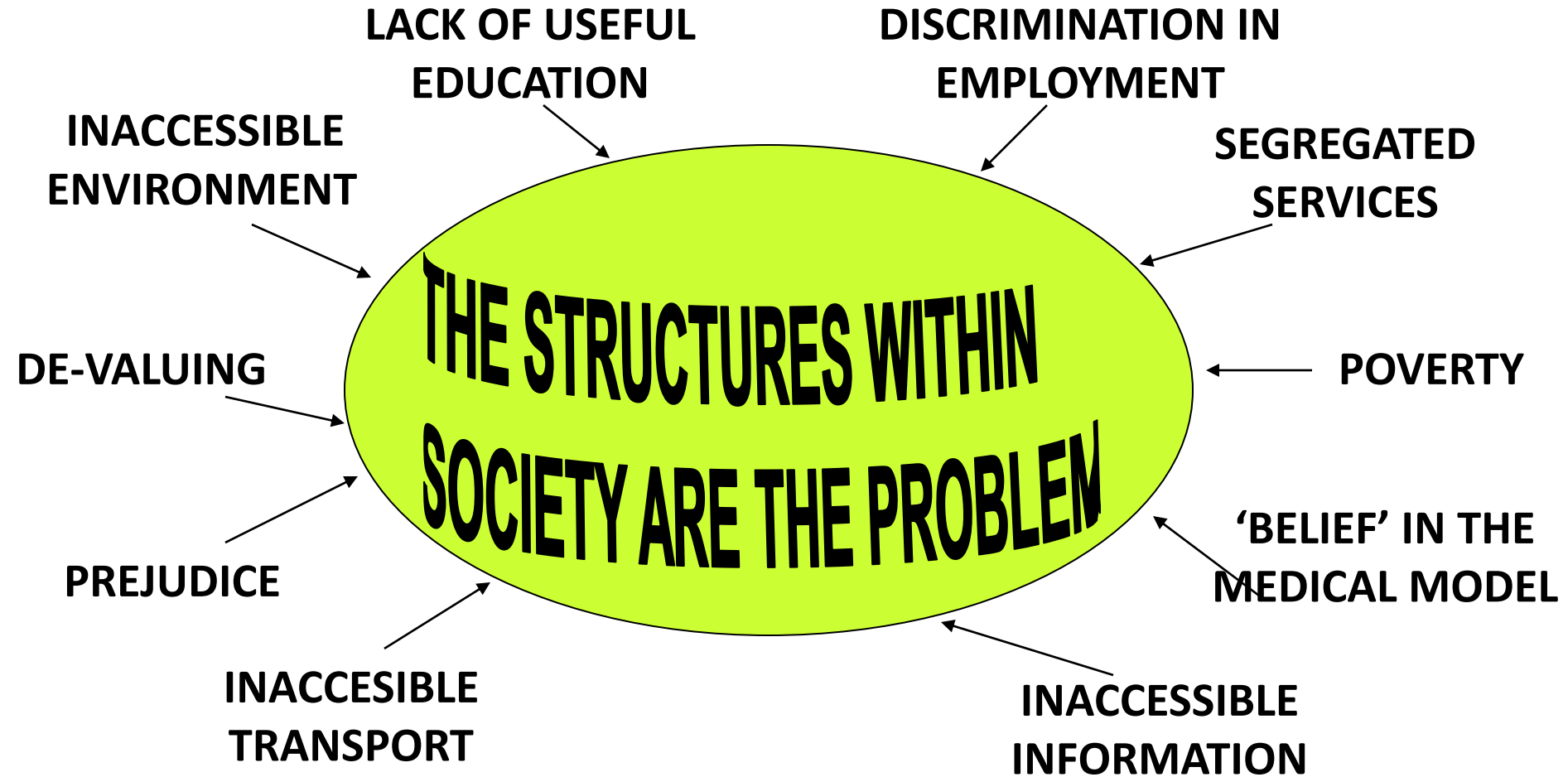**Disabled People & Parents Organise and Fight Back**
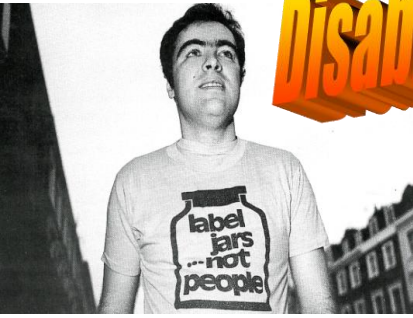
People First– People with learning Difficulties 1984

Young pioneers fighting for inclusion.48

The **Social Model** of disablement focuses on the barriers

LACK OF USEFUL EDUCATION

DISCRIMINATION IN EMPLOYMENT

INACCESSIBLE ENVIRONMENT

SEGREGATED SERVICES

THE STRUCTURES WITHIN SOCIETY ARE THE PROBLEM

DE-VALUING

POVERTY

PREJUDICE

'BELIEF' IN THE MEDICAL MODEL

INACCESIBLE TRANSPORT

INACCESSIBLE INFORMATION

DISABLED PEOPLE AS ACTIVE FIGHTERS FOR EQUALITY WORKING IN PARTNERSHIP WITH ALLIES.

Types of thinking about disabled people and forms of education.

| Thinking/Model	Characteristics	Form of Education
7.81 Traditional	DP a shame on family, guilt, ignorance. DP seen as of no value.	**Excluded** from education altogether.
7.82 Medical 1	Focus on what DP cannot do. Attempt to normalize or if cannot make to fit into things as they are keep them separate.	**Segregation** Institutions/ hospitals Special schools (with 'expert' special educators)
7.83 Medical 2	Person can be supported by minor adjustment and support, to function normally and minimize their impairment. Continuum of provision based on severity and type of impairment.	**Integration** in mainstream:- a)At same location-in separate class/units b)Socially in some activities e.g. meals, assembly or art. c)In the class with support, but teaching & learning remain the same. **What you cannot do determines which form of education you receive.**
7.84 Social Model	Barriers Identified-solutions found to minimize them. Barriers of attitude, environment and organization are seen as what disables and are removed to maximize potential of all. DP welcomed . Relations are intentionally built. DP achieve their potential. Person centred approach.	**Inclusive education-** schools where all are welcomed and staff, parents and pupils value diversity and support is provided so all can be successful academically and socially. This requires reorganizing teaching, learning and assessment. Peer support is encouraged. **Focus on what you can do.**

Exclusion

?

Special Education
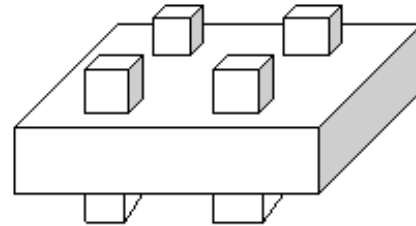
Special child
Square pegs for square holes
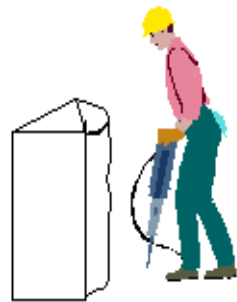Special teachers
Special schools

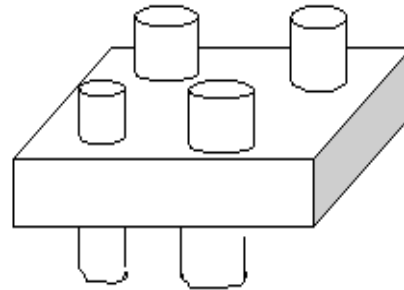'Normal' Education
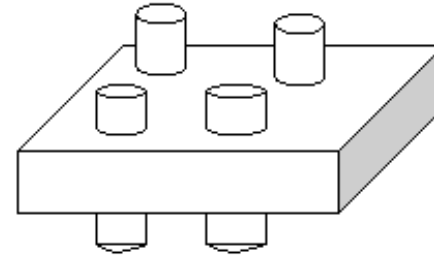
Segregation

Normal child
Round pegs for round holes
Normal teachers
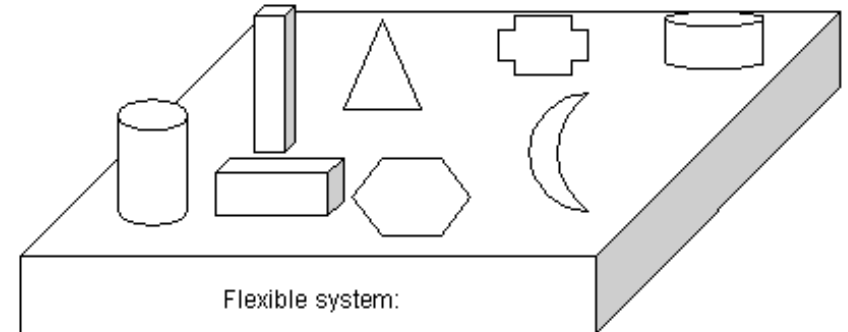Normal schools

Integrated Education

- Therapy
- rehabilitation

Change the child to fit the system
Make the square peg round

System stays the same
Child must adapt or fail

Inclusive Education

Flexible system:

- Children are different
- All children can learn
- Different abilities, ethnic groups, size, age, background, gender
- Change the system to fit the child

THE CONTINUUM OF PROVISION

SCHOOL WITH OWN RESOURCES
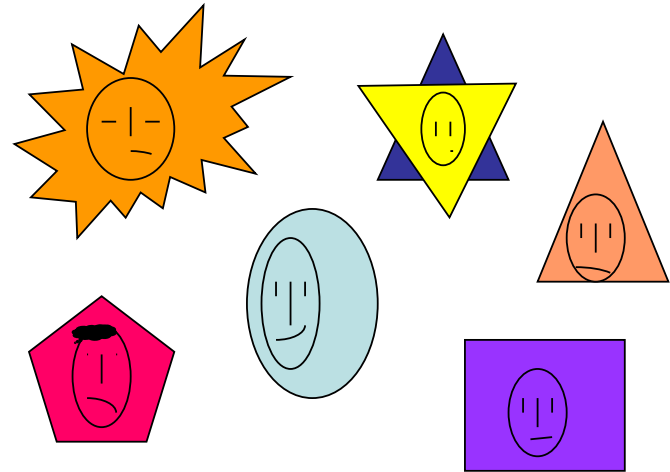
SCHOOL WITH EXTRA RESOURCES FROM LEA

SPRECIAL UNIT ATTACHED TO MAINSTREAM

SPECIAL DAY SCHOOL

INDEPENDENT SCHOOL (LEA funded)

SPECIAL RESIDENTIAL SCHOOL (weekly or full boarding, up to 52 weeks a year)

SECURE UNITS
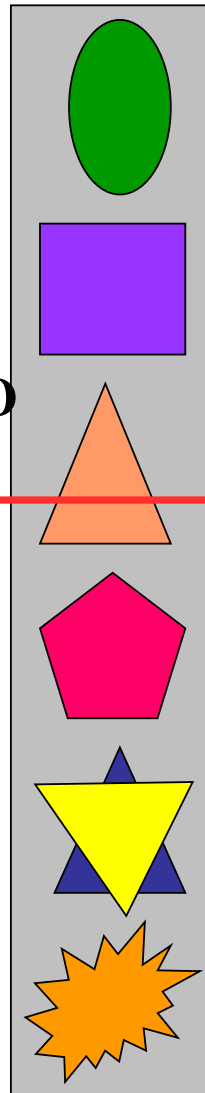
line of invisibility

The geographic expression of the medical model in education.

The Constellation of Services

Transport Department

Individual Support Teacher

SENCO

Aids Advisor

Voluntary Sector Specialists

Learning Support Assistant

Parents

CHILD

Head teacher

Friends

Educational Psychologist

Brothers and Sisters

TEACHER

LEA Inclusion Officers

Visually Impaired service

Speech Therapist

Volunteers

Hearing Impaired Service

Physiotherapist

Behaviour Support Team

Putting the Paradigm Shift into Practice in Education

- "Special education in developed countries, but also in developing countries, can help create and reiterate negative stereotypes towards students and persons with disabilities. Additionally, the removal of children with disabilities from the mainstream education denies students without disabilities access to the experience of disability, which in turn perpetuates ignorance and stigma.

- The social model of disability reflected in the CRPD, recognizing the combination of a person's impairment situated in a discriminating society, requires changing the social system, which includes the education system. Special education today reproduces the discriminatory social system by reinforcing the assumption that individuals with specific characteristics do not fit in society and thus places them in separate situations." IDA 2011

- All teachers need Disability Equality Training delivered by trainers with disabilities to challenge negative attitudes and promote social model thinking.

UNCRPD Article 24 Education

- Requires all signatories to ensure all disabled children and young people can fully participate in the state education system and that this should be an **'inclusive education system at all levels'**

- The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, **to their fullest potential**.

- This right is to be delivered within **an inclusive primary and secondary education system,** from which disabled people should not be excluded.

- **Reasonable accommodations** should be provided for individual requirements and **support provided in individualised programmes** to facilitate their effective social and academic education.

UNCRPD Article 24 Education -2

- Instruction in **Braille , Sign language AAC**

- **Employment of disabled teachers**

- **Train professionals and staff who work at all levels of education.** Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities

- **Article 8 b-**Awareness Raising 'Fostering at all levels of the education system, including in all children from an early age, **an attitude of respect for the rights of persons with disabilities'**

Inclusive Education -UNESCO

Inclusive Education -UNESCO sees inclusive education as a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. UNESCO 2005

Statistics Education and Children with Disabilities

- If **1 Billion** disabled people in the world, children with disabilities in the majority world will be **250-300 million**. Twice current estimates.
- Despite success of **Education for All**, with 95% enrolled in primary, a larger proportion of those not in school are children with disabilities-**40% +**
- **Drop out** and failure to complete primary is higher.
- **Lack of Transition** to secondary and higher education - much higher.
- Many states only record 2-3% of children as disabled. Recent work through UN Statistics in selected countries puts it at **14%-20%.**

Why are so few children with disabilities accessing and completing basic education? Finding from the UNICEF REAP Project 1.

- **Generalised approaches of the inclusion of all excluded groups are not sufficient. Education for All and Millennium Development Goal 2 have talked of All, without the specifics of the training and accommodation of meeting different impairment needs.**

- **Reactions to categorical medical model/deficit SEN approaches has led to its replacement with generalised inclusion principles**

Why are so few children with disabilities accessing and completing basic education? 2.

- **This leaves most teachers believing that the expertise for, and the inclusion of, children with disabilities, is someone else's expertise and responsibility.**

- **What is needed is _twin track approach,_ with mandatory training, for all teachers on how to meet impairment specific needs, as well as, more general training on developing child friendly classrooms for all. Backed up by disability specialist local resource centres and teachers.**

Track Two
Education accommodating the different impairment specific needs of children with disabilities.

Blind And Visually Impaired
Braille, Tactile Maps Tapes and Text to Talk, Mobility Training, Large Print, Magnification, Orientation, Auditory Environment & Talking instruments

Deaf & Hearing Impaired
Sign Language Taught & Interpretation, Oral/Finger Spelling, Hearing Aid Support, Visual Environments

Speech & Communication
Facilitated Communication, Augmented Communication, Switching, Talkers, Information Grids.

Mental Health and Behaviour
Counselling and Personal support, Differentiated Behaviour Policy, Empathy Quiet /chill out space, Circle of Friends, Differentiated Behaviour Policy, Structured Day.

Physical Impairment
Accessible Infra-structure. Toilets, Furniture Equipment, prosthesis, Personal Assistance Diet, Transport, Medication.

Specific Learning Difficulty
Colour overlays & background
Easy Read
Tapes and Text to Talk
Spell- checker
Concrete objects

General Cognitive Impairment
Pictograms, Small Steps Curriculum, Easy Read, Scaffolding, Makaton, Symbols, Info. Grids, Concrete objects

Screening, identification and key adjustments for main impairments

Deaf Blind Language, Interpreters, Tactile Environment, Orientation

Foundations

Track One
Education based on Principles of Equality and Child Empowerment.

Equality and Valuing Difference

Identifying Barriers-Finding Solutions

Collaborative Learning Peer Support

Differentiation & Flexible Curriculum and Assessment

Anti Bias Curriculum

Stimulating and Interesting Multi-Sensory Learning Environment

Child Centred Pedagogy, Creative with Reflective Teachers

Quality education requiring rigour and effort for each child to achieve their potential

Training routes and options for teachers' professional development for inclusion of children with disabilities.

Initial or Pre-Service-twin track
College based-2 or 3 years.
- Lecturers need knowledge, skills and understanding including children with disabilities
- Students need practicum in schools with good practice

School based
Need school based mentors
Distance learning using ICT,TV,DVD, Study leave and taught courses

In-service /Continuing Professional Development- twin track.
Whole school staff training all teaching staff
Withdrawal for selected teachers to cascade to colleagues
Individual teachers undertake further award bearing study leading to Diploma, B.Ed or Masters in Inclusive Education
School based/district training with external tutor leading to additional qualification.
All need monitoring and follow up on implementation.

Leadership Training for Inclusion
Principals/headteachers and local administrators need to have training on both tracks
Training on best ways of managing and delivering training of colleagues.
Resource teachers trained in both tracks with specialism in one or more impairment specific area.
To work across a district from a local resource centre providing on going mentoring, support and monitoring

Teachers need decent salaries and conditions, incentives to complete additional training for inclusion and for deployment to hard to reach areas. Quality needs monitoring.

Levers of Change-1 Parents & DPOs

Parents of children with disabilities and Disabled People's Organisations must be involved at every level.

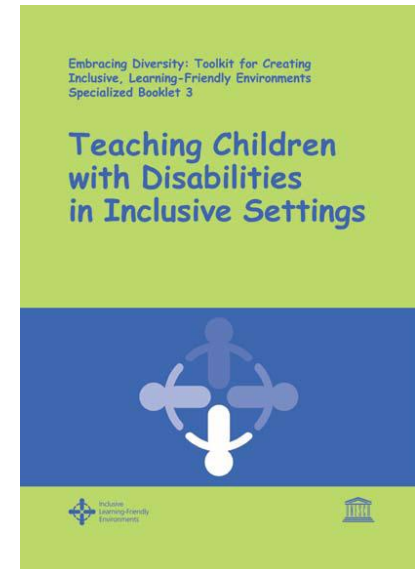

Zanzibar Association People Developmental Disabilities

MATAJU-Inclusive Education Consortium

Levers of Change 2-Capacity Building

Disability Equality Training for Teachers, Parents and Persons with Disabilities

Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 3

Teaching Children with Disabilities in Inclusive Settings

Lever 3 Mobilising Local Community

Mobilising local Community to support the inclusion of children with disabilities.

Bring resources and energy to support campaigning and making buildings accessible

Lever of Change 4 Influencing Government

One Ministry for all children's education.

Flexible grade system and child centred curriculum.

Incentives for families to enrol disabled children.

Recruit and train disabled teachers.

Promoting Inclusive Education in local community

Community Based Rehabilitation

Inclusive education:

Inclusion is a way of thinking and acting that permits individuals to feel accepted, valued and secure.

An inclusive community evolves constantly to respond to the needs of its members.

An inclusive community concerns itself with improving the well-being of each member.

Inclusion goes farther than the idea of physical location, it is a value system based on beliefs that promote participation, belonging and interaction.

Levers of Change 5-Peer Support

The biggest and most effective resource for inclusion is mobilising peers.

UNICEF Child Friendly Schools in 190 countries WASH, Children's views sought. No Abuse or Corporal Punishment.

Levers of Change 6 Targeted Funding

- **Mobilising International Community to increase aid and donations.**

- **Ensuring local control of funding by DPO's and Parents.**

- **Challenging Corruption.**

- **Developing Low Tech. solutions for support.**

India
Dhravi ,Mumbai, India

Angawadis to School
Now SSA across the whole country
2010 All disabled children a right to education

Schools as Centres of Care and Support (SCCS) KwaZulu Natal

After successful pilot in Uglo district. All KZN and 5 other SADC countries now operate.
MIET

The SCCS has been used and tested, both within and beyond South Africa, as a model of mainstream care and support in education. The following key principles have contributed to the model's success and replicability:

•The school supports communities to respond to poverty, HIV & AIDS, conflict and gender-related issues.

•Meaningful participation by children, youth, the school and its community.

•Culturally and contextually appropriate approaches.

•Existing structures and initiatives are built on.

• A multi-sectoral partnership approach.

Integrated into government plans and budgets.

Itinerant teachers for Blind and Visually Impaired

Programmes have been

established in several low- and middle income countries including Kenya, Uganda, and Malawi.

Itinerant teachers travel to mainstream schools to provide individual tutoring in reading and writing Braille (using a frame and stylus) for blind children and those with severe low vision.

Provide other resources.

Government Indicators 1

- **These could be added onto existing Child Friendly Schools and Education for All Plans, but must include separate indicators and monitoring of:-**

- **a) The proportion of pre-service teachers who receive training on the identification, teaching and inclusion of children with disabilities to include general inclusion approaches and impairment specific accommodations and support and is this mandatory ?**

- **b) The proportion of in-service teachers who have undertaken courses for inclusion of children with disabilities for 1, 5 days, 20 days, 90 days and 1 year or other variants;**

- **c) The proportion of children with disabilities disaggregated by impairment type, who complete primary, lower secondary and upper secondary education;**

Indicators 2

- d) Percentage of schools that meet minimum access standards in building, textbooks, curriculum and assessment materials;

- e) The number of teachers employed who have specialist knowledge and skills of Braille, sign language, alternative and augmented communication and running inclusive classrooms;

- f) The number of establishments able to train teachers for the inclusion of children with disabilities at basic and advanced levels;

- g) Does the supply and training of teachers includes 5% teachers with disabilities?

- h) Is the education of all children under the Ministry of Education?

- See Checklist for State Parties on Implementing Inclusive Education for Children with Disabilities.