**Include Us All !**

**Richard Rieser World of Inclusion Second Draft**

**Implementing Inclusive Education for Children and Students with Disabilities**

2006 marked the beginning of a new chapter in the long struggle for equality, freedom from discrimination and the right to a happy, useful and productive life for people with disabilities around the world. In December the United Nation General Assembly adopted the Convention on the Rights of Persons with Disabilities (UNCRPD) and set a challenge to the countries of the world to overturn millennia of ill treatment, prejudice and discrimination by restructuring their societies to reverse the barriers of attitude, organisation and environment that for so long have excluded people with disabilities.

No right is more fundamental to achieving this goal than the right to education. In fact, the UNCRPD, albeit a very important law, represents another initiative in a long line of international declarations protecting people with disabilities’ right to an education. This history can be traced back to Article 26 of the 1948 *Universal Declaration of Human Rights*, which stated that “Everyone has the right to education.” In 1990, the international community laid out an initiative to achieve this goal with the United Nations Educational, Scientific, and Cultural Organization’s (UNESCO) Education for All Initiative (EFA). In 1994, UNESCO declared in the *Salamanca Statement* that the best way to achieve EFA was through inclusive schools. Subsequent international declarations, including reauthorizations of EFA and the Millennium Development Goals (MDG’s), have reasserted inclusion as the ideal model for ALL education reform.

The international community’s support for inclusion is not only based in respect for human rights and dignity but in what works in the classroom. We have enough examples of good practice from around the world, that demonstrate that all children and students with disabilities, regardless of their type of impairment or socio-economic status, can make substantial progress towards achieving their potential given the right support and teaching and by being included in mainstream schools with their non-disabled peers. Inclusive education lies at the heart of the UNCRPD and Article 24 gives the ‘bones’ to governments, administrators, educators, parents and people with disabilities on how to achieve this. Here, by providing real world examples for each provision of Article 24, we will add ‘flesh and blood’ to make Inclusive education come to life.

**Barriers to Inclusive Education**

There are currently many barriers to achieving our goal, but the hardest part of any journey is having a sense of direction and there are many things we have learned about what works to act as beacons on the progress that is so necessary.

The recent WHO World Report on Disability (2011) identifies 1 billion, or 15%, of the world’s population as people with disabilities. UNESCO has over a number of years identified the large under-representation of children with disabilities attending school in the least developed countries suggesting that only 1-3% attend school. The 2011 Global Report on education suggests that more than 40% of the 67 million children identified as not attending school are children with disabilities. However, a far larger number of children and students with disabilities drop-out, fail to complete elementary education or progress to secondary and tertiary education with the knock on effects on their livelihoods, consigning them to unemployment and poverty. The number of adults with disabilities without any education or qualifications is far higher than that for people without disabilities in every country. Reaching these adults and providing them with education is a major goal in developing any country. We still have few accurate statistics on the number of children with disabilities in the majority of the world and so the statistics above are almost certainly under-enumerated.

Around the world discrimination against people with disabilities is backed up by negative attitudes and thinking drawing on myth, superstition and prejudice. For thousands of years, in every culture and society, physical and mental differences have been ascribed special meaning. This was usually negative and today often persists in stigma, negative attitudes and stereotypes with people with disabilities seen as evil, punishment by God(s), and many other such false notions. These beliefs made it easy to ridicule them. People with disabilities became the subject of jokes and symbols for all the ills of the world.

In today’s world, discrimination against people with disabilities is known as ‘diabilism’,” *“discriminatory, oppressive or abusive behaviour arising from the belief that disabled people are inferior to others”* [[1]](#footnote-1) It is worth remembering that Article 8 of the UNCRPD on ‘awareness raising’ requires all signatory states to challenge and address these negative ideas in school and in the media. These traditional ideas still play a surprisingly large part in framing the negative values to people with disabilities. Disabilism leads to social ridicule among peers and can encourage low expectations for students with disabilities in the classroom.

In reality, despite the barriers, some people with disabilities with all types and degrees of impairment, have managed to get an education and have made a huge contribution to human development in all areas of life. How much more can be achieved for humanity, if the barriers and prejudices against people with disabilities are systematically addressed at every level-class, school, district, regionally, nationally and internationally? Research has demonstrated that In the process of achieving inclusion, the education system will be improved for all those currently underachieving or excluded.

**The Medical Model vs. The Social Model of Disability**

In the more North countries and the former Soviet and Eastern European countries segregation into special schools, institutions and hospitals is a normal experience for millions of children and young people with disabilities. In fact, in many of these countries segregation into special schools and classes is still the norm. We know that this treatment overall leads to low self-esteem, neglect and lack of educational progress. There are in these parts of the world powerful vested interests that seek to maintain this situation these include, professionals committed to defectology or a special education paradigm and the principles and managers of segregated provision. This is usually underpinned by an out-dated ‘medical’ model of disability which locates the lack of progress in the child or young person’s impairments rather than barriers in the system.

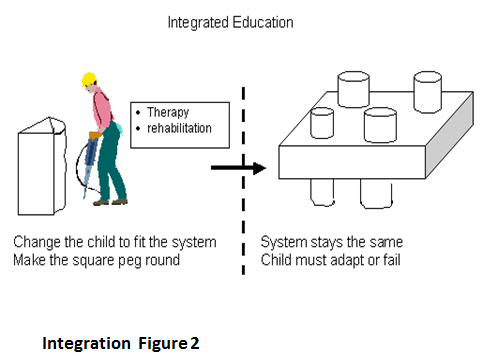
As medical science developed it was applied to disabled people with the goal of ‘curing’ them or making them ‘normal’. From this perspective, people with disabilities are seen largely or exclusively through a medical lens. According to this medical model, disabled people were in the position they were in because of their impairment. Therefore, if you could fix the impairment then you could get rid of the disadvantage. The trouble was, and often still is, that medical science did not know how to get rid of many types of impairments. However, medical knowledge has drastically increased in the last 150 years. The improvements in medical science have massive potential to reduce through rehabilitation or even eradicate certain types of impairment in low income environments, if they can be provided there. While this is a positive outcome and should be encouraged, this “medical model” has led to people with impairments being labelled, separated and related to differently from non-disabled people. This attitude often reinforced the traditional views of disability and disabilism outlined above and became a potent means of oppression.

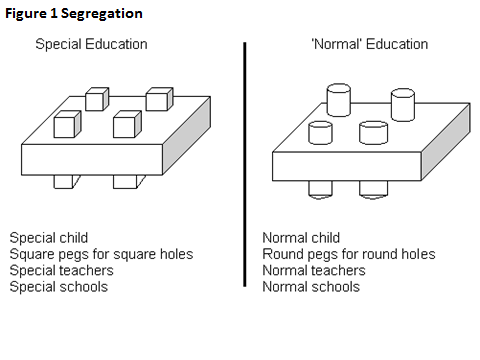
The identification by the Disability People’s Movement of ‘medical model’ thinking as preventing us from achieving our full rights does not mean that we do not need interventions from ­medically trained professionals. Of course we do! A vital part of people with disabilities lives’ and rights’ is access to medically-based interventions to keep us alive, minimise our impairments, pain and provide the best support available. In much of the South, this knowledge and support is not readily available and is strongly linked to the wealth of the country.

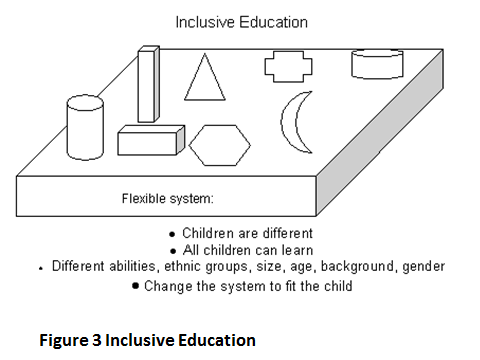
In the last 35 years the focus has shifted from viewing the key problem as located in the person and their permanent impairment to examining the barriers of attitude, organisation and environment that deny people with disabilities access to an ordinary life in the culture and society in which we live; a denial of human rights to people with disabilities. This is known as the ‘social model’ of disability. This is the paradigm shift at the heart of the UNCRPD.

*“ 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.” (www.un.org/disabilities/)*

This is demonstrated in Article 1 as the purpose of the UNCRPD: “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.These three major perspectives towards people with disabilities—the traditional, medical, and social models--have led to different responses in terms of education. The **traditional** view leads to either **exclusion** from education or placing children with disabilities in separate places or special schools where they generally receive poor care and low level education. The **medical** model has led to two different educational solutions—segregation and integration. **Segregation** (**Figure 1**) locates children with disabilities in separate special schools where their special needs can be met**. Integration (Figure 2)**, or mainstreaming as it is often referred, places children with disabilities who are judged able to ‘fit in’ or ‘normal enough,’ in, special classes, units or mainstream classes. The presumption is that they will at least “get by” in a largely unchanged and unmodified school system. This is generally unsuccessful for the majority. However, if the third approach, or ‘**social** model,’ is followed then it is recognised that practices, polices, curriculum, environment and attitudes have to be systematically changed so learners with disabilities can be successful. This is **inclusive education(Figure 3)** . The relationship between different ways of thinking about disability and forms of education for children with disabilities is shown in **Table 1.**



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**Table 1 Types of thinking and disability related to forms of education**

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| --- | --- | --- |
| **Thinking/Model** | **Characteristics** | **Form of Education** |
| **Traditional** | People with Disabilities (PWD) are seen as a shame on their family and this leads to guilt and ignorance. PWD seen as of no value. | **Excluded** from education altogether. |
| **Medical 1** | Focus on what PWD cannot do. Attempt to normalize PWD. If PWD cannot conform, keep them separate. | **Segregation**  Institutions/ hospitals  Special schools (with ‘expert’ special educators) |
| **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.** |
| **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. PWD welcomed. Relations are intentionally built. PWD 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.** |

**Defining a Model of Inclusion**

There is a great deal of confusion between ‘integration’ or mainstreaming and ‘inclusion’. They are not the same things. As was agreed at the UNESCO IBE Conference on Inclusive Education in Geneva 2008, presence in the classroom is an essential prerequisite to the development of inclusive education, but it is just the beginning of a process of change in the school or college to ensure barriers are removed and young people with disabilities are accommodated and empowered.

Inclusion is often, wrongly characterised as ‘one size fits all’, but this misinterpretation does not mean we should maintain segregated special schools, rather all states need to develop the capacity to successfully include a wide range of pupils with disabilities in their mainstream schools. Inclusion is not static, but rather a dynamic, continuous process. It requires a major shift in how we think about schools and education and a move from merely accommodating differences to celebrating them. As school systems have not been developed to include all learners a continuous process of restructuring is needed. It involves changes and modifications in content, approaches, structures and strategies.

“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”.

Inclusive educational processes should evolve with the inputs from students with and without disabilities, staff, parents and the local community perspectives and this should include those of local DPOs and people with disabilities who are disabled children grown up. The UNESCO view of inclusion covers all excluded groups, not just those with disabilities. This view has, in some instances, led to children with disabilities being ignored or being directed to a parallel special education system. There must also be the specific knowledge, understanding and skills developed to deal with impairment specific support and adjustments needs of pupils with disabilities to be included.

Developing Inclusive education for children with disabilities requires a twin track approach of developing a general ethos and environment of inclusion and specific impairment related focus e.g. sign Language, Braille, augmented and facilitated communication, reasonable accommodations, personal support and individualised programmes. How these capacities are developed and delivered must vary from country to country depending on the relevant social, economic and cultural circumstances. In most parts of the world we have glimpses of promising practice. These as demonstrated below are very useful. They should not be copied, but they must be adapted to take account of varying local and national circumstances.

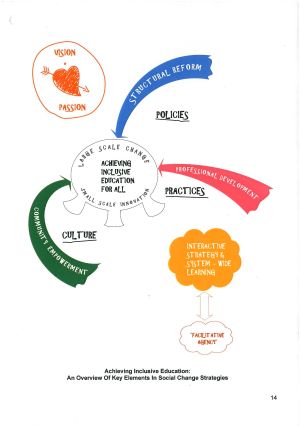
Many writers from Southern contexts have argued, understandings of inclusion must be grounded in the relevant social contexts. Each country has unique characteristics and forcing country X to follow the inclusive model of country Y is most likely a fruitless effort. The examples included in this guide demonstrate various ways that vastly different countries and communities build inclusive educational processes specific to their context using available resources. A2, the example in New Brunswick, illustrates the importance of context-specific solutions well, by allowing the local districts to use funding in ways to best fit their situation. In India (D2), the school system uses materials found around the neighbourhood to help create inclusive educational practices.

**Developing inclusive education** A recent journey to four Latin American countries and seven cities by Sierra and Towell (2011)[[2]](#footnote-2) examining the drivers of the development of inclusive education provides a useful insight into the processes involved. Using ideas from Person Centred Planning and the Index for Inclusive Education they identify four key approaches to bring about effective inclusive education for children with disabilities:

**A. Community Empowerment** focused challenging attitudinal barriers and mobilising disabled people, families, their organisations and alliances.

**B. Structural reform** which requires providing technical assistance and advice from the State or regional administrations to implement inclusive education policies and practices by providing adequate resources and funding, legal changes, implementation processes.

**C. Professional development** transforming teaching theory and practice by developing new competencies to change professional expectations, approaches and skills.

**D. Interactive strategy and system wide learning** engaging large groups of multi-stakeholders to facilitate and buy into review and change, working to support learning across traditional boundaries to bring about whole system change. The achievement of Inclusive education for all needs to link small scale innovation, which is initiated by teachers, parents or the local community including disabled people to large scale change. The four factors above need to be present.

**Vision and Passion** The whole process needs to be driven by a vision of equality and social justice and to ensure the process continues to navigate all the barriers that prevent such change the key stakeholders need to have a passion for inclusive education for children with disabilities.

To develop and maintain this passion and understanding alliances need to be formed in civil society of parents of children with disabilities, Disabled Peoples Organisations and School Teachers and other professionals. A good example of how this works is presented from Nicaragua( O1 ) where the involvement of DPOs people with disabilities, parents and teachers in awareness raising and training led to concrete changes in attitudes and beneficial practice which were then presented to the Ministry of Education for policy change

The development of an inclusive education system requires change from a competitive to a collaborative, child focused system that develops the potential in every learner for example many education systems around the world run on a grade system. If you do not reach the educational attainment level required by the end of the year you stay back and re-do the year. This has a series negative effect on many children with disabilities particularly those with a learning or communication impairment losing friends, negative sel-esteem A child centred approach would mean all children move forward a grade together and the teachers vary their teaching and learning programme to facilitate the learning of all students in their class whatever their level. It also requires individual support and teaching expertise to accommodate particular children/students with different impairments. We know what works to develop inclusive education, whether the methods be high-tech or low-tech, but many of the world’s educators are not trained to meet these needs. In most cases this is a matter of confidence and getting teachers to problem solve and use their skills in a different way In some contexts, structural issues will include physical accessibility for students . Article 9 of the UNCRPD requires state parties to ensure all forms of accessibility. This can be achieved where economic resources are sparse by the community helping convert school buildings and DPOs providing advice and training on methods of accessible communication. However, state parties do need to plan for adequate resources to be made available to achieve accessibility. . An inclusive approach to addressing structural challenges can incorporate the concept of Universal Design for Learning (UDL). UDL in education is drawn from an architecture model that calls for “buildings to accommodate the widest spectrum of users without the need for subsequent adaptation and retrofitting.”[[3]](#footnote-3) In terms of education, this means designing the curriculum, instructional methods, and classroom in anticipation of students with a vast array of ability levels. Brazil (C2) has focused on using Universal Design in many of their new classrooms. While the physical aspects of UDL benefit from advanced technology, there are several basic instructional methods that can make the classroom more inclusive.

Some of these challenges such as professional development can be met without an abundance of additional funding. For example, training to achieve inclusive instructional methods for in-service, mainstream teachers, can be delivered without too great a resource input; in parts of India, 12 days of training equipped teachers to support pupils with cognitive, physical, visual and auditory impairments effectively in their classes.

Response to Intervention (RTI) is a method of identifying students who are at risk for poor learning outcomes, monitoring the progress of these students, and then using evidenced-based interventions to help these students learn.[[4]](#footnote-4) By providing extra help to struggling students in the classroom, RTI can reduce the number of students identified with disabilities and provide much needed extra help to the entire spectrum of learners. Developed in the USA around diagnosis of Specific Learning Difficulty using whole class approaches this help class teachers identify which children have what degree of learning difficulty and then work out different strategies for different students. For example, getting the whole class to individually write a spelling or an arithmetic problem on a slate , paper or white board and hold it up rather than just one child answering. Where children have difficulty in writing because they have an impairment other methods are needed to elucidate their answer.

UNESCO have produced a series of accessible booklets that have been developed by teachers in the South putting the methods described into practice to create learning friendly environments- toolkit for creating inclusive learning-friendly environments (ILFE)

*Booklet 1 Becoming an Inclusive Learning Friendly Environment explains what an ‘inclusive, learning-friendly environment’ is and how it can be created.*

*Booklet 2 Working with Families and Communities to Create an ILFE explains how important families and communities are to the process of creating and maintaining an inclusive learning-friendly environment, as well as how to involve parents and community members in the school and children in the community.*

*Booklet 3 Getting All Children in School and Learning lists the barriers that exclude rather than include all children in school, and describes how to identify children who are not in school and deal with barriers to their inclusion.*

*Booklet 4 Creating Inclusive Learning-friendly Classrooms describes how to create an inclusive classroom and why becoming inclusive and learning-friendly is so important to children’s achievement. It explains how to deal with the wide range of different children attending one class, and how to make learning meaningful for all.*

*Booklet 5 Managing Inclusive Learning-friendly Classrooms explains how to manage an inclusive classroom, including planning for teaching and learning, maximising available resources, and managing group work and co-operative learning, as well as how to assess children’s learning.*

*Booklet 6 Creating Healthy and Protective ILFE suggests ways to make your school healthy and protective for ALL children, and especially those with diverse backgrounds and abilities[[5]](#footnote-5).*

These six booklets explain the general methods of running an inclusive classroom but to get the twin-track approach UNESCO produced ***Children with Disabilities in Inclusive Settings UNESCO (2009)[[6]](#footnote-6)***

This guide, which supplements the UNESCO ILFE Embracing Diversity Toolkit (the guides above), focuses on the specific issues that need to be addressed when teaching people with disabilities. The booklet provides practical guidelines to successfully teach children with disabilities without compromising quality. The guidelines emphasize the use of learning-friendly practices that help children with disabilities achieve their full potential.

The Guide gives useful pointers on universal design and provides a useful framework and then goes over a range of commonly occurring impairments and the methods and reasonable accommodations class room teachers should use Hearing Impairment, Importance of Early and Appropriate Intervention, Modes and Means of Communication, Sign Language and Fingerspelling (Manual Communication),Visual Impairment, Physical Impairment - Motor and Mobility Impairments, Cerebral Palsy, Developmental / Intellectual Impairment, Syndrome, Specific Learning Difficulties, Dyscalculia, Dysgraphia, Dyslexia, Dyspraxia, Other Impairments and Disabilities, ADHD – Attention Deficit Hyperactivity Disorder, Autistic Spectrum Disorder (ASD),Epilepsy, Tourette’s Syndrome, Social, Emotional and Behavioural Difficulties, Deafblindness and Multiple Impairments.

Classroom teachers do **not** have to be experts on each type of impairment, but they do need to know enough to make the right accommodations and ensure the right support is available. This said, the inclusion of children with disabilities is much more about good child centred teaching, a can do approach, positive attitudes and in particular creating positive peer support.

We have learned from providing training for inclusion in many countries and by examining the literature and examples of good practice in countries in the global North and South, that the same barriers and fears toward people with disabilities get identified, regardless of the economic and social position of the country. The solutions found to these barriers may be different, but finding an effective solution always requires an attitude shift and usually a change of practice. For example, in Bangladesh (B1), videos and story books are used to educate the greater community about disability. While there are many different ways to achieve this attitude shift, one of the most effective methods is simply increased interactions between disabled people and their peers. Therefore improving the social environments surrounding disability and combating disabilism is both a requirement and an effect of inclusive education.

In addressing these challenges, schools, communities, and even countries should look to other systems that are succeeding at building inclusive educational practices. In fact, that describes the purpose of this guide—trying to share best-practice examples to help other countries make their education systems more inclusive. While traditionally, international education reform efforts (like Education for All) have treated the flow of practice from North to South as dominant, practices should also be shared South to South. A number of examples presented in this report (E1, F2, M1, and K3) demonstrate the value of sharing best practices across Southern contexts.

**The UN Convention on the Rights of Persons with Disabilities**

The UNCRPD was adopted by the General Assembly in December 2006 following a five year period of drafting. THE UNCRPD characterises a paradigm shift in the treatment and rights of people with disabilities throughout the world. Since then it has been ratified by 108 countries and adopted by 153 countries. Adoption of the Convention means countries will prepare for ratification in consultation with people with disabilities and their representative organisations and will do nothing that runs counter to the provisions of the UNCRPD.

Ratifying the UNCRPD means those countries commit themselves to abiding by its principles, changing their laws to comply, and altering environments, attitudes, organisations and practices to implement the UNCRPD.[[7]](#footnote-7) The political and legal rights are to be enforced from the date of implementation. Economic, social and cultural rights are to be implemented progressively depending on the circumstances of the country. Education is one of these rights.

The process of drafting at the Ad Hoc Committee in New York was both rigorous and inclusive. It involved people with disabilities and their representative organisations both in their own right and as members of state party delegations.

The discussions around education were the most heated and three times debates were held on the content of Article 24, which lays out the obligations of state parties toward educating people with disabilites.[[8]](#footnote-8) Three times state delegations affirmed their support for an inclusive education system where all children and students with disabilities are part of the mainstream and get the support they need, receive reasonable accommodations and have an individualised programme of study. Their teachers are trained to meet their needs. Therefore there is little room for interpretation of the content of Article 24. Yet in the five years since its adoption many different interpretations have been placed on this crucial right. In implementing Article 24, like other parts of the UNCRPD, it is necessary to take into account the principles (Article 3) and Obligations(Article 4) and other provisions of the Convention. In this respect, although different areas of human activity have specific articles in interpreting and implementing the UNCRPD it has to be viewed as a seamless whole.

Article 24, rightly, does not mention Special Educational Needs, but instead talks of reasonable accommodations and support necessary to be successful in the general education system. Special Educational Needs was developed from the deficit point of view-of seeing the problem in the person to be fixed by specialists. Instead Article 24 speaks of Inclusive Education.

Some parents have initiated inclusive education in their countries. But parents of children with disabilities are often fearful and over-protective of them and choose not to send them to mainstream schools. Parents need training about inclusive education and to learn from adults with disabilities . **We as adults with disabilities are their children grown-up**. The Convention was framed by the thinking of the Disabled People’s Movement and parents need to learn from us how to be allies in the children’s struggle for education, inclusion and human rights.

**Key Elements of an Inclusive Education System under Article 24 with Examples**

**A. Entitlement to mainstream education to develop full potential (Article 24.1)**

**B. People with disabilities’ education should cover the full range of human attributes and be of quality (Article 24.2a +b)**

**C. Education systems need to be transformed progressively and as soon as possible within socio-economic constraints ( Article 4.2)**

**D States Parties shall ensure an inclusive education system at all levels (Article 24.5)**

**E. A twin track approach** where state parties restructure their education centres for inclusion but also make the specific adjustments required to include children and students with disabilities with the full range and degree of impairments. **(Article 3, 9 and 24.2)**

**F. Reasonable accommodations ( Article 24.2c)**

**G. Support (Article 24.2d)**

**H. Effective individualized support measures are provided** in environments that maximize academic and social development, consistent with the goal of full inclusion **(Article 24.2e)**

**I. Availability of expertise and support with specialist communication modes (Article 24.3)**

J. **Appropriate measures to employ teachers, including teachers with disabilities**, who are qualified in sign language and/or Braille, and to **train professionals and staff who work at all levels of education.** **(Article 24.4 and 4.1l**).

**K. The involvement of children and students with disabilities**  **and to develop their identities and personalities as people with disabilities** ( **Articles 3, 4.3 , 7 24.1a)**

**L. Accessibility of**: transport to and from school and on trips, school grounds, buildings, classrooms, specialist subject rooms such as laboratories and workshops, learning materials, books, ICT, exams and all other areas of social development and academic study. Transforming existing school buildings and ensuring all new buildings are accessible**. (Article *3 and 9)***

**M. Research** into universally designed curricula, education technologies such as computing that has the software and hardware appropriate for all learners to use, research into the best ways within the cultural and socio-economic circumstances of the country into organising, developing and delivering inclusive education for children /students with disabilities. **(Article 4.1g)**

**N. Gender equality** for children/students with disabilities throughout the education system: Early Childhood Development and Education, primary, secondary, tertiary and higher and adult and continuing education. **(Article 6)**

**O. Awareness raising** of the rights of people with disabilities to education and the need to promote positive attitudes to them and their inclusion **(Article 8)**

**P. Nothing About Us Without Us. Involving People with disabilities and their representative organisations-DPOs Disabled People’s organisations** Throughout UNCRPD the importance of involving DPOs is emphasised.

**A .All children and young people with disabilities are entitled** to attend mainstream primary and secondary schools and the education they receive should develop ‘their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential’.(24.1)

***A 1 India Federal Policy***

*The Eleventh National Plan incorporates the following principles and the main objectives for inclusion of the Plan (2007-2012) are:*

1. *To ensure that no child is denied admission in mainstream education;*
2. *To ensure every child would have the right to access Anganwadi and school and not be turned back on ground of disability;*
3. *To ensure mainstream and specialist training institutions serving persons with disabilities, in the government and non-government sector, facilitate the growth of a cadre of teachers trained to work within the principles of inclusion;*
4. *To facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels;*
5. *To provide home-based learning to persons with severe, multiple and intellectual disability;*
6. *To promote distance education for those who require an individualised pace of learning;*
7. *To emphasize job-training and job oriented vocational training; and*
8. *To promote an understanding of the paradigm shift from charity to development through a massive awareness, motivation and sensitization campaign.”*

*Sarva Shiksha Abhiyan (SSA) (Education for All), launched by the Government, aimed to provide eight years of elementary schooling for all children, including children with disabilities, in the 6–14 age group by 2010. The programme provides an additional Rs1200 per ‘challenged’ child to meet additional needs. Disabled students in the 15–18 age group are given free education under the Integrated Education for Disabled Children (IEDC) Scheme. Under SSA, a continuum of educational options, learning aids and tools, mobility assistance and support services are being made available to students with disabilities. They include education through an open learning system and open schools, alternative schooling, distance learning, special schools, home-based education, itinerant teachers, remedial teaching, part-time classes, CBR and vocational education.*

*Despite the low amount of resources made available, a variety of methods were employed e.g. home tuition, distance learning as special classes, special schools for disabled learners which would not fit within a definition of inclusive education. However, there is no doubt that progress towards inclusive education is well under way across the huge demographic, linguistic and cultural diversity that is India. Large numbers of teachers have attended an intensive one day course, 3-20 day courses and 45-90 day courses on inclusive education. A large programme of physical adjustments to buildings and provision of equipment is under way and over 10,000 resource teachers have been appointed. While the numbers not attending school is still vast, local bottom up methods such as Community Based Rehabilitation have proved more effective at getting children with disabilities into school.*

***A2******New Brunswick, Canada, Inclusive education as official policy***

*Inclusive education became official policy in the Canadian province of New Brunswick in 1968 and this was confirmed in the 1985 amendment to the Schools Act. Virtually all students are educated in ordinary classrooms, with specialist support as needed, based on the student’s individual education plan. Key features of best practice in New Brunswick schools include:*

*• The belief that all children can learn if they are given appropriate learning support*

*• Planning individualised learning*

*• Developing support teams*

*• Promoting social skills and responsibilities among the children*

*• Assessing children’s performance*

*• Planning for transition from one stage to the next*

*• Working in partnership with parents and other members of the community*

*• Implementing staff development plans*

*• Being accountable.*

*The inclusion programme has enhanced the learning of both disabled and non-disabled pupils. An OECD report showed that a New Brunswick district ranked highest in standardised English and maths examinations in Canada in the years covered by the report and had one of the highest graduation rates in the country.*

***Flexible Funding*** *The province allocates block funding to school districts based on the numbers of students enrolled. If C$350 is available per student for special needs education programmes, therefore, a district with 30 schools and 10,000 students receives C$3,500,000. Districts can use this funding as they see fit. They might, for instance, allocate 75 per cent to provide support teachers and classroom assistants to schools on a per capita basis. A further 15 per cent might be used to provide more resources for schools with greater needs. Ten per cent might be held in reserve as a contingency. This system of devolution is sufficiently flexible to respond to differing levels of need, but does not require costly referral procedures and assessments. It therefore frees up resources such as educational psychologists’ time, so that they are available to support the inclusive provision. This recognizes the need to allow communities to develop their own solutions. Just as students are different, all communities and schools will be different.*

*Supports were developed for teachers and students. Training was focused on school and classroom practices. Support teachers were put in place and trained to assist teachers with program planning and implementation. School-based support teams were brought together and school leaders were trained in the essentials of providing leadership in an inclusive school. Instructional strategies were developed that emphasized multilevel instruction and curriculum adaptation. School-based problem solving was made a feature of school culture.*

*Such a radical change in education does not come without opposition. The Provincial Government commissioned several reviews and widespread consultations The last of these The McKay Report (2006) recommended moving on to ensure the whole school system is inclusive in-service delivery.*

**B) People with disabilities’ education should cover the full range of human attributes and be of quality** (Article 24.2a +b). It must be accessible and have no form of discrimination based on disability and other characteristics. Practices which do not allow for these developments need to be abolished and changed. Primary education should be compulsory and free and all barriers need to be removed to access primary and secondary education so that it is on the same basis as those children and students who do not have an impairment.

**B1 *Bangladesh Rural Advancement Committee (BRAC) Education Programme (BEP)[[9]](#footnote-9)***

*The BRAC primary school remains the largest component of the programme. The target group is the poor, those living in remote areas, girls who have dropped out or never enrolled in primary school, children from ethnic minority groups and* ***children with******disabilities****. To date 3,115,031 children have graduated from the BRAC primary system and of them 2,876,472 have made the transition to the formal system. When setting up a new primary school BRAC ensures there are sufficient poor children(between 30-33),that 65% are girls and pupils with special educational needs are not in school in the area; that there is no other school within 1.1km; that there is a availability of a suitable person to become the teacher (this should be a female aged 20-35 years with SSC (Grade 10) and preferably married); a certificate of non-enrolment should be signed by the government primary school (GPS) in the area and that there is a suitable building or land to build a school upon. Over the years, all of the numerous reports on BEP praise its capacity to maintain high standards across its many schools, to supervise classroom interactions, to offer continuous and regular in-service training to teachers and support staff, to deliver supplies on time to even the most remote schools, to recruit, train and retain women teachers and to achieve relatively high levels of literacy and numeracy among the students.*

***A total of 25,000 children with disabilities are served in these school.***

*In 2003 BRAC set out to include disabled children in its schools. To accomplish this, 4 central staff and 14 regional trainers were trained, assistive devices were supplied, and materials and work were provided to develop positive attitudes. By 2006, 24,565 children with some form of special need had been enrolled in BPPs (BRAC Pre-Schools) and BPS. This number includes those who have graduated as well as current learners. In the Bangladesh context, these enrolment numbers of children with special needs and their integration into the BPS and BPPs are major achievements, especially considering that a few years ago there were no disabled children in BRAC schools and even today very few in mainstream GPS. Training has been provided to 1,861 teachers and staff, medical support (surgery and/or treatment) to 2,324 children and assistive devices to 2,300 children with disabilities. The assistive devices include wheelchairs, artificial limbs, crutches, spectacles, hearing aids and special seats. Some of these have been provided by BEP and others by associated organisations. Where needed the entry to centres has been adjusted to allow for wheelchair access. The unit has produced a number of materials including a guide on disability issues for BEP staff and an awareness poster. A video on children with special needs and a number of story books are under production.*

**C)Education systems need to be transformed progressively and as soon as possible within socio-economic constraints to facilitate full inclusion of children and students with disabilities ( Article 4.2)**

***C1 South Africa White Paper No 6*** *followed intensive consultation in the wake of the fall of Apartheid and identified a strategy of providing a more equal and inclusive approach for all.*

*:*

*Among the key features of this legislation were : The overhauling of the process of identifying, assessing and enrolling learners in special schools, and its replacement by one that acknowledges the central role played by educators, lecturers and parents.*

*• The mobilisation of out-of-school disabled children and youth of school-going age.*

*• Within mainstream schooling, the designation and phased conversion of approximately 500 out of 20,000 primary schools to full-service schools, beginning with the 30 school districts that are part of the national district development programme to accommodate moderate impairments (Level 4 learners).*

*• Within mainstream education, the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the targeting of early identification of the range of diverse learning needs and intervention in the foundation phase (accommodating children with mild impairments level 1-3).*

*The qualitative improvement of special schools for the learners with severe difficulties (Level 5) that they serve and their phased conversion to resource centres that provide professional support to neighbourhood schools and are integrated into district-based support teams.*

*• The establishment of district-based support teams to provide a co-ordinated professional support service that draws on expertise in further and higher education and local communities, targeting special schools and specialised settings, designated full-service and other primary schools and educational institutions, beginning with the 30 districts out of 85 that are part of the national district development programme. In the full service schools, school based support teams are also developed. Some Provinces have moved to set up more full service schools such as Mpumalanga where there are more than 150.*

*• The inclusion model focusing on the roles, responsibilities and rights of all learning institutions, parents and local communities, highlighting the focal programmes and reporting on their progress.*

*The biggest problem with the change required to transform the South African education system is that it left the medical model deeply entrenched and the categorizing system of professionals trained under Apartheid largely intact. This has meant that the proportion of children with disabilities in school has increased, but these are mainly in special schools.*

*Despite these initial errors, the reform measures recently put in place are leading to a flowering of inclusive practice in certain mainstream schools. Community attitudes, Professional development anf getting increased funding from National Government spent by the Provinces on improving the access of school buildings are all barriers that are slowing down the Policy intentions*

***C2 Brazil- Whole Country Change***

*Inequalities in the conditions of the access to education and in educational performances are very evident among Brazilian children, young people and adults. It particularly jeopardizes specific ethnic-racial social groups: the poor and rural populations; students with disabilities and youth and adults who have not concluded compulsory education at the right age. However, a firm commitment from President Lula and his successor, Dilma Rousseff, to social equality, a steady economic growth of 10% and support from donors is leading to the development of real social change and inclusive education in Brazil.* This is representative of a country that is guiding its own development because of its robust economic growth it is able to implement reforms that work for Brazil

*From 2001, the National Education Plan objectives featured many pro-inclusion initiatives, including special education to organise partnerships with health and social care in all cities; adequate educational interaction in early childhood; transport, spoken textbooks, large print, Braille; Brazilian Sign Language and architectural access. In the same year the National Guidelines on special education in basic education tried to enrol all students and make schools responsible to ensure a quality education.*

*Legislation required the care of all students with special educational needs (SEN) to be realized in ordinary classes of regular education.[[10]](#footnote-10) The state’s education systems.. ‘ should ensure access for students identified with special educational needs, through the elimination of urban architectural barriers, in building-including the facilities, equipment and furniture-and in school transport, as well as the barriers in communication, providing the schools with necessary human resources and materials.’*

*In 2006, out of a population of 170 million, 56 million were enrolled in early years education and school. Primary net enrolment was at 96% having risen from 90% in 2000. However the census identified 28 million disabled people in Brazil and so there is still a long way to go to enroll everyone into basic education. Traditionally special education was organised as a parallel system with a strong presence in the private sector. The numbers of children with disabilities in ordinary schools has risen from 21% in 2000 to 47% in 2006.*

*In 2007 the Ministry of Education launched the Educational Development Plan (PDE). This includes 40 programs or actions to reduce social exclusion. Most crucially for the inclusion of disabled students the installation of* ***Multifunctional Resource Rooms****: the rooms are earmarked for regular education public schools, equipped with television, computers with printers, scanners and webcam; DVD and software for accessibility; furniture and educational and pedagogical material specific to Braille, sign language LIBRAS, augmentative and alternative communication, among other resources of assistive technology for offering a complementary specialised education service . By 2011 30,000 schools had these resources rooms installed.*

*Changes to educational infra-structure are matched by a training programme for inclusive education which starts with local administrators and is then rolled out for teachers.*

*The national seminars and the regional courses have a duration of 40 hours and feature a wide range of themes relating to inclusive education, including theoretical and practical justifications for inclusion, the role of the family in inclusion, technological approaches, and even instructional methods for students with specific types of disabilities.*  This featured a wide range of themes relating to inclusive education, including theoretical and practical justifications for inclusion, the role of the family in inclusion, technological approaches, and even specific types of disabilities.

**D States Parties shall ensure an inclusive education system at all levels** including life- long learning, tertiary adult and vocational training and that there is no discrimination to children/students with disabilities**.(Article 24.5**)UNESCO views inclusive education as a process of addressing and responding to the 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. The UNESCO view was endorsed by 140 countries at the IBE/ICE Conference in Geneva in 2008 following a whole series of regional consultations. This view sets the general parameters for including all excluded groups and requires a shift to a flexible child centred approach.

***D1 Alberta, Canada - Post School Inclusion.***

*A Promising Path to an Inclusive Life showcases the Alberta programme of inclusive post-secondary education for adults with developmental disabilities. Many of the participating students failed to get an inclusive primary or secondary education, but students with learning difficulties attend regular classes in a wide variety of courses and faculties in universities, colleges and technical institutes. They make friends, belong to clubs and participate in informal and formal life of these tertiary establishments. Many of the students have graduated, 70% go on to careers, employment and a richer life in the community. The DVD Living the Dream (12 mins.) provides an excellent overview of this project.* [*Hide message in English*](http://www.youtube.com/watch?v=YD5-oXszf30) *[[11]](#footnote-11)*

*The programme started 20 years ago and in 2008 there were more than 70 students supported by a few extra staff in each college. When it is working well it is almost invisible. Non-disabled peers have also gained a great deal. Each student has an individualized course supported by peers and teachers. The teachers’ view is that it has stimulated learning in the class and broadened experiences. Plans are well advanced to take the programme into every post-secondary establishment in Alberta.*

*D2* ***India: Early years education in Dharavi, Mumbai***

*Dharavi, Mumbai is the largest slum in Asia, with over 600,000 residents living in small 10 x 10 foot shacks, built out of whatever comes to hand and lacking basic sanitation. Previously, it had no educational programs that disabled children could attend. Research established that disabled children were excluded from the Early Childhood Education and that parents and workers opposed their inclusion.*

*ADAPT (Able Disabled All People Together), formerly the Spastic Society of India, developed a project with UNICEF that included disabled children in six anganwadis (nurseries). This was later funded by the Canadian Government and expanded to 16. Three years after its inception, the programme provided pre-school education for more than 1,200 children, employing local women trained by the NRCI and materials found in Dharavi. Impoverished children from the slums, girl children and children with disabilities receive daily instruction based on an accepted early childhood curriculum, including personal hygiene, nutrition and English. This has created a cost-effective model of inclusion in the community. Research has shown big positive shifts in attitudes towards disabled children by all concerned.*

*In the first six pilot anganwadis 432 children were enrolled, 43 of whom were disabled. A capacity training model was developed for training anganwadi multi-purpose workers (two per setting), community workers and helpers. This was followed up with enrichment, therapeutic and education training. Parent meetings took place at all settings, complemented by focus groups to ascertain changes in attitudes. Parent education sessions were held to disseminate information. The views of individual parents were ascertained through door to door visits. A micro longitudinal study was conducted and demonstrated big positive changes in parents of disabled and non-disabled children and the anganwadi workers attitudes over three months.*

*Barriers to inclusion included the attitudes of professionals and fear of disability. Developmental scales were used for tracking changes in six areas: the motor, emotional, social, communication, creativity and functional skills required for independent living. An ecological curriculum using resources from the community was adopted. These included:*

*• Plastic bottles, glasses, old clothes, empty boxes and cartons for making puppets;*

*• Bangles, stones, children’s belongings, old calendars, bottle tops, bindi, etc. for activities as part of the perceptual training programme;*

*• Newspapers for tearing, painting and crushing, and arts and crafts activities;*

*• Pictures taken from books and magazines for picture composition;*

*• Plastic toys for teaching about things such as fruit, vegetables and transport;*

*• Old tyres, used to make swings and tunnels in the playground.*

*In the first six months of the pilot the disabled children showed a much greater range*

*of developmental gain than the non-disabled children. There was also an overall decrease in barriers facing the disabled children. The key change in parents’ attitudes was that they became more satisfied with the school. The project was also successful in addressing negative attitudes towards disabled children. In households with disabled children there was a positive shift in how they valued them. The project led to many children with disabilities progressing to primary school who previously would not have done so and fed directly into Indian government policy in 2006 to make all anganwadis’s inclusive.*

***D3 CBR Anhui, China*** *Anhui is a poor province in China with a population of 56 million people. Not long ago, learning at pre-school involved children sitting in rows, with teachers directing lengthy lessons that required children to sit still. Success or failure was perceived as the child’s responsibility. The system was impressive in that it enabled large numbers of young children to access education– many kindergartens had over 1000 children. Futhermore, teachers were extremely committed and hard-working. A pilot programme encouraged the following changes to ensure that children were able to learn actively: regular small-group work; learning-through-play activities; the use of teaching aids made from local materials; regular teacher training; a whole-school approach that required closer co-operation between families, teachers, administrators and the community through the establishment of local committees; and the inclusion of two children with learning disabilities in each class.*

*The results were impressive: the education authority acknowledged that this improved education for all children; there was a change of attitude by the educational authorities– seeing it not as a “cheap option” but as a “better option” than segregation; the children with disabilities moved to primary schools and continued to succeed.[[12]](#footnote-12)*

**E. A twin track approach** where state parties restructure their education centres for inclusion but also make the specific adjustments required to include children and students with disabilities with the full range and degree of impairments. This requires access, reasonable accommodations, support and individualized support programmes and access to appropriate communication systems such as Braille, sign language or facilitated or augmented communication. All educationalists need training on the basics of teaching inclusively, but then those with children/students with specific impairments need awareness to identify the impairment and access to advice and training on the particular accommodations needed. (Article 3, 9 and 24.2)

***E1 Zanzibar Inclusion in Action*** *A push for inclusive education began in Zanzibar after education officials visited Lesotho and were inspired by the changes shown in the Lesotho education system. The Ministry of Education and Vocational Training (MoEVT) has adopted an inclusive education policy and at the moment is developing guidelines for the implementation of the policy. This work is supported by CREATE. The MoEVT has also changed the name of the Special Needs Education unit to the Inclusive Education unit. The Ministry has incorporated inclusive education into its new Policy Statement (2006) and plans to extend the programme to a further 20 schools in 2008 and this will continue on a rolling basis in future years. Teacher training capacity will be increased as will the Inclusive Education Unit.*

*From the outset Zanzibar’s inclusion plans were a co-constructed effort between North and South. The initial partners included the Zanzibar Association for People with Developmental Disabilities (ZAPDD ), NFU (Norwegian Association for Persons with Developmental Disabilities) and the Ministry of Education and Vocational Training (MoEVT) , with funding from the Norwegian youth organisation “Operation Day’s Work”.* ***Today there is even more evidence of international co-construction.***  *As The efforts in developing inclusive education and youth development in Zanzibar are now continuing through support from, NFU, NORAD (Norwegian Aid), the MoEVT is collaborating with SIDA, Sight Savers International, UNESCO, CREATE (USAID), and WHY (World Homes for Youth), and several other actors – local as well as international.*

*The project started in 2004, and the initial pilot period was over in 2006. The first steps were to create awareness about inclusive education. Out of the 100 schools, 20 pilot schools were selected, based upon the following criteria:*

*1. Schools already including students with disabilities   
2.Schools who had a negative attitude towards inclusion   
3.Schools who had special units   
4.Schools who had a positive attitude towards inclusive education*

*The project was evaluated and proved viable, and a consolidation phase was recommended prior to expansion. A specialist team has assessed 528 students, 162 of whom were diagnosed as having a disability. By the end of 2006, assistive devices (glasses, tricycles, etc.) were provided to some of the students. 180 textbooks for maths, English, Kiswahili, social sciences and natural science were translated into Braille for schools in Zanzibar in 2006. There have been many changes, particularly in attitudes, among teachers, students and local communities. Although big challenges remain, the project has shown that inclusive education can be achieved with very limited resources. Particularly important was the inclusion of children with learning difficulties and the vocational training for young adults with learning difficulties. The partnership with government, parents and Disabled People’s Organisations (DPOs)was very successful. This project has now been scaled up to 20 more schools with the potential for another 20.*

*The project produced a series of video-programmes with seven objectives:[[13]](#footnote-13)*

* *To raise awareness of inclusive education in Zanzibar among schools, families and people with disabilities.*
* *To document the methods used in the pilot project on Inclusive Education and Youth Development in Zanzibar.*
* *To produce practical tools for schools to assist with the consolidation and expansion of Inclusive Education in Zanzibar.*
* *inform the wider international community of strategies that have proved successful in establishing a more inclusive education system in countries with limited resources.*
* *prove useful in other African countries as well as other less developed countries.*
* *contribute to the growing international experience in making inclusive education a reality*
* *inform donor agencies about the types of investment required in order to make Education for All children a reality.[[14]](#footnote-14)*

***E2******Samoa-Language Begins at home***

*Fieldworkers for Loto Tamufai Early Intervention Programme support 40 deaf children and their families in five districts across Samoan islands. They encourage sign language development and communication methods for the whole family. They also educate the family about the value of deaf children attending school. Many Samoan deaf children do not attend school because parents do not see the value of it. The programme is challenging this belief at the family and village level. All members of the programme have learned sign language and can communicate with the two deaf fieldworkers. Although they face challenges in their work, they have high level of commitment and provide positive role models and will facilitate their inclusion[[15]](#footnote-15)*

***E3 Pakistan-Developing Inclusive Education in Remote Rural Areas[[16]](#footnote-16)***

*ENGAGE is a report on an existing teacher programme in the Bagh District area in the State of Azad Jammu and Kashmir known as Revitalising, Innovating and Strengthening Education (RISE) to demonstrate the benefits of integrating inclusive education curriculum and materials. 7000 teachers were trained with these materials. It was introduced to selected areas in the wake of a 2005 earthquake. Teachers attend a 12 day training which is focused on student centred and active learning methods. After the training program, RISE brings together teachers to support each other in monthly cluster meetings. A further 3 day follow up workshop is provided at the end of the 2 year cycle.*

*After the first cohort of teachers had completed the 2 year cycle in Bagh District, ENGAGE initiated a pilot inclusive education project providing extra training to enable 25 teachers to educate disabled children in their classes. Bagh consists of 230 villages in the foothills of the Himalayas, most of the population is rural. There are 123 primary schools Grade1-5. Teachers were selected by RISE and District Education Office for gender balance, range locations and already having disabled pupils. Most disabled children in the district were not enrolled. The teachers selected 48 disabled children to enrol in their classes.*

*19 schools were involved, mostly with multi-grade classes. The programme used workshops, onsite visits from mentors and cluster meetings with experts in inclusion-3 professors from the Special Education Department of Allam Iqbal Open University. 4 teachers who had completed a Masters course in Inclusion who resided in the district were taken on as mentors. The mentors, professors and trainees had regular meetings and training sessions throughout the programme.*

*Teachers attitudes, knowledge and skills were recorded as more pro-inclusion and with increased confidence in the classroom. The trainee teachers changed their classroom environment and made them much more conducive to inclusion. Also, more interactive, project work and peer tutoring occurred. As a result, some of the disabled children showed improvement in school assessment, parental involvement increased dramatically and resources were identified as essential and provided, such as audiology and provision of hearing aids to 5 children. 5 more disabled children were enrolled as parental awareness rose. The positive change demonstrates inclusive methods can be developed in rural Pakistan with success. Such projects need to have a longer time scale and to be built into the administrative structure of the whole country.*

**F. Reasonable accommodations** (24.2c) provided by altering current policies, practices and procedures to ensure the pupil or student with disabilities can participate in organisational, curriculum or social activity on an equal basis with others. Because most educational activity has been conceived, designed and carried out not taking account of the needs of people with disabilities, this will mean redesigning/reorganising the way things are done to include the child/student with disabilities. This accommodation is inevitably anticipatory, because it will usually be too late to prepare this at the time of the event, the process of reasonable adjustment therefore needs to be part of all education planning and training. Universal Design is particularly helpful in meeting this provision. The more this is incorporated into the class, school or system routine, the less barriers the child/student with disabilities will face and the more successful they are likely to be. Reasonable accommodations can and should occur at all scales of the education system and range from a flexible national curriculum to differentiated teaching in the classroom; from an access programme of all school buildings to rearranging the lay-out of a particular class to accommodate needs. They are related to the cost and amount of time involved, which are determined in part, by the budget and amount of time available to teachers and other staff and need to be measured against the impact on the particular individual of not making the accommodation. There are often a range of accommodations that can be made. In situations of low resource flexibility, using peers and the community are particularly vital.

***F1******What does “accommodation” mean?[[17]](#footnote-17) New Brunswick Law***

*Accommodation means removing barriers and taking steps to engage students in a way that helps them reach their potential both academically and socially. A student with a physical disability may need accessible facilities, special equipment or technologies. A student with a mental disability may need alternative teaching methods, adjustments to the curriculum, one -on- one assistance from a teaching aide or some time in a specialized group setting. Solutions must involve respect for the student’s dignity.*

*The guideline emphasizes the importance of supporting students with disabilities so they may be included in regular classes as well as ensuring they have access to extra-curricular activities. Reasonable accommodation will be different for each student or parent and it is important to meet the individual’s specific needs instead of relying on a single approach. Special needs and abilities, which may develop or decline over time, require that accommodations and strategies be assessed early and reassessed frequently.*

*Are there limits on the duty to accommodate? Yes there are limits. Accommodations must be reasonable. The objective is to provide the student with the means to meet their individual potential. What is reasonable will vary from case to case and must consider factors such as:*

*• the needs of the individual;*

*• the cost of the accommodation;*

*• the risk to health and safety; and*

*• the impact on other people and programs.*

*The duty to accommodate extends to the point of “undue hardship”. The point of reference for assessing “undue hardship” is not the classroom or the school, but the larger educational system operated by the province.*

*What does the guideline say about discipline of students with a disability? In some cases school discipline policies, especially zero-tolerance policies, may be unfair for students with a disability. If the disability is a factor in the student’s discipline problem, steps must be taken to develop a strategy for dealing effectively with the disruptive behaviour. If the behaviour poses a health or safety risk to the student, to other students and/or to teachers and other staff, it may be necessary to make specific and individual arrangements for the student’s education.*

***F2 Reasonable Adjustments in England***

*In 2001 the law was extended to require all schools and colleges to make reasonable adjustments for disabled children/ students. The Government commission a pack for all schools to inform them of how to meet this requirement based on actual examples from 2 nursery schools 18 primary, 20 secondary and one special school. Five and a half hours of DVD gives many hundreds of examples[[18]](#footnote-18). The duty covers Education and Associated services, admission and exclusions and was anticipatory. Here are a range of examples.*

***Flatts Nursery school, Kirklees*** *has resourced provision for children with speech and language difficulty. All staff learned Makaton (basic sign)including the caretaker, so they could communicate with all the children. The curriculum was play based and each month related to a story book. All staff learned how to sign the story each month.*

***Cottingley Primary, Leeds*** *had 265 pupils including 22 deaf pupils. It is the resourced school for deaf children in South Leeds. It had additional teachers of the deaf, sign interpreters and deaf adults as tutors to develop the children’s British Sign Language. The school has a choir which includes deaf and hearing children and all of them do signed song as well as singing.*

***Bowness Primary ,Bolton*** *had two children with cerebral palsy. For the child in year 6 they had adapted the Physical Education so she could take part using her ‘walker’, with an adapted ball it was easier for her to catch. To give her added responsibility she had been made a monitor and her job was o make sure all children went to the playground at break.*

***Coteford Juniors School, Hillingdon*** *had 267 children aged 7-11 of these 65 were children with disabilities. The school was keen that no child was left out of school activities including visits and trips. The staff had agreed a policy that no trip would run to any place that all children could not access in terms of transport and the venue. They kept a register of good access in places they visited.*

***West Bridgeford Junior School, Nottinghamshire*** *had 300 7-11 year olds. The school developed person centred planning methods to involve all children in decision making and taking responsibility for each other. The Yr 6’s are the School Council and run their own assembly once a week and operate a system of peer mediation in the playground and stopped bullying. Each class has a Council and this has proved very useful in getting non -verbal children communicating.*

***Filsham Valley Secondary, East Sussex*** *had 980 students and 28% are disabled including 70 with a statement. The school was physically accessible and includes a wide range of children with different impairments. Several Blind children attend and get Braille tuition and science experiments are adapted so they can take part with peers.*

***Hall Green Secondary School, Birmingham*** *had 789 students and 38 had physical impairments. The school includes all pupils in sports, trips and drama. A lunch time wheelchair basketball club runs where disabled and non-disabled students play. The skiing trip is open to all and a number of physically impaired attend with adjustments to skis and technique so they can participate*

***Frome Community School, Somerset*** *has 1550 students including 300 disabled including 70 with specific learning difficulties. The school is a dyslexia friendly school giving dispensations in exams and course work of extra time and scribes. They also run a base area where students can get extra support*

***Fulford School, York*** *had 1300 students including 39 disabled. For a student with Downs Syndrome studying English he has a teaching assistant who works with the teacher to plan lessons. He is part of the class in discussions but works at his own level*

**G. Support** (Article 24.2d)provided within the general education system is a particular form of reasonable accommodation and tends to be customised for the particular child/student with disabilities needs e.g. scribing, reading, listening, reinforcing, facilitating, toileting, lifting, moving, communicating, feeding, dressing, administering medicines or therapies, maintaining mobility or communication devices, training in the use of a technique or method, championing the child and their rights at school and to the family. Support is labour intensive and needs to be added to the budgets of schools so they can train and employ staff to carry out these functions. Where budgets are low, peers, members of the community and families need to be utilised. Wherever this is introduced it is important to empower the person with disabilities to have control over the support. Developing and training support workers to work in schools and colleges should be seen as a potential area of economic growth and employment. Although teachers may well be carrying out these functions, this is not a good use of trained teachers—a very scarce resource. The teacher should, however, plan and coordinate the work of the support worker.

***G1 Rwanda-Developing Support Centres from Special Schools***

*The Rwandan Education Sector Strategic Plan (ESSP) 2006–2010states that “some 10% of all students suffer from some form of disability”. Rwanda’s Special Needs Education (SNE) Policy reiterates this ten per cent figure and suggests this means around 175,205 learners could “have some degree of disability”. The Ministry of Education estimate their schools only have capacity to educate 0.5 % of disabled children or 1 in 200.*

*Handicap International’s work in Rwanda focuses on developing sustainable links between special centres for disabled children and local mainstream schools, in order to increase the inclusion of disabled learners in their communities and mainstream schools. They were working 19 schools in 6 districts The work recognises the resources and expertise within special schools and uses this to offer quality education for disabled learners through a wider range of options than just special schools. Handicap International has been raising the capacity of centres for children with profound and multiple learning disabilities to become resource centres for local schools trying to develop inclusive education approaches. The centres’ staffs have received management training and staff members at local mainstream schools have received disability awareness and teacher training.*

*In addition to Handicap International, UNICEF has been supporting over 50 schools in Rwanda to become more child-friendly, in terms of teaching and learning methods, extra-curricular activities, school environment, etc. The government has embraced the concept as a key way to support learners with special educational needs, and aims to expand this approach to 400 schools nationwide by 2012, and has made child-friendly principles the standard for all primary schools (of which there are more than 2,000). This is a good example of scaling up from projects leading to structural policy change*

***G2 Tororo , Uganda-Agururu Primary School,***

*Augururu primary shows what a committed leader of a school can achieve without many support structures*

*“The school opened in 1980. Then in 1996 the special unit was started with six children - two were deaf and four had learning disabilities. There are now 718 children altogether, and 174 have various disabilities. The head teacher, Owerodumo Cortider , attended inclusion training in 2005 and 2006 in Kenya and Tanzania. On her return she called teachers together and tried to change their attitudes****.***

*We have four deaf adults working in the school who teach the children Sign Language. Parents are encouraged when they see this and have changed their attitudes. We have asked them to accept that this school is inclusive. Parents could send their non-disabled children to another regular school in town, but they still send them here. And our enrolment is higher than the other school. Some of the non-disabled children now know Sign Language. They interact with deaf and disabled children quite well.*

*The attitude of teachers is most important. When the deaf children first come to school they are often aggressive; they can't communicate and get frustrated. They need sympathetic teachers who can communicate with them. A project funded by Operation Days Work, Norway, has trained 10 of our teachers in Sign Language.*

*Some of the non-disabled children still have negative attitudes towards disabled children. We let them know that everyone is here to learn, and learning is a process. However, attitudes towards disability often originate in their families and this is a challenge to address. We also find that some parents of deaf children still want their children educated in separate schools.*

*The use of Sign Language in class is a challenge; we currently have six Sign Language trained teachers for 14 classes. These trained teachers go to assist with signing in another class when the subject is very tough. But they can't help in every class all the time, they have their own teaching to do. If a teacher just works to translate in class they won't be paid; they need to fulfil a full teaching load to get a full teacher's salary. This hinders our efforts, though we try to bring in other interpreters if we can. Some hearing pupils are learning Sign Language as well”.[[19]](#footnote-19)*

Collaboration of teachers and other staff with particular skills is one of the keys to successful inclusion in a school. Working collaboratively in teams strengthens teaching and takes the pressure of individual isolated teachers.

***G3 Bangladesh INGO Support for Inclusion of Blind Children -Shahinur Akter***

*12 years old Shahinur Akter lives with her parents, 3 brothers and 2 sisters in Hejalia villages, of Ayubpur union of Shibpur upazila at Narsingdi district in Bangladesh. His father Md. Abu Bakkar is a day labourer and mother Bilkis Begum is a house wife. She is blind due to congenital cataracts.*

*In 2003, Shahinur was identified having a visual impairment by door to door survey in Narshingdi district conducted by one of the partner organizations of Sightsavers, ‘Assistance for Blind Children (ABC)’ under the Community Based Rehabilitation Project (CBR) of ABC and Sightsavers. The rehabilitation assistant of ABC found her and informed her parents that visually impaired boys and girls can study at the nearest primary school. Before this she was not receiving any educational services. Her parents did not address her education because they did not know where to begin. Furthermore, they felt ostracized from the community because community members thought that she was a burden for her family as well as society.*

*Rehabilitation workers of CBR Project of ABC continued regular discussions on Shahinur’s need for an education and counselled her parents and community to admit her to a nearby government registered primary school where trained teachers on inclusive education can support her educational needs. After that she was enrolled at SK Chandandia Registered primary school, Shibpur in 2007. Through the support of CBR project’s sensitization programmes the community people and the school authorities were sensitized on the need of inclusive education at community level. After she was enrolled in the nearby school and starting studying with other children, her family members and community people were convinced that blind children can learn with other children.*

Shahinur is using white cane in school

*At school, she takes part in assembly, physical exercise and attends class regularly. Trained teachers on inclusive education and Braille help her in her school studies. They support her with the help of the visually impaired community educator of ABC, Mr. Madhab Chandra Paul, for practicing pre Braille techniques at school and home. Different tactile materials were used to teach her Braille which have different bids, lentils, rice, sticks, strings etc. These materials are pasted on papers and she can easily touch these with her finger tips. She follows the strings which helps her to learn to read Braille alphabets. Braille alphabet books both in Bangla and English language are provided to her, which were developed and printed by Sightsavers Bangladesh country office for practice tracking Braille alphabets through touching.*

Community educator is helping Shahinur in writing Braille

*Her position was 21 among 65 students of her class in the final examination of class three and she received 353 marks out of 500.*

*Shahinur is receiving basic rehabilitation training on orientation and mobility and daily living skills. She is now much more independent and wants to be a teacher.*

Shahinur is reading Braille in front of an Education Official of Ministry of Education

***G4 Instituto Patria, Mexico City[[20]](#footnote-20)***

*Values are important for any school in determining its ethos and practice. Here a fee paying school which offers subsidised places to some children with disabilities shows how values can be translated into action*

*Instituto Patria is a physically accessible, private school in the Jesuit tradition, situated in pleasant suburbs of Mexico City. It serves around 200 children in pre-school, primary and now the early years of secondary education. It attracts sufficient income from fees to offer small classes (varying from 6 to 20 pupils) with flexible teaching.*

*Inspired by its founding director over ten years ago, it is committed to including up to 15% of pupils with special needs, mostly disabled children. The school is bi-lingual (there is teaching in Spanish and English) but its third main theme is inclusion, so nearly a third of its teaching staff also have skills in psychology, speech therapy and other disciplines and*

*increasingly all teachers are acquiring some of these skills in their own classroom practice.*

*Three coordinators of teaching programmes (respectively in Spanish, English and Inclusion) work with the Principal and other teachers to shape the curriculum for each pupil and plan its delivery. The inclusion team is available to partner the classroom teachers in their classes when these include children with additional needs and ensure they(and others) get individual support when required. The school invests in fortnightly in- house training both to help teachers explore*

*Jesuit philosophy, strengthen their common understanding of inclusion, ensure specialist skills are used to advance this and to develop their skills as a teaching team. Parents are encouraged to understand the diversity of the school before registering their children and every child has the opportunity to ‘try out’ the school before accepting entry.*

*The culture of Instituto Patria seems to combine a strong commitment to learning with a warm welcome for its diverse members. Probably not many private (still less public) schools in Mexico achieve this quality of teaching in small classes, but the model the Instituto provides of a small, inclusive society is inspiring and encourages to explore further what can be done in more disadvantaged situations and on a larger scale.*

***G5 Mary Lyon School K-Grade 8 Boston , MA, USA[[21]](#footnote-21)*** *Perseverance, hard work and vision make the Mary Lyon K-8 School different! The Lyon is a full inclusion school with small classes and high student teacher ratio. We offer tutoring services after school. All of our 16 teachers hold Masters' degrees and are dually certified in regular and special education. We offer specialists in Music, Art, and Physical Education. Paraprofessionals at the Lyon School are often graduate interns through our partnerships with Boston College and Wheelock College. The school is well staffed with in 2009-10 122 pupils 37.7% having SEN. The school consistently out performs other District and State Schools in Tests and students report consistently having a great time and having their views taken into account.*

***How are We Preparing Our Students for Educational Success?*** *The curriculum at the Lyon school is aligned with the Massachusetts Standard Curriculum. Teachers meet in cross-grade level teams to look at student work and design appropriate lessons to help students make effective progress. Teachers meet to design assessment rubrics for each unit of study, so that all students are clear about expectations for student work. When our Principal comes into our classrooms, she will ask any student how they know if their work is “good enough” to meet or exceed the standard. She will also ask them what they have to do to get to the next performance level. When student performance is not good enough to meet or exceed the standards, then clear and specific conversations with students and parents happen so that routes to the next performance level can be clear and unambiguous for students, parents, and teachers. We believe that a large part of our success depends on our ability to teach students content and performance standards as well as the “hidden curriculum”, such as how to organize and link information and ideas together. We believe it is our job to provide students with explicit instruction in areas such as appropriate school behaviour, how to interact appropriately with peers in work groups, and how to make good choices during independent time. We believe that these lessons will provide students with the skills and strategies necessary to help them be successful in both structured and unstructured environments.*

*The Lyon School was cited as an Effective Practice School and a Math Learning Site in 2001. We believe that we have been distinguished by these honours because we have effectively learned how to teach all of our students to meet or exceed the City and State’s content and performance standards. We have done this by strategically aligning our teaching with the continuous assessment of our students’ understanding of our teaching. We carefully assess and analyse each student’s learning performances and we adjust our teaching so that everyone’s learning is accelerated. This continuous learning about learning is truly the foundation of our best practice!*

**H. Effective individualized support measures are provided** in environments that maximize academic and social development, consistent with the goal of full inclusion (24.2e) e.g. individual education plans, reinforcement, differentiated activities, alternative learning materials, specialist communication methods and modes

***H1 Developing Inclusive Education in Mumbai Schools***

*An Inclusion Education Co-ordinating Committee(IECC) eased the process of inclusion into mainstream schools in Mumbai[[22]](#footnote-22). ADAPT (Able Disabled All People Together), set up IECC to initiate and monitor the inclusion of children with and without disability into mainstream schools. The team from the organization, comprised of teachers, therapists, social workers and researchers, provides the continuum of support to partner schools where students with disabilities have been admitted.*

*The role of the IECC was to:*

* *Identify the students to be included and follow their progress*
* *Provide the inputs required to support the inclusion of children with disabilities in mainstream schools*
* *Conduct research studies on the perspectives of the various stakeholders, including parents, teachers, students, and principals.*

*The first task of the Committee was to identify the barriers to inclusion in the existing school situation in Mumbai. They found that the key barriers were in the areas of attitudes, access, curriculum and class size and training and support systems.*

*Based on this analysis, the IECC initiated and provided a Continuum of Support that included:*

* *Orientation programmes for mainstream schools*
* *Preparing students with disabilities, their parents, peers, staff for inclusion*
* *Disseminating information on the availability and applicability of the State Board Concessions for CWSN*
* *Providing / arranging for writers for examinations*
* *Guiding the mainstream schools on curricular modifications and assessment techniques (based on State Board concessions)*
* *Counselling support to students with disabilities and their parents*
* *Evaluating, modifying and designing furniture and mobility aids as per the requirements of the child*
* *Identifying architectural barriers such as inaccessible entrances, buildings and toilets*
* *Designing of simple modifications like ramps and grab bars and simple modifications for toilets*
* *Tips on classroom management and strategies in inclusive education have been shared with teachers*
* *Providing Physio-Therapy, Occupational Therapy which are not available to any child with a disability attending a mainstream school*

*In addition, students included could access the therapy services at the ADAPT centres.*

*The strategies outlined in the* **Culturally Appropriate Policy and Practice [[23]](#footnote-23)** *CAPP were the base for the technical inputs that were required by the mainstream schools. Over the years, the IECC has provided resource support to all the key stakeholders in the process of inclusion, the main recipients of which have been the mainstream schools.*

*The IECC now provides an orientation to the mainstream school prior to inclusion that is child-centered and whenever possible, the parents of the child and the management are included in the orientation programme. Through this program more than 150 children with more significant impairments have been successfully included in Mumbai schools. Some of the schools have taken their own initiatives in making the adjustment process easier for children with various forms of disability. Staff at various levels, from the principal to the teacher, as well as the ancillary staff have contributed in their own ways to make situations more comfortable for these children.*

***Some Issues that have been addressed by the IECC*** *1. Communication Interventions:*

* *The IECC began to emphasise Alternative and Augmented Communication AAC using low cost and low technology assistive devices like communication boards. A CD entitled ‘A simple guide to Audiology’ was designed.*
* *A meeting of principals, administrators and senior staff of mainstream schools was organised to obtain their views and opinions and address the issues they faced.*
* *Mainstream school Principals were invited to all workshops and seminars organized by ADAPT.*
* *Three workshops on Barriers to Learning and Education were held in which all mainstream schools in the area were invited.*
* *On separate occasions, on a regular basis, special workshops to address the concerns of mainstream schools were facilitated.*

*2.Schools raised most concerns. Interventions:*

* *The IECC began to provide support to schools and principals rather than individuals*
* *Information on concessions available in the State was disseminated.*
* *Amanuensis –scribes or interpreters were arranged for all our students included in mainstream schools.*
* *Every Wednesday is an ‘Open Surgery’ Day. This has been initiated by one mainstream school Principal. Other Principals are also adopting the same practice.*

*3. Students included in mainstream schools found it difficult to cope with the academic pressures.*

* *Resource support is provided through group remedial classes every evening for socially disadvantaged students, who were included in mainstream schools. Akanksha, an NGO working with slum children, provided the same facility.*
* *Therapeutic input and individual remediation was provided for students with disability.*
* *Counselling sessions were conducted by the social worker and psychologist for students facing emotional/ behavioural challenges after being included[[24]](#footnote-24).*

***H2 Ugu District KwaZulu Natal South Africa-Developing School Based Support and Care,***

*The province of KwaZulu-Natal is extremely impoverished and has been hard hit by the AIDS pandemic. It has the largest number of children and the most living in poverty in South Africa. Migration from outlying, traditional rural areas to urban centres, inaccessible terrain and great distances between homes, towns and services (like schools and clinics) present service delivery challenges that are not being adequately met. The Ugu field test, which was implemented over a two-year period (2006-2008), was a partnership between the KwaZulu-Natal Department of Education Special Needs Education Services (SNES) Directorate, the directorate currently spearheading the implementation of Inclusive Education, and(* Media in Education Trust) *MIET Africa. The Ugu field test was funded by the Netherlands, UNICEF and Rockerfeller.*

*MIET Africa implemented the Schools as Centres of Care and Support (SCCS) programme, based on the model tested by MiET Africa in 2003. With financial assistance from the Embassy of the Kingdom of the Netherlands, by 2005 this programme was operating in over 90 clusters of schools throughout rural KwaZulu-Natal.*

*The SCCS programme showed that a multi-sectoral approach to service delivery and advocacy works best to realise the aims of introducing integrated and inclusive systems for delivering care and support to vulnerable children. Advocacy is therefore a high-ranking priority in all phases of implementation.*

*The field test practiced school clustering. Twenty-one schools were clustered around two nodal schools, Deyi Primary and Mbeleni Primary. In the field test the nodal schools were identified as Full-Service Schools (FSS) with the remaining schools (known as ‘mainstream schools’) clustered around them. The role of the Full-Service School was to provide a base where the specialist staff and facilities allowed Learner Support Educators and Counsellors to identify and assist learners at risk. Support to mainstream schools involved providing minor infrastructure and curriculum changes to help address barriers to learning. Training was provided to teachers at all 21 schools on the key elements of inclusive education. Training was also provided to departmental officials at the district level to provide schools with support*

*Support structures – support teams at institution, circuit and district levels – were set up to support vulnerable children through a screening, identification, assessment and support process at the school level which was supported by teams at circuit and district levels.*

*As for the physical infrastructure, at the Full-Service Schools, essential infrastructure was built in order to make them conducive to the delivery of care and support services to learners with a wide range of barriers, including physical disabilities. Each FSS was equipped with a Support Centre that housed the specialist support staff and provided a space for all other agencies providing services to children. The centre created space for the counselling of learners, youth and families, in a non-threatening and private environment, and it provided a place where the health of children could be monitored. They also had an IT room which teachers and learners in cluster schools could use.*

*The outcomes of the field test were impressive. Teachers were enabled to move away from imparting the curriculum to a child friendly approach that supported children at home and in the community and got medical and social support to them and their families. Teachers became adept at differentiating National Curriculum assessments, the school environment improved, learners became involved in their school and education and learning levels increased as children with specific impairments got the support they needed. Dealing with psycho-social issues became the norm and collaboration of the community and professionals developed through school based and district support teams. Existing training manuals and costs were revised as the District and Province took ownership of inclusive education. The successful implementation of the Ugu field test has proved to fulfil the vital need for scaling up and to be sustainable resulting in the KZN Department of Education’s adoption of the Schools as Inclusive Centres of Learning, Care and Support (SICLCS) strategy, a holistic and comprehensive approach to implement Education White Paper 6. The strategy provides a detailed and costed plan for implementing a truly inclusive system of education and the KZNDoE is currently scaling up the strategy across the province.[[25]](#footnote-25)*

***H3******Mwanga District and Dar es Salaam: Advocating for Inclusive Education in Tanzania***

*In 2005, Light for the World (a European confederation of development organisations) and the Tanzanian Information Centre on Disability started a 4-year advocacy project, Inclusive Tanzania, in the rural Mwanga District and in Dar es Salaam. Inclusive Tanzania aimed to strengthen the country's disability movement, to hold the government accountable and raise public awareness about the rights of persons with disabilities. Disabled people and those they work with define the project's priorities, develop strategies and carry out activities. Twelve local disability organisations formed the Inclusive Tanzania Consortium (MTAJU in its Kiswahili abbreviation) which 'owns' the project. There are now 14 DPOs and NGOs working jointly towards an inclusive Tanzanian Society.*

*To realise inclusive education, different actors must be addressed, e.g. Government, district authorities, international organisations, community leaders, school boards, teachers, parents, and children. MTAJU created a steering committee, working groups and local community (ward) groups. In the rural area 11 wards, MTAJU involved persons with disabilities, parents, teachers and children to identify disabled children; ensure sufficient teaching and learning materials and assistive teachers; make the learning environment welcoming; organise events to raise awareness and collect funds for physical access improvements . The work with families was crucial in encouraging them to enrol their disabled children in school and to become allies in their struggle for rights and education.*

*Disabled People need to assert themselves as experts through their personal experiences. They need to empower themselves. Empowerment helps people control their lives and influence communities by acting on issues they define as important. Inclusive Tanzania uses training, networking and 'learning-by-doing' to foster empowerment. Workshops on advocacy and inclusive education skills are run regularly by local and regional facilitators. MTAJU encourages collaboration through information exchanges between rural and urban participants, and between local, national and international advocates as well.*

*By 2010 390 children with disabilities enrolled in 11 schools. MTAJU contributed to the development of Tanzania's new inclusive education policy by raising awareness through the media, lobbying politicians, and debating at public consultations. MTAJU members lobbied parliament to ratify the Convention on the Rights of Persons with Disabilities, which it did on 24 April 2009. MTAJU helps to monitor school budget allocations at the district level. Project members are becoming role models in society. Furthermore, there is improved unity and co-operation between organisations working on disability rights and inclusive education.*

*The project has been successfully scaled up as it is making a major contribution to a national strategy on inclusive education,, a new Disability Act and a new Education Act all relying on the principles of the UNCRPD. The community assisted in making the schools accessible through contributions and voluntary work ( classrooms, toilets, entrances).The community has supported the development of 23 inclusive primary schools-6 in Dar es Salaam and 17 in rural Mwanga, where the district government decreed that all primary schools have to be inclusive. The structures built up by the project are now continuing***.**

**I .Availability of expertise and support with specialist communication modes** (24.3)-i) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring; ii) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community; iii) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

***I1 SENESE Inclusive Education in Samoa[[26]](#footnote-26)***

*Donna Lene, principal of SENESE Inclusive Education has been working in Samoa for 20 years to develop education for disabled children. When a school embarks on an Inclusive Education process, that school commits to change. The changes are many and from all levels within the school:- in how a principal enrolls all students, changes in how a class teacher sets up group work in the classroom and changes in how the school community engages with all families including those who have a child with a disability. This has been the case for close to 30 schools in Samoa that SENESE Inclusive Education Support Services funded under the AusAID Inclusive Education Demonstration Program.[[27]](#footnote-27)*

*In the small, rural village of Saanapu, there is al school of approximately 200 students that has confidently embarked on the pathway of inclusive education. The school has successfully included two children with disabilities. Tuli is a smart young boy attending year one at this village school. He is confident as he makes his way to class or down to the assembly area using his white cane. Tuli is supported in class by his cousin Shana. Shana has been selected as his teacher aide and has undergone intensive training from SENESE in how to support the learning of a person who is blind. Shana also learns strategies for home that will help Tuli be included in all activities in his village. The school is visited by SENESE staff every fortnight and Shana and Tuli also come in one afternoon a week to conduct a video conference to The Royal Institute for Deaf and Blind Children in Sydney, Australia.*

*During these sessions Shana and SENESE staff discuss Tuli’s program, share developments and address challenges and areas of concern. Shana commented recently, “These sessions and support from SENESE give me the confidence to try new things and reassure me that I am on the right track.”*

***I2******Bushenyi, Uganda—Including Deaf Children[[28]](#footnote-28)***

*Bushenyi District Education Department is supporting 123 deaf children, registered in 14 units attached to primary schools, and six students in secondary education. This is a community-based initiative which has strong government commitment to teacher education, parent involvement and Sign Language development. In 2009 it was independently evaluated.*

*This followed on a 16 year programme of support funded by DANIDA from 1984 to 2000, which could not be sustained by the Ministry.*

*In 2002 based on the findings, Bushenyi District Education Department began implementing a new primary level inclusive education programme. Key features included:*

*• in-service teacher training for unit teachers*

*• five units for deaf children*

*• no deaf child should live more than 10km from a special unit*

*• teachers in the primary schools with units volunteered to receive on-the-job training*

*in Sign Language.*

*In 2007, the community-based organisation, Silent Voices, was formally established. It co-ordinates parents’ group activities and helps to support their fundraising, finances and management. Parent group members meet to support each other, learn Sign Language, raise community awareness and encourage more families of deaf children to bring them to school. This has led to the following achievements:*

*.*

* *Six pupils progressed to secondary education in 2009. All passed their first year exams; one was third in a class of over 100 children.*
* *Teachers in the units are on the District payroll – there is no separate financial arrangement for the inclusion of deaf children.*
* *The schools with units are government schools, so no fees are payable unless the child is a boarder*
* *Many teachers in the units now hold a diploma in special needs education. Teachers from the original five units have helped to train teachers in newer units.*
* *There is a high level of commitment among parents and teachers, whereas before many had resisted the inclusion of deaf children in local schools.*
* *Community attitudes towards deaf children have greatly improved.*
* *The number of deaf children being brought to school continues to increase.*
* *The number of deaf students in Bushenyi District schools is 4x more than the rest of Uganda relying on units and deaf special schools.*
* *Deaf young people understand the value of education; many have been encouraged to aim for secondary education.*

***I3 Nairobi, Kenya and Uganda: Supporting blind pupils***

*During the mid-1980s, Kenya began to develop itinerant services for children with visual and other impairments. The service began with one school in Nairobi admitting two blind children. An itinerant teacher was initially involved in teaching the children Braille, orientation and mobility. He also assisted the class teacher. The following year, another school enrolled blind children and the itinerant teacher visited the school to teach and support teachers. The itinerant service, based in general schools, now covers a large part of Nairobi and is expanding beyond the capital city[[29]](#footnote-29).*

*Providing itinerant teachers with motorbikes has massively increased the number of schools some can reach to provide support to blind students*

*In* ***Kenya*** *and* ***Uganda****, research was undertaken in 2007/08 with 85 Itinerant Teachers (ITs)*

*and school-level Vision Support Teachers, to better understand their role and any challenges*

*encountered. These teachers were providing support to 417 children and young people aged 0-*

*20 years, which included 60 children who were blind and 324 children with low vision. Data*

*were collected over one year using a journal in which the ITs recorded details of their caseload,*

*their daily timetable of activities, what they did during the visit to each child, agreed action*

*points, and any difficulties they encountered. The study found that the ITs were not able to visit children as frequently as planned, often due to the pressure of other classroom duties. In*

*addition, most ITs spent considerable time trying to identify new children with visual*

*impairment for the programme or increasing community awareness, rather than supporting*

*individual children on their caseload. Levels of Grade 2 (uncontracted) Braille experience varied*

*greatly, with only 50% of ITs with the relevant experience in Kenya and almost none in Uganda.*

*This meant that Braille books produced in Uganda in Grade 2 were effectively inaccessible to*

*both ITs and children.*

*These two detailed studies confirmed the value of Itinerant Teachers in supporting children with*

*visual impairment, but also highlighted several areas where this support could be improved.*

*Discussions have now started with Ministries to consider how this can be done, including*

*consideration of strategies to make more use of existing special schools for intensive Braille*

*tuition, and better support systems for Itinerant Teachers. The ITs have acquired extra training and qualifications but get very little extra remuneration in their salary -1$US a month and still have to do their own teaching in the mainstream schools they are based in. The Braille skills of Itinerant Teachers are also under review with a view to enhancing their skills[[30]](#footnote-30). These programmes are still only reaching a small proportion of blind and low vision children, but with the right support teams of IT could cover the whole country.*

**I4 Kit for Teachers Sightsavers in Pakistan[[31]](#footnote-31)**

*NGO Sightsavers also supports research to develop new tools and technologies that can support education for children who are blind or have low vision. For example:*

*In Pakistan, a research and development project is underway to develop a functional vision*

*assessment kit and standardised procedures to assess a child's use of vision and visual*

*efficiency in daily activities. The assessment determines how the child accesses his/her visual environment. A teacher trained in the use of the kit can perform a complete cognitive and functional vision assessment. Based on this, the teacher can then make an appropriate*

*selection of learning medium, environment modifications and visual skills training to develop*

*an individual education plan for the child.*

**J.** **Appropriate measures to employ teachers, including teachers with disabilities**, who are qualified in sign language and/or Braille, and to **train professionals and staff who work at all levels of education.** (Article 24.4 and 4.1l).[[32]](#footnote-32) 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. The training of all teachers and staff in school in the rights of children and students with disabilities and how to include them by equipping all teachers with a flexible pedagogy and an awareness of how *to mee*t the needs of children/students with different impairments. Guidance and checklists are now widely available, but few practicing teachers are aware of their existence. There needs to be mandatory training for all in-service teachers, and inclusion needs to be a compulsory element of all initial teacher training.

***J1 Mongolia*** *During the crisis in Mongolia sparked by transition to a free market economy, early primary school attendance collapsed from over 90% in the mid-1980s to 7% in 1992. Efforts were made to revive the sector, but even where more schools were becoming available, it was clear that disabled children were still excluded. Some disabled children had previously been in special schools, but as funding dropped, very few special schools remained open. The dire situation facing students with disabilities included social, medical, and educational exclusion. Many families were ashamed of their disabled children, and kept them at home. The few disabled children who made it to school were likely to be turned away by the teachers. Teacher training colleges did not develop trainees’ confidence in working with disabled children. Many teachers assumed that disabled children were ineducable in mainstream schools and therefore refused to teach them. Where disabled children did attend school, many teachers were unaware of their circumstances and needs, and provided no support for them. The limited reach of the health system meant that basic rehabilitation interventions, which can help disabled children participate more actively in life and learning, were not available to most families.*

***Training mainstream teachers to include disabled children.*** *Save the Children ran in-service inclusive training sessions for teachers and parents of young children in Dornod, Hovd, Bayan-Ulgii and Bayanhongor aimags (provinces), as well as in Ulaanbaatar. The sessions focused on methodologies for teaching disabled children in mainstream classes. Several workshops have been run for teachers at different levels within the pilot aimags, including for pre-school and lower primary school teachers.*

*The design and content of the training drew on the expertise of special educators who had been trained under the previous segregated education system. Their knowledge of ways to support learning and active living for disabled children was important. Involving special educators meant they did not feel shut out of inclusive education efforts, making it less likely they would resist change towards inclusive education in mainstream schools.*

*• Those who received the training were encouraged and were expected to then train and support colleagues in their own school or kindergarten. In Bayanhongor aimag, for example, one teacher from each of the 28 schools involved in the pilot received training. Teachers were selected for the training on the basis of demonstrated levels of commitment. Between 1998 and 2005, 1,600 teachers were trained in inclusive education approaches.*

*• Follow-up support to teachers in almost every school in pilot aimags was provided.*

*• Regular sharing of learning between schools was promoted.*

*A 2005 review indicated that teachers who were trained were convinced of the difference they could make for disabled children. They were more keen to work with parents, partly to show them the results of their children’s progress and achievements, and partly to persuade other parents to bring their disabled children to kindergarten and school. There was a clear increase in the numbers of disabled children enrolling in pre-school and primary school: from 22% to 44% in aimags where the approach was used.*

*Four teaching resource centres were established by 2005 at the aimag level. These were based on an inclusive education resource centre established by Save the Children at the Institute of Education, the main pre-service teacher training institution. This resource centre is now supported by the Institute. These resource centres provide materials and advice on inclusive education practice for mainstream teachers.*

*Disabled children have expressed their confidence in coming to school because they are treated well by teachers. Parents and classmates of deaf children have attended sign language classes as part of a programme to improve community support for disabled children. Classmates have enjoyed learning to sign and are happy to be able to communicate with and support their friends. Such processes contribute to further attitude change. Before, deaf children were isolated within their families – now they are part of the community. The kindergartens and schools involved in the pilot are promoting themselves as the best facilities in their community for disabled children and are encouraging parents to enrol their children. Even if they moved to a different school, teachers who had done the training tended to be more motivated to stay in the aimag and continue to work in education. This has had the effect of further cascading the training, as they share their knowledge with new colleagues.*

*Two examples illustrate the positive difference the training can make on teachers’ ability to work in non-discriminatory ways. In one school, a teacher who had not completed the training, but who was keen to support children with special needs, set up a separate seating area at the back of the classroom for a child with cerebral palsy. When asked by supervisors about children with special needs in her class, she brought the child out to the front of the class. By contrast, a teacher who had completed the training found discreet ways of supporting disabled children in her class so that undue attention was not drawn to them and they did not stand out as different. All the children in this class were participating in each activity according to their talents and personality. They were all given positive feedback for their contributions.*

*Teachers now plan their work with disabled children, instead of simply planning one approach for the whole class and leaving it to chance whether disabled pupils will benefit or not. Systems for monitoring the progress of disabled children are in place in schools where teachers were trained. There are individual plans for each child and greater emphasis on showing their achievements. The children’s individual work plans are incorporated into the annual kindergarten and primary development plan. Recently, with funding from the FTI, over 100 mobile schools in tents have been established.*

***J2 Mozambique: Training more disabled teachers***

*The Associação dos Deficientes Moçambicanos (ADEMO) is a national disabled people’s organisation in Mozambique. To respond to the lack of qualified teachers in Mozambique and to address the exclusion of large numbers of disabled children from school, ADEMO is working with a teacher training college in Cabo Delgado in the north of the country to train disabled teachers.*

*The objectives of the ADEMO programme are to:*

*• Promote the right of disabled people to be educated;*

*• Educate teachers who have disabilities who can lead by their own example and be models for others;*

*• Create an educational environment where there is room for all;*

*• Promote the idea that people with disabilities can participate fully in the development of society*

*In 2001, the first three disabled people from ADEMO received a scholarship from ABILIS, a Finnish disabled people’s organisation, to enable them to attend the teacher training college and in 2003 they graduated. Four more students from ADEMO are currently participating in the teacher training course.*

*The disabled students improve the educational environment in the college and offer a practical example to other trainees that education is for all. They participate in all aspects of the school programme and social activities.*

*Reasonable accommodations needed to be made for Salimo enrolled as a trainee teacher at Escola de Professores do Futuro (EPF) in 2001.He uses a wheelchair, so the paths were improved to enable him to move around easily. During teaching practice, Salimo organised himself so that he could write on the blackboard, and got out of his chair and crawled across the classroom to help pupils. His community project was latrine construction.*

***J3*** ***Struggles of a Blind Teacher in Kerala, India***

*“David the youngest of 5 children was born blind. His two brothers and sisters are sighted. Being the youngest and with the liability of feeding 5 children, his parents, mere daily wage labourers could not provide him the necessary support. In spite of not receiving the much-needed support from his elders, David did not sit back and bemoan his fate. Despite many barriers through his commitment he studied at the Light to the Blind School at Varkala and later in integrated set up at the SMV Boys High School at Trivandrum. After completing his 10th standard, he did his Pre- Degree Course at the Government Arts College. Many people including fellow students, did not believe that a blind boy could study. But David did not allow such things to deflect him from his chosen path. He went on further with his studies by completing his BA from the Kerala University and later the Teachers Training Course at the Government TTI, Palode, Trivandrum.*

*True to his determination and dreams, he was recruited by the Government and joined the Government Service as a Primary School Teacher in 2004 at the Government UPS Ponmudi. Ponmudi is a hill station with rough terrains and improper roads. The hills are divided into two tea estates, the Merchinston Estate & the Ponmudi Estate. David overcame all these terrains with ease. For David this job was a dream come true, a school, which was near his home.*

*It was with great enthusiasm that David appeared in the school for the first day at a remote rural single teacher school. David was now all alone, in a school like structure with minimum facilities and 22 children studying from 1- 6th standard. David gathered the children and cleared the so-called school hall and its surroundings. The children of the locality were a great support to David.*

*David opens the school on time in the mornings at 8.30 a.m. and closes at 4.30 p.m. He teaches all the classes from 01st to 06th Standard. He uses educated persons from the community to teach subjects like mathematics, science, etc. for higher standards. The senior children from 6th standard are used to teach the younger ones studying in 1st - 2nd standards. He conducts tests and examinations and marks the paper with the help of senior children and his close associates from the colony.*

*The Kerala Government provides the facilities like provisions for preparing noon meals for the children studying in the School. The same has to be collected from the nearest Government warehouse at Vidhura, which is 25 kilometers away. David manages to get these things to his school with the help of local people. After procuring the same, he prepares the noon meal with the help of an old lady from his colony. All the children studying in this school belongs to the labourers working in the tea estate.*

*They are very happy with the way their children are progressing in the education.”.[[33]](#footnote-33)*

**K. The involvement of children and students with disabilities** ‘ to have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity’ and to develop their identities as people with disabilities ( Article 3, 4.3 , 7 24.1a)

***K1 Mpika, Zambia: Using child-to-child methods***

*In the Mpika Inclusive Education Programme, there were only a small number of teachers who had inclusion training. The teachers were used to meeting regularly to share experiences and solve their problems, both within individual schools and between clusters of schools. With the support of the teachers responsible for providing in-service training, the teachers have gained confidence in their own expertise and have developed their own locally appropriate solutions. Previously, they relied on specialist teachers to work with children identified as having special educational needs and disabilities.*

*In Mpika, there is a strong history of teachers communicating health education messages through child-to-child methods and of these activities being incorporated into maths, English, geography and social science lessons. In the mid-1990s they began to use the same methods to explore community attitudes to disability. Children were asked to conduct a community survey to identify out-of-school children and find out why they stayed at home. This was very successful in raising awareness and encouraging children who would otherwise have stayed at home to attend school. As a result, teachers in Kabale primary school, 600 kilometres from Lusaka, the capital, have radically changed their style of teaching. This has paved the way for the inclusion of children with learning difficulties. When the school opened in 1966 it had 40 children and one teacher. Today, because of increased job opportunities in the area, it has almost 2,000 children and 40 teachers. The school is a resource centre for the child-to-child programme. Staff members are encouraged by the school administration to promote children’s participation in their own learning and the equal participation of pupils, parents and teachers in education, using the following strategies:*

*• Introducing children to their rights and responsibilities;*

*• Co-operative group learning and problem solving;*

*• Encouraging pupils to question traditional sources of knowledge;*

*• Evaluation of the learning process by both pupils and teachers;*

*• Involving pupils in decision-making;*

*• Putting a strong emphasis on gender equality;*

*• Encouraging parents to participate in their children’s learning.*

*The combination of these approaches has encouraged ownership of the school by the community – an essential part of the inclusive process.*

*As these changes were being introduced, the Ministry of Education, with donor support, arranged for a small unit for children with learning disabilities to be built at Kabale school, without prior consultation with the staff. There was to be a specially qualified teacher who would teach five children in the unit. Meanwhile the child-to-child programme had identified 30 children with learning disabilities who had been excluded from school. There followed a difficult period of negotiation, but the school succeeded in taking in all 30 children. The co-operative methods of teaching and child-to-child methodology enabled them to be taught with their peers. Gradually, the unit has been transformed into a resource centre used by all the teachers. The ideas developed at Kabale have been shared with 17 schools in the surrounding district and regular meetings are held at which teachers share their experiences. Kabale’s success in raising academic standards, attendance rates and including children with learning disabilities has become a model[[34]](#footnote-34).*

***K2 Vanuatu in South Pacific***

*In Tafea province, Vanuatu, a joint Ministry of Education and UNICEF basic education project has been set up that focuses on including every child.There are six pillars in child-friendly schools:*

*• Including every child*

*• Team work with parents, teachers and students*

*• Child-friendly leadership and administration*

*• Gender-responsive education*

*• Effective learning through effective teaching*

*• A healthy and protective environment.*

*The project began in 2002 and focused on 12 schools. It brought children who did not access education into school by using community radio and home visits. It was not helped by the destruction of schools by cyclones and high teacher turnover, but the team spirit built over three years got 375 disabled children into school and supported more than 180 children who were already attending. Schools became cleaner, the curriculum was made more relevant, and parents and the local community became much more engaged in education. The programme is now being rolled out to other parts of Vanuatu[[35]](#footnote-35).*

***K3*** ***Oriang, Rachuanyo, Kenya: Developing an Inclusive Environment***

*Leonard Cheshire International (LCI) has been working with the Kenyan Government and a higher education establishment to retrain teachers and support a pilot inclusive education programme in five schools in Oriang, Western Kenya since 2001. The project benefits 2,200 children, 174 of whom have minor to severe disabilities (mainly low vision, physical disabilities, epilepsy or learning disabilities). A few of them have hearing difficulties. Many children have intellectual impairments caused by malaria and lack of access to treatment. Over 700 disabled children have been included more recently. Since 2007, the project has been extended to 300 schools in Kisumu Province. The project was successful and is being replicated across the province and acted as a model for other pilots in Uganda, Botswana and Malawi.*

*The project has achieved changes because parents of children with disabilities have positively accepted their children and parents who do not have children with disabilities are now willing to let their children mix with disabled children. Despite the poor infrastructure, parents and siblings are making sacrifices, even carrying their severely disabled children to school on their backs in some cases, and community members are volunteering their time and meagre material resources to improve school facilities. In the interest of sustainability, the project is run by a management committee from the local community. The committee has been trained in community project management. Using child-to-child principles the project has been able to disseminate key messages to pupils and community members through participatory theatre, story-telling, music and poetry.*

*In terms of resources and materials, a central resource centre has been established which provides specialist support for schools and families. This has a library, training facilities, a therapy area and a communications unit. In the future, it will offer internet facilities. It was decided that a central resource centre was not sufficient, so each of the five schools also has a small resource point offering a mini-library, access to play materials and teaching/learning resources, including materials made by pupils and teachers. [[36]](#footnote-36)*

**L. Accessibility of**: transport to and from school and on trips, school grounds, buildings, classrooms, specialist subject rooms such as laboratories and workshops, learning materials, books, ICT, exams and all other areas of social development and academic study. Transforming existing school buildings and ensuring all new buildings are accessible**. (Article *3 and 9)***

***L1 Overcoming institutional and access barriers in Namibia****[[37]](#footnote-37).*

*Kunene Region in Namibia is in the North of the country. Elizabeth O, who is physically impaired since birth, attended Okanguati Combined School. Her access had recently been much improved by a mobility cart provided by an overseas donor, which she uses to get about. Elizabeth has been raised just like the other children, as part of the community and everyone’s responsibility. She automatically attended the community school and as far as I could tell there had never been a problem – she was fully included both academically and socially.*

*Everyone felt confident about Elizabeth progressing to Grade 11 and 12 after she sat an exam in Year 10. This would mean moving and boarding as only 4 schools in the Region offer Grade 11 and 12. However, Elizabeth did not get the required marks. Upon investigation it appeared that the school had not applied for the 25% extra time Elizabeth was entitled to as a reasonable adjustment. After investigation highlighting her previous performance and the detrimental effects not having the extra time would give it was agreed she could progress to Year 11..*

*Elizabeth was then happy and settled and doing very well in Cornelius Goreseb High School in Khorixas. The transition for Elisabeth has been quite smooth. Partly because of her positive attitude and partly because of the support plan we worked on together involving people from many different organisations. The school had an accessible infra-structure, the Principal, teachers and Hostel workers all had a positive attitude to Elizabeth and the district education office was near-by to provide additional support. Additional changes were made to the due to the environment due to the ‘can do’ attitude of the Education Department.*

*Elizabeth is doing well at school – no longer living in the school hostel though as she felt she did not have enough privacy. She was independent enough to make the decision and the school recognised her right to do that. She was nominated to be a member of the Namibian Learners Parliament –she now represents disabled learners in Kunene schools in this National Learners Forum and is a great role model. Seeing her involvement has convinced many more of the rightness of inclusion that policy documents.*

**M. Research** into universally designed curricula, education technologies such as computing that has the software and hardware appropriate for all learners to use, research into the best ways within the cultural and socio-economic circumstances of the country into organising, developing and delivering inclusive education for children /students with disabilities. **(Article 4.1g)**

***M1 Developing Inclusive Education in Lao People’s Democratic Republic-Save the Children***

*The Lao People’s Democratic Republic (Lao PDR) Inclusive Education (IE) Project is one of the longest running projects of its kind internationally. In May 2009, funding for the project came to an end, bringing to a close a 16 year long journey, during which many challenges had been faced and lessons learned.*

*Up until the establishment in 1992 of a special school for children with visual and hearing impairments in the capital city of Vientiane, Lao PDR had no education provision for children with special needs. In order to address this, the IE Project was introduced in the 1993-94 academic year. With support from UNESCO and Save the Children UK, the project had expanded by 1995 -1996. Each year since then, with Swedish Aid SIDA becoming the major donor, expansion to new schools, provinces, and districts took place. In 2004, Save the Children Norway took over responsibility for the management of the project and in partnership with the Ministry of Education, supported the project’s growth, to cover every district of the country.*

*An initiative which began in one school in the centre of Vientiane, aiming to provide access to a mainstream education for children with disabilities had, by 2009, expanded to 539 schools including 3 special schools in all 141 districts, in each of the 17 provinces throughout the country; ensuring that over 3,000 children with disabilities were being educated alongside their peers.*

*In 1993, the program started in one mainstream primary Vientiane with the emphasis being on the teaching methods and the extension of those methods so that children with more difficult problems could attend. The first year saw 12 children with disabilities enrolled in the school, and in the second year 17 more joined. After two years everyone was pleased with what was being accomplished.*

*The children were doing alright and progress was being made. A Project Board including the Ministry of Education was established and some weaknesses were identified. It became clear that teachers cannot be expected to change their practice over night or simply through attendance at training workshops. They need to see other practice, share it, discuss ideas and approaches and then adapt and experiment with their own practice from a position of security and support. The problem was not a lack of training (they had 60 days over the first two year)s, but rather in applying this training. It was later decided that teachers must move away from a traditional pedagogy to a more child friendly approach.*

*The Project board made a decision to increase the size of the project to 10 schools, including 2 pre-schools. Including pre-schools meant that the project could begin to develop practice across a broader age range than just primary school. These schools would be in the vicinity of the capital, Vientiane, to enable close monitoring but there was also a decision to establish a group of schools in a Southern province. If the Project was to expand nationally it would need to establish experienced schools in different geographical areas.*

*It was at this point that the Project Board decided to form the National Implementation Team (NIT) who became responsible for the implementation of the project and continued to have this role up to 2009. The team was comprised of Ministry of Education Officials in the General Education Department, Ministry of Education Officials in the Teacher Training Department, and Ministry of Health officials from the National Rehabilitation Centre Staff from the IE Pilot School.*

*The NIT would support the development of the project in new schools by providing short, practice-based training courses for principals and grade 1-2 teachers before the school joined the IE Project; grade 3 – 5 teachers in the following year. They also tried to ensure that schools only recruited children of the appropriate age for each grade. The consequence of this decision was that children who had previously been excluded from schools would continue to be excluded. It also meant that it would take schools a full 5 years to be able to offer places to primary aged children across all 5 grades. They were limiting workload.*

*An important initiative was to introduce schools into the project in small groups. Establishing local groups of schools who were working on similar issues together was important. This collaboration was reinforced through an annual meeting of all the participants to review progress, share experiences and plan for the coming years.*

*One crucial factor in their success is the role of local facilitators experienced in the context in which schools are working, who can bring schools together on a regular basis and set a clear focus for them to work on together.*

*Initial success was shown by an increase in the numbers of children with disabilities in the 10 schools. There was more evidence of success beyond the enrolment numbers:*

*•• All groups of children were making better progress due to improvements in teaching*

*•• More students were passing grades*

*•• Local communities welcomed the project because they could see that all the children were benefitting from improved quality of education*

*•• Neighbouring schools were actively seeking to become involved in the project.*

*By the beginning of 2000, the number of schools in the Project had grown to 78 in 22*

*districts. In Phase 2 of the Project, 2000 – 2005 and Phase 3, 2005-2009, the IE Project increased the number of schools aiming to*

*•• ensure at least 3 Primary IE schools in every district*

*•• develop a secondary IE provision,*

*•• and establish a Quality Standard for Education in all IE schools.*

*The Special School, the first of its kind in Lao PDR, which opened in Vientiane in 1993 was growing in size alongside the IE Project. By 1998, the school was offering provisions for students with visual impairments (VI) and hearing impairments (HI) which could not be catered for within the current mainstream schools of the project.*

*The strategy for children with VI was to teach them mobility skills and Braille at the special school and then to move them back to their local community IE school to complete their education. Children needing to be taught sign language during the early years of the project had to come to the special school. The challenge with both of these strategies was that in order to move children from either group back to their community school, teachers would need training in Braille or sign language and this took time to provide. It is still the case, in 2009 that children with hearing impairments are taught almost exclusively in one of the three special schools in Vientiane, Savannakhet or Luang Prabang. Children using Braille are mostly located in schools close to these three centres where they can access training and support. Gradually, short courses were organised for both Braille and sign language. These three centres have the potential to function both as training centres of expertise and also outreach resource centres which can support children in more remote areas.[[38]](#footnote-38) . There are now plans to scale the project up to the national level. .*

***M2******Research by ADAPT on Shiksha Sankalp******to develop Inclusive Education 2010-2013***ADAPT enters its 39th year of service deliver to children and young adults with disability and their families, with a new project entitled SHIKSHA SANKALP. This project will demonstrate a service delivery model that is scalable, replicable and sustainable. It will cover an entire political and administrative jurisdiction, wherein **all** identified children with disability, will have recourse to services, thereby ensuring that they can exercise their fundamental Right to Education (RTE).

*Over the past two years following a series of discussions, the project was finalized and commenced on September 1st, 2010. The Project is co-funded by BMZ (Federal Ministry of Economic Co-operation and Development, Germany) CBM (Christian Blind Mission) and ADAPT.*

***About the Project***

*The aim of the project SHIKSHA SANKALPis to determine the structural gaps that exist in the delivery of educational opportunities for* ***all*** *children, particularly children with disability and identify inputs that will be required (sustainable, replicable, scalable), to meet their basic educational and health needs within the two catchment areas for the project:*

* *Urban: ‘A’ ward of Mumbai District*
* *Rural:  Pehlar a cluster of 22 villages in Vasai Taluka, Thane District*

*Finding that no reliable statistics exist on the exact number of disabled children out of school, with different estimates made by different bodies, the project will undertake an extensive door to door mapping in the two catchment areas.*

*The first area - The Urban Ward ‘A’ covers Colaba, Fort, parts of Dock Area, Ballard Estate, Shahid Bhagat Singh Road, D'Mello Road,  Netaji Subhash Marg (Marine  Drive), AP Marg,  Lokmanya Tilak Marg and is a generally well provided area.*

*The second area is the Pelhar village cluster consisting of 22 villages, where the Mithu Alur Foundation (MAF) was set up a few years ago to extend services to the villages. MAF has already established a community centre in the area. For the first time in the country, ADAPT is undertaking a door to door census of* ***all*** *children in the age group of 6 – 14 years – the age group who now have a fundamental Right To Education.*

*A survey of all organizations (schools, NGO's, hospitals) will also be conducted in the two administrative jurisdictions. ADAPT will explore the challenges faced by these organizations and identify the barriers that exist.  Further to the census and mapping survey, we will seek to bridge the structural deficits in the health and education system, through planned and sustained intervention.*

*SHIKSHA SANKALPis a three – year longitudinal project. We expect the outcome to be a replicable, sustainable model of universal education. The various components of the projects in the two catchment areas are listed below:*

***Mapping and Identification:***  *a.   Identification of children who are not in school through household and institutional surveys.   
b.   Identification of children with disability (CWD).   
c.   Conduct health and educational screening for validation of identified CWD.   
d.   Provide a snapshot of existing health and educational resources in the catchment areas in order to identify the existing gaps in the system.*

*A door to door mapping of these two areas will help create a robust data base. The project will not create new infrastructure. It will use the existing Government and Public network to identify, bridge and fill in the gaps in provisioning and services, thereby seeking to make them more universal.*

*The project will map the number of children with disabilities in the age group 6 to 14 years in a manner that the data generated may help to bring about policy responses, to ensure access to education for* ***all*** *disabled children.*

***Intervention:*** *Based on the findings of the mapping exercise and the gap analysis, strategies will be developed to implement interventions. Interventions will aim at removing barriers to inclusion and providing a continuum of support for the health and education needs of CWD and to energize the educational system to receive and retain CWD.*

***Capacity Building and Training:*** *Enrolment alone does not guarantee educational success. The need to have adequately trained teachers and educational administrators will be addressed through capacity training and continuum of support services with a focus on the importance of implementing the Right to Education.*

*Empowerment Courses will be introduced. Their aim will be to empower people with disability and their families to advocate for the implementation of all provisions of the Right to Education, Persons with Disability Act (PWD) and other relevant legislations in the catchment areas. Disabled Persons Organizations (DPO's) will be established in the two catchment areas.*

***Monitoring and Evaluation:*** *In order to make the process replicable, sustainable and robust, research and project documentation will capture the findings and record the methodology used to capture the findings. In-house and peer review will be an integral part of the methodology.*

***Community Based Resource Support Centre:*** *Two Hubs in Colaba and Pelhar will provide the support services, treatment, training and guidance to referral services for CWD in the two catchment areas.*

***The Rationale-Good Inclusive Education Practice*** *Through its activities the overall objective of the project is to create a model that supports inclusive education of* ***all*** *children with disabilities in a composite educational administrative jurisdiction. To date, there is no single ward, cluster or block in the country demonstrating a good inclusive education practice that provides universal coverage for* ***all*** *children in that cluster, ward or block.*

*This project proposes to create a strategy that would demonstrate good inclusive education practices in an Urban ward (‘A’ Ward Mumbai) and in a rural ward (Pelhar). It proposes to set up a universal model for the entire country that would enable* ***all*** *children in need to have access to education and related services [[39]](#footnote-39).*

***M3. Developing a Local Authority Framework in Yogyakarta Province Indonesia[[40]](#footnote-40)***

*While 5–10% of non-disabled children do not go to school, the equivalent for children with disabilities is estimated be more than 95%. The reasons include high drop-out rates, inflexibility in current teaching practices and failure to adapt, attitudinal barriers including lack of acceptance by fellow students and lack of institutional capacity at all levels including schools and local education authorities. Indonesia’s National Plan for Education 2010/15 specifically includes an objective to increase the enrolment rate of children with disabilities (cwd) to 30%.*

*113 registered ‘inclusive’ schools (please note: the term in the Indonesian context refers to schools that enroll cwd) across the province and 10 ‘unregistered’ inclusive schools that accept children with disabilities; 1,805 cwds currently attending inclusive schools; 2,024 cwd who do not attend school were impacted upon by the project which last 20 months funded in 2010-2011 by Arbeiter-Samariter-Bund Deutschland e.V (ASB), Germany;* [*www.asb.de*](http://www.asb.de)

***Process/ strategy to implement selected practice***

*The following activities have were undertaken:*

* *an Inclusive Education Steering Team (IEST), composed of education officials from 6 local education authorities, was established;*
* *a school-based survey was organized in 57 inclusive schools in Yogyakarta Province from April 1 to May 12, 2010, applying 7 separate survey methods including school and class observation, interviews with school administrators and CwDs, and focus-group discussions with school supervisors, teachers in inclusive schools, school committees, and special school headteachers;*
* *inclusive Education technical resources have been developed for teacher training including ‘10 tips to teach children with disabilities’ and, in collaboration with IDPN Norway, the translation into Bahasa Indonesia and adaptation of 3 specialized booklets from the UNESCO Inclusive Learning-Friendly Environment Toolkit;*
* *a set of context-based Guidelines called ‘Minimum Standards Technical Guidelines for Inclusive Education Implementation in Yogyakarta Province to Support Children with Disabilities’ were developed using secondary sources and based on the school survey. The Guidelines cover the following topics: Guideline 1: Criteria for Inclusive Schools; Guideline 2: Strategy for Regular Teachers Training; Guideline 3: School Administrators’ Management; Guideline 4: Monitoring Criteria and Checklist. Specific training was given to District and Provincial officials and school supervisors of the Province.*

***Changes achieved as result of selected practice***

*The project achieved results in the following areas: Policies; Resource allocation; Procedures and processes. More specifically:*

* *the 4 Guidelines have been adopted by the 5 Districts of Yogyakarta Province starting in July 2011 in 132 inclusive schools;*
* *the IEST is a trained, standing body with official Terms of Reference (ToR) and is now officially responsible for overseeing all aspects of Inclusive Education within Provinces;*
* *52 District and Provincial officials, all school supervisors of the Province (94) and 93 headteachers had their awareness raised on the topic covered by the Guidelines (see above);*
* *a new budget has been allocated for Inclusive Education by local government in 2 Districts;*
* *Local regulations for Inclusive Education at District and Province levels have begun to be created;*
* *the Inclusive Education Resource Centre in the Province has been revitalized by the Provincial Education Authority, which is also planning to establish 5 further sub-centres at District level.*

*Monitoring was ensured through a KAP baseline survey with the main stakeholders (IEST members) at the beginning, middle and end of the project. The school-based survey served as a basis for data collection and to inform the IEST in charge of the monitoring of the implementation of Inclusive Education in the Province.*

***How the other criteria for best practices were met or what efforts made to meet them***

***Sustainability****: this is ensured by the IEST and by the fact that he Guidelines have been officially adopted by local authorities.* ***Replicability:*** *the Guidelines are based on internationally recognized good practice, taking account of locally available and realistically achievable solutions.* ***Participation of DPOs****: within civil society, parents’ associations and DPOs were involved in all the relevant project stages including its conception, needs assessment, socialization, awareness raising, elaboration and dissemination of guidelines. Attention was also given to the participation of PwDs whenever possible, notably as trainers during the capacity building of the IEST.* ***Non-discrimination****:**the project promoted Inclusive Education for all children and involved all relevant stakeholders without discrimination.* ***Interaction between gender and disability****:**the school-based survey carried out in 57 inclusive schools (out of 113 official inclusive schools at the time) showed a significant discrepancy in the enrolment of boys and girls with disabilities, though this needs confirmation from a thorough census on the issue. It appears that only 30.32% of the cwd enrolled in the 57 schools are female and 69.68% are male. Girls with disabilities also seem to drop out more often than boys. Out of 35 children dropping out 24 were female, all of them classified as ‘slow learners’. No specific explanation has been provided by the survey to explain these data. Parents’ reluctance to send their girls or the age of the children may be one reason.* ***Awareness raising****: this was ensured in communities through leaflets, posters, radio and TV shows, press conferences and events.* ***Accessibility****:**advocacy for accessibility was ensured thanks to the publication Physical Accessibility (2009), produced by ASB with DIPECHO support, and thanks to previous projects where ASB improved access in 30 Inclusive and 3 Special Needs Schools using the simple low-cost solution of school accessibility.* ***Partnership****:**ASB has a good and efficient collaboration with the Provincial Education Authority of Yogyakarta, its official partner within the framework of this project, with whom ASB has an ongoing collaboration.*

***Plans to follow up the best practice example and potential for/contraints on moving forward***

*The project has been disseminated at national level and it is hoped that there will be replication/adaptions in other provinces. The development of Inclusive Education is limited by the financial constraints of local authorities in charge of implementation and the limited available resources to support the children and the schools in terms of health, psychological support and specific needs.*

***Other lessons learned***

*It is important to:*

* *empower the Government to promote inclusive policies and budget allocations to ensure more children can access schools;*
* *pay particular attention to local constraints and seek to promote practical low-cost solutions that can be effectively adopted by government;*
* *avoid duplication of material and understand first what is already available and make the resources accessible and workable for the final users. After several trials and reviews, it was decided to present the Guidelines according to the 8 Indonesian National Education Standards, a format which is considered ‘systematic’, ‘workable’ and ‘understandable’ by final users. Adaptation also refers to language, accepted terminologies, local references and literature, contextualized illustrations, local best practices examples, charts and specific tools based on existing formats from the supervisors and regular monitoring structure of the Education Authorities. Guidelines are also available in Braille;*
* *build local ownership and empowerment. This was achieved through involvement of key stakeholders, governmental and non-governmental, the use of local expertise, the inclusion of locally found solutions, the adaptation to local standards, formats and procedures.*

**N.Gender equality** for children/students with disabilities throughout the education system: Early Childhood Development and Education, primary, secondary, tertiary and higher and adult and continuing education. Though some progress has been made, in most countries gender inequalities exist in access, completion, staying on and transfer to secondary and tertiary education and these differences are greater for those with disabilities. (Article 6)

***N1******Tajikistan involving community and pupils in Community Based Education Information Management Systems***

*In Tajikistan, very few of the poorest children, those in remote areas, girls, working children and disabled children were attending school. Most children with disabilities were not allowed to attend school and there were many barriers to full participation for children, especially for girls in secondary education. Many schools lacked toilets, drinking water, playgrounds and materials. But there was no qualitative information on why children were not registered, why they attended irregularly and why they dropped out. Nor was there any mechanism to involve the community in resolving problems. Save the Children developed a Community Based Education Management Information Systems(C-EMIS) method in Tajikistan to produce more rigorous data and to use as a research and analysis tool.*

*The C-EMIS process is often facilitated by a local NGO or community leaders and education authorities. First, facilitators will ensure that people in the community understand that all children have the right to education. Then small groups of children and adults carry out research into the community and the school – finding out which children are not in school and why, and how the quality of education could be improved. The emphasis is on giving a voice to the most excluded or hidden members of the school community.*

*Each community involved in the programme formed a school development committee and a children’s group. These two groups worked in tandem to record which children were in and out of school, and their characteristics, and which children were at risk of dropping out. Armed with this information, the school development committee could start addressing barriers and getting children into school.*

*Between 2004 and 2007, groups were formed in 150 communities. Group members received training in data collection and analysis, planning, project proposal development, gender, inclusion and child rights issues. At first, community groups collected information at community meetings, but in the second year, they realised the data was not accurate enough. Now, an adult from the school development committee and a child from the children’s group visit each household in the community. The child and the adult interview the children and adults in the household separately, finding out which children are not in school and whether there are any discrepancies between the adults’ and children’s view of the reason. In many cases, adults would say they were keen for their child to go to school, but the child would say that in reality their parents wanted them to work, or were prioritising the education of another child.*

*Another addition to the C-EMIS model was that the children’s groups started collecting daily attendance records. Children attending less than 15 days a month were deemed to have dropped out of school. The two-person research teams would then visit the households of at-risk children and find out why they were not attending, and work with the parents and community to overcome the barriers they were facing. Solutions have ranged from organising extra help with homework to creating funds to help the poorest families take their children out of work and place them in school. The adult and child groups then triangulated and recorded the information from the three sources (community meetings, household visits and attendance records). The results in the third year gave a much more accurate picture of how many children were out of school or at risk of dropping out, showing that more children were out of school than had been thought – even though the records showed school attendance steadily going up due to the community initiatives over the previous two years.*

***Teacher Training***

*The C-EMIS research process identified concerns about teachers’ ability to work constructively with a diverse range of children. Save the Children worked with education authorities to ensure that 3,500 teachers were trained in child-centred interactive teaching methods, facilitation skills, positive discipline and inclusive approaches. Most teachers are still using these skills, and many have developed their own low-cost teaching materials and passed on their skills to other teachers through school cluster meetings and mentoring visits.*

***Increased support for disabled children and teachers***

*In Tajikistan, Save the Children worked with local authorities to ensure the education system provided support for children with disabilities. Authorities organised mobile rehabilitation and consultation services, and provided disability aids to children with special needs to help them do better in mainstream education. A quarter of the disabled children identified received home visits from teachers. The provision of these entitlements made a big difference to attitudes about whether children with disabilities could participate in education and in social life. In the communities involved, children with disabilities are now seen much more outside their homes. They take part in a range of community events, and 445 disabled children attend mainstream school.*

**O. Awareness raising** of the rights of people with disabilities to education and the need to promote positive attitudes to them and their inclusion **(Article 8)**

This can be accomplished in a number of ways e.g.

* involving adults with disabilities and their representative organisations in the school;
* ensuring the development and production of learning materials that include the perspective, lives and experiences of people with disabilities;
* training all education staff and giving them an opportunity to re-examine their attitudes to people with disabilities;
* including the study of disability, the history of social attitudes to people with disabilities, the cultural representation in art, literature, drama, film, TV and the media, the scientific basis of impairment in the school curriculum for all;
* showcasing work done on disability with parents and the local community through open days, shows and assemblies, street theatre
* challenging disabilism, teasing and bullying in school
* Identifying children with disabilities and planning for their inclusion

***O1 Nicaragua developing a positive attitude to inclusive education***

*ASNIC, Associación Nicaragüense para la Integración Communitaria, has been working with a UK development agency, CODA, Community Development and Action International (with funding from the UK Big Lottery ), to address the massive educational disadvantage among disabled children in Nicaragua. ASNIC is working on several fronts, for example to draw attention to their situation through the mass media, link Disabled People’s Organisations to the Education Ministry and empower teachers to enhance their skills in meeting this challenge. The main focus of its*

*approach is in raising awareness of the rights of disabled people in local communities, strengthening their capacity for informed advocacy and showing how their inclusion benefits everyone.*

*It included training workshops, seminars, advocacy campaigns, media campaigns and the production of a documentary about positive experiences of inclusive education. The project proposed to bring about positive changes in attitudes in favour of the inclusion of disabled people in the economic and social life of the country. In particular, it proposed to promote the enrolment of disabled children in regular schools and strengthen disabled people’s networks and organisations. Greater awareness of the benefits of enrolling disabled children in mainstream schools among 500 teachers and 1,340 students and parents in 18 school districts, contributing to a change in attitude and positive action to implement inclusive education by the end of 2010.*

*The start of the project coincided with the election of a government that was more willing to address social issues. ASNIC participated in consultation processes, such as the Ten Year Education Plan, Curriculum Transformation and others, that would facilitate smooth and constructive communication within the project framework.*

*Nicaragua is one of the poorest countries in Latin America. The average schooling level is 5.7% the third lowest in Latin America and 12.5% of school age children (6-14 years old) have no access to primary education. The low investment in education (as well as other social services) makes it extremely difficult for the country to make significant progress in achieving the Millennium Development Goals. The number of disabled children supported by Ministry of Education went up from 4.5% in 2005 to 10% in 2011.*

***Lessons learned***

*a) Working on self-esteem allowed for institutional strengthening and the promotion of disabled people’s rights.*

*b) Relationships established with decision-makers are more likely to succeed when based on respect, complimentarity and the pursuit of common goals.*

*c) Relinquishing control of the transformation process to the subjects themselves creates a sense of ownership, sustainability and confidence as well as an effective participation.*

*d) Setting up alliances and networks works well to promote rights, heighten visibility and the ability to influence.*

*e) A general weakness was the weak visibility of the overall process. The project should have been better publicised.*

*f) A lot more work needs to be done with the families of disabled children. The family’s perspective of the disability becomes the main obstacle to the child’s inclusion.*

*g) The project achievements exceeded expectations thanks to the actions of the organisations and the synergy of the workshops.*

*h) Developing awareness raising processes in a respectful way brings about changes of attitude without violence.*

*i) Recognition of the rights of disabled children contributed to their inclusion into educational and social systems.*

*A reached the view that to scale up and sustain the project changes in self-esteem of disabled people and their families was most important and that it was vital for community and advocacy groups to move from working independently to becoming members of a much larger coalition and develop greater inclusive education of children with disabilities. ASINC and CODA make suggest the following was actions*

***O2 Community Based Rehabilitation***

*The World Health Organisation (2010) has recently published new guidelines on Community Based Rehabilitation (CBR)[[41]](#footnote-41), following widespread international consultation with many organisations and individuals. The guidance contains many useful examples and practical tips on implementing inclusive education in early years/primary, at the local level. This defines CBR as “The role of CBR is to work with the education sector to help make education inclusive at all levels, and to facilitate access to education and lifelong learning for people with desirable outcomes” The education guidance follows the following principles:-*

*• All persons with disabilities have access to learning and resources that meet their*

*needs and respect their rights.*

*• Local schools take in all children, including children with disabilities, so they can learn and play alongside their peers.*

*• Local schools are accessible and welcoming; they have a flexible curriculum, teachers who are trained and supported, good links with families and the community, and adequate water and sanitation facilities.*

*• People with disabilities are involved in education as role-models, decision-makers*

*and contributors.*

*• Home environments encourage and support learning.*

*• Communities are aware that people with disabilities can learn, and provide support*

*and encouragement.*

*• There is good collaboration between the health, education, social and other sectors.*

*• There is systematic advocacy at all levels to make national policies comprehensive to facilitate inclusive education.*

*Inclusive education has changed recently in how CBR define it.*

*“The social model of disability moves away from an individual-impairment-based view of disability and focuses on removing barriers in society to ensure people with disabilities are given the same opportunity to exercise their rights on an equal basis with all others. Similarly, inclusive education focuses on changing the system to fit the student rather than changing the student to fi t the system. This shift in understanding towards inclusive education is required of CBR programmes, which in the past have tended to work at a more individual level”.*

***O3 INCLUSIVE EDUCATION IN NEW ZEALAND***

*New Zealand has made significant advances in the journey towards inclusive education since the Salamanca Statement (1994).*

* *In terms of legislation, the Education Act, 1989 s.8 gave disabled children the right to attend their local school. The legislation s.9 however also offered parents the right to choose the education setting appropriate to their child.*
* *New Zealand ratified the United Nations (UN) Convention on the Rights of the Child in 1993. Furthermore, New Zealand’s government and nongovernment reports to the UN monitoring committee have included reference to disabled children’s right to education.*
* *The New Zealand Disability Strategy 2001 offers strong protections for students with disabilities and was developed with extensive consultation with disabled people, families, and the community sector. The government’s education policy for children with disabilities weighs strongly in favour of providing disabled children access to education in regular settings.  For example, Objective 3 of the New Zealand Disability Strategy represents the government’s desire to “[provide the best education for disabled people”, by ensuring;*

*“no child is denied access to their local, regular school because of their impairment.”*

*While there are many challenges still facing inclusion in New Zealand, there are examples of inclusive practices in NZ:*

* *There are many young people who have now left school who have experienced inclusive education settings at every stage of their education.*
* *The DVD recently developed by IHC( a parents organisation for those with learning difficulty) shows many best practice examples of inclusive schools- These examples are often entirely underpinned by the inclusive attitudes and commitment of school leadership combined with positive and practical engagement with the specialist support and family.*
* *Three Universities are offering inclusive education to students and one university has established a Centre for Excellence in Inclusive Education.*

*Moving forward in New Zealand*

*IHC believes that further progress will be achieved by ensuring that all issues about disabled children’s right to an inclusive education are considered and advanced within a human rights framework. It is for this reason that IHC has made a complaint to the Human Rights Commission. The IHC action has created considerable interest from the education and disability sectors and there is now common agreement with the human rights framework approach.[[42]](#footnote-42)*

|  |  |
| --- | --- |
|  | ***O4 The South African Good Practice and Thutong Ministry of Basic Education*** *has made 13 short films to educate the public about inclusive education. These are shown on national television at peak viewing times. To back up this work a whole range of resources have been made available on line at Thutong the South African Education Portal. Check this out for the website.[[43]](#footnote-43)*  ***‘Developing Inclusive Education in South Africa’*** *a film of developing inclusive practice in 10 primary schools in Mpumalanga, Gauteng, Eastern Cape and Western Cape made by World of Inclusion and Redweather productions[[44]](#footnote-44).*  ***O5 Developing a Positive Attitude to Disability Among all Learners.*** *In 2009/2010 World of Inclusion was commissioned by the Qualification and Curriculum Authority to work with schools to develop methods and resources for raising awareness of disability from a social model point of view in primary and secondary schools. 26 schools took part and reported high levels of interest from pupils and improved attitudes after the work. The materials and outcomes can be viewed along with a range of lesson ideas for raising disability issues in the curriculum. Nine films demonstrating ways of raising awareness of disability as an issues of equality in the curriculum can also be viewed on line. [[45]](#footnote-45) This work has now been developed into the United Kingdom Disability History Month which takes place from 22nd November to 22nd December each year and increasing numbers of schools are doing work on disability in the curriculum. This will reduce the high level of bullying that disabled learners are subject to and create more welcoming environments for people with disabilities[[46]](#footnote-46).*  **P. Nothing About Us Without Us. Involving People with disabilities and their representative organisations-DPOs Disabled People’s organisations** Throughout UNCRPD the importance of involving DPOs is emphasised. From many of the examples quoted above there has been a recognition that Disabled People’s Organisations(DPOs) are essential as lead partners in developing inclusive education. These representative organisations have along with parents of children with disabilities been the main change agents for the development of disbility rights and the development of inclusive education in the world, over the last forty years. DPOs have the understanding of the barriers that disable and often have the skills, knowledge and understanding of how to remove or ameliorate these barriers. Far too few people with disabilities are directly employed as teachers and other educational professionals due to the barriers they themselves experienced, but they have a crucial role to play at international, national and local levels to form alliances with parents, teachers , administrators and politicians to develop good inclusive education practice scaled up from the small scale pilots to national policy in all countries. This has already been amply illustrated in South Africa (C1), Mumbai(D2, H1, M2), Zanzibar(E1) Bangladesh (G3), Tanzania (H3) Mozambique(J2), Kerela (J3) Indonesia(M3), Tajikistan (N1), Nicaragua (O1), New Zealand (O3) and United Kingdom( O5).  ***P1 Kiribati’s Te Toa Matoa make a community drama production[[47]](#footnote-47)***  *Te Toa Matoa (TTM) is the Disabled People’s Organisation that aims to promote disability awareness in all communities of Kiribati. Kiribati is a country of an island and archipelago of low atols in the Pacific with a population of just over 100,000. In 2003, it was commissioned to produce and deliver a play to illustrate some of the issues that adults and children with disabilities face daily. These included issues of prejudice, lack of opportunities for education, work and others. Their play “But What About Jane?” was taken to many of the islands and communities in Kiribati, and has helped the community to become more aware of the rights of those with disabilities. This has meant that schooling is now seen as an important issue for ALL children*. |

***P2 Making It Work in Mali & West Africa[[48]](#footnote-48)***

*Making It Work (MIW), supported by Handicap International, has a strategy of fully involving disabled people and their organisations in projects, linking a number of countries in different regions of the world to implement aspects of the UNCRPD. The ‘Making it Work’ Initiative is a global multi-stakeholder project to promote effective implementation of the UNCRPD. The ‘Rights in Action’ initiative is implemented as part of a broader regional project, Droit, Egalité, Citoyenneté, Solidarité, Inclusion des Personnes Handicapées (DECISIPH), which addresses the issues of rights, equality, citizenship, solidarity and inclusion of disabled people across six countries in West*

*Africa: Burkina Faso, Mali, Niger, Senegal, Sierra Leone and Togo. DECISIPH is a five year*

*programme, started by Handicap International in 2008, and implemented in partnership with the Secretariat of the African Decade of People with Disabilities (SADPD); national DPO federations; national and local DPOs; and public institutions responsible for disability issues. SADPD (www.africandecade.org) has a vision of an African continent where disabled people enjoy their human rights. It is a DPO.*

*The primary objective of the ‘Rights in Action’ initiative is to promote practical, evidence-based recommendations on how to achieve inclusive local governance in West Africa, so that disabled people can play an active role in shaping the local policies and services that impact directly on their lives. Underpinning this objective is the goal of promoting effective implementation of the UNCRPD at all levels across West Africa. The Framework which supports DPOs to work with other stakeholders is an empowering one for disabled people, rather than the disempowerment that other international NGOs promote unintentionally, as they follow the logic of promoting*

*their particular organisation, sometimes at the expense of achieving the longer term objectives of implementation of the UNCRPD. Making It Work brings many of these international NGOs together with DPOs.*

*An example of how the framework devised by Making It Work has been applied in West Africa is in the San municipality, Mali.127 Good practice was made possible by constructive dialogue and the creation of a disability focal point inside the local education administration, demonstrating that the concerns of disabled people were being taken into account by policy-makers at the local level thereby increasing inclusive education.*

***P3 The UK Alliance for Inclusive Education*** *was founded in 1989 to campaign for*

*integration for disabled children in mainstream schools. It brought together disabled adults and children, the parents of disabled children and professionals such as teachers and psychologists. The majority of its trustees are disabled people. It has run many grassroots campaigns in support of families wanting to get their disabled children into mainstream schools.*

*Disabled people’s thinking has been the driving force of the Alliance, linked to the energy and will of parents who want an inclusive life for their children. In the 1990s the Alliance co-ordinated a campaign to get rid of compulsory segregation of disabled children in special schools. This culminated in the passing of the UK Special Educational Needs and Disability Act 2001, which gave all parents a real choice of mainstream education.*

*In 2006 the Alliance lobbied the Department for Education and Skills. Evidence gathered from schools and families was presented to Education Minister Andrew Adonis. The lobby was held in response to uninformed and negative publicity opposing inclusive education in the UK. In 2010 the Alliance developed a Manifesto for Inclusion, which is currently endorsed by 500 individuals and organisations and forms the basis of the challenge to the current coalition government’s policy of removing the so-called ‘bias towards inclusion’. The main planks of the Manifesto are:*

*• All disabled learners have the legal right to attend mainstream courses in mainstream education settings.*

*• All disabled learners have the legal right to individualised support.*

*• Education buildings should be made accessible to all disabled learners.*

*• All mainstream course curricula should be accessible by and inclusive of disabled learners.*

*• All education assessments and accreditations should be inclusive.*

*• Compulsory disability equality training for all education professionals and staff.[[49]](#footnote-49)*

http://www.youtube.com/watch?v=bwaRDEISDVU

**Effective inclusive education for people with disabilities**

Following wide consultation and examination of current state practices, the UN Special Rapporteur, in his 2007 Report to the UN Human Rights Council, recommends that states take specific steps towards building an inclusive education system to include children and students with disabilities. These include policy formulation and legislative and financial frameworks. Legislation is not an end in itself and its impact depends on implementation, the sustainability of funding, and monitoring and evaluation. More detailed policy frameworks are also needed, that ensure that legal norms can be translated into practical programmes. At a minimum, these frameworks should incorporate the suggestions made by the UN Special Rapporteur (Table 2).

**Table 2  UN Special Rapporteur’s suggestions on how to develop inclusive education**

1. Legislation. Eliminate legislative or constitutional barriers to children and adults alike with disabilities being included in the regular education system. In this regard States should:-

* Ensure a constitutional guarantee of free and compulsory basic education to all children;
* Adopt and entrench legislation aimed at ensuring the rights of persons with disabilities;
* Ensure that legislation prohibiting discrimination in employment is adopted and enforced. This will enable persons with disabilities to become teachers;
* Ratify the Convention on the Rights of Persons with Disabilities.

1. Ministerial Responsibility. Ensure that one ministry is responsible for the education of both children and adults. States may therefore need to:

* Amend legislation so that the Ministry of Education is responsible for the provision of all education.

1. Develop a Mainstream System for All. Ensure that one school system is responsible for the education of all children in their region. To this end, States may need to:

* Amalgamate budgets and administration of special education and regular education within a geographical area;
* Adopt policy priorities and legislation that promotes inclusion of all students in the mainstream education system.

d) Transform Special Schools into Resource Bases. Transform existing special education resources – special schools or classes – into resources to assist the mainstream system. To do this States may need to:

* Train special educators to serve as additional resources to regular teachers;
* Transfer students from special programmes to regular classes supported by the resource staff;
* Allocate financial resources for the adequate accommodation of all students and for technical assistance to support ministry of education officials, at the district, school and classroom level;
* Revise testing methods to ensure that accommodation is made for students with disabilities.

e) Teacher Training. Provide pre-service and in-service training to teachers so that they can respond to diversity in the classroom. To this end, States may therefore need to:

* Train teachers in classroom techniques such as differentiated instruction and co-operative learning;
* Encourage persons with disabilities to train as teachers;
* Use pyramid training techniques where teachers, once trained in inclusive education methodologies, teach other teachers and so on.

(f) Train Administrators. Provide training to educational administrators and support staff on best practice in response to individual student needs. States may need to:

* Provide models of practice that provide support such as ‘school-based support teams’;
* Provide regular access to new knowledge on school and classroom ‘best practices’;
* Provide domestic research into best practice as it relates to inclusive education.

(g) Remove Constraints on Teachers. Ensure that conditions that constrain teachers to teach inclusively are addressed. To do this, States may need to:

* Address class size. Smaller class sizes are generally considered to be most effective;
* Revise and adapt curriculum content in accordance with best practice;
* Ensure that school buildings and materials are accessible to children with disabilities.

(h) Develop Inclusive Early Years. Invest in inclusive early childhood care and education (ECCE) programmes, which can lay the foundation for lifelong inclusion of children with disabilities in both education and society. States may need to:

* Undertake a consultative process, including disabled people’s organisations and groups for parents of disabled children, to develop a national ECCE policy;
* Include ECCE in key government resource documents such as national budgets, sector plans and poverty reduction strategy papers.

(i) Train and Empower Parents. Provide training to parents of children with disabilities so that they know about their rights and what to do about it. Here States may need to:

* Support civil organisations, including those of parents of children with disabilities, to build capacity on the right to education and how to influence effective policy and practice.

(j) Monitor Enrolment and Participation. Develop accountability mechanisms in order to monitor exclusion, school registration and completion of education by persons with disabilities. States should therefore, as a minimum:

* Adopt and revise reporting mechanisms to disaggregate data on school participation. Such data should specifically include type of disability.

(k) Prioritise International Collaboration. Seek, and act upon, assistance as required.

To this end, States may need to:

* Seek assistance on best practice from States and international and/or intergovernmental organizations;
* Integrate these best practices into legislative and policy frameworks;
* Where adequate resources are lacking, seek international assistance.

The UN Special Rapporteur also calls on national human rights institutions and civil society to participate actively in the design of inclusive education and to help monitor implementation and raise awareness.[[50]](#footnote-50)

Effective inclusive education for people with disabilities needs to be based on the human rights and social model approaches outlined above. It must also identify barriers and come up with solutions. These solutions should be attitudinal and cultural, environmental and organisational, and operate at different geographic levels. Table 3 identifies a range of changes that are required at international, national, regional and school level to develop an inclusive education system and fit into a disability rights approach to inclusive education. All these changes have already been put in place in different places in the world, but the issue is to both generalise them and ensure they have sufficient specificity to be effective in their geographic context. Remember, inclusive education is an on-going process and way of thinking.

**Table 3  Characteristics of an inclusive education (IE) system at international, national, regional and school level**

**International Policy**

1. UN Convention on the Rights of People with Disabilities ratified and implemented with buy-in from world leaders.
2. All Governments & Departments of UN prioritise implementation UNCRPD
3. Strong International Monitoring-UNCRPD Committee
4. Education For All/ World Bank prioritises disabled children
5. Single and multi-aid donors prioritise support inclusion disabled learners e.g. Disability Rights Fund
6. Promising Practice is widely shared and analysed in policy documents
7. International commitment to accessibility throughout education
8. Barriers to copywrite for alternative format materials removed

**International Activity**

1. Continuing International practice sharing and discussion UNESCO, UNICEF
2. Universities collaborate across globe on ensuring all teachers trained for inclusive classroom
3. Examples of good practice shared on Global Website-UNESCO/EASEN
4. Disabled Movement leaders organised to campaign for IE-DPI, IDA
5. Disability Equality and Inclusion Training run by disabled trainers
6. Support for building accessible schools and curriculum
7. Share ways of bringing disability equality into school curriculum for all
8. Teacher Unions and Global Campaign for Education prioritise development IE for disabled learners.

**National- Policy**.

1. Anti-Disability Discrimination Law covers Education

2. A flexible national curriculum is developed

3. Primary education is free to all, and ECE and Secondary made inclusive

4. Sufficient school places and teachers available

5. Pupil-centred pedagogy where all can progress at their optimum pace is encouraged

6. Assessment systems are made flexible to include all learners

7. Specialist teachers are made available to support mainstream-support teams

8. Sufficient capital for school building and modification

9. A media and public awareness campaign to establish a rights-based approach to disability and inclusive education environments(Article 8)

**National Activity**

1. Develop means of making the curriculum accessible to all

2. Disabled pupils and their parents are actively encouraged to enroll

3. All teachers are trained in inclusive teaching and learning

4. Curriculum materials are made accessible

5. Children learn and are assessed in ways that suit them best

6. Innovative ways found to expand support for learning

7. Programmes developed to mobilise communities to build new schools or adapt existing

8. Schools are resourced and become hubs of learning for all in their community

**Regional/District Policy**

1. Education administrators link with health and CBR workers with a joint inclusion strategy

2. Education administrators link with disabled advisers/local disability movement

3. Recruit enough teachers and support staff; reduce class sizes

4. Support on-going inclusion training for teachers, parents, and community leaders

5. Develop centres with equipment and expertise on techniques, e.g. signing, Braille, and augmented and alternative communication

6. Ensure sufficient schools and that they are accessible

7. Ensure sufficient specialist teachers for those with visual, hearing, physical, communication, learning or behavioural impairments work with a range of schools

**Regional/District Activity**

1.Ensure all disabled children identified are enrolled in their local schools and complete the course

2. Run regular training for and with disabled advocates and activists

3. Utilise those within the community who have completed their elementary education to support learning

4. Run regular and on-going training on inclusive learning for teachers

5. Run regular training for parents and community leaders on inclusive education

6. Train and use local unemployed to build and adapt accessible school environments

7. Support parents of disabled children to empower their children

8. Share best practice in the region by exchanges and film

**Policy** **School/Class**

1. Ensure sufficient staff and volunteers are in place to provide support for disabled children

2. Ensure all staff understand and know what is required of them to include disabled children

3. Support and share an innovative curriculum

4. Create a school/classes that welcomes difference and in which pupils support each other-peer support and collaborative learning

5. Assessment is continuous and flexible

6. Make the school the hub of the community, encourage involvement of hard to reach families

**Activity School/Class**

1. Inclusion audit regularly and barriers tackled

2. Ensure school environment and activities accessible and information available in alternative forms as required, e.g. Braille, audio, pictures, signing, objects, movement

3. Make sure the curriculum and how it is taught is accessible to all with a range of learning situations, styles and paces, e.g. mixed ability

4. Teachers trained and support each other in planning and developing inclusive practice

5. Assessment is formatively used to assess what children have learned

6. All children have awareness about disability as a social oppression raised and have negative attitudes and behaviour to disabled people challenged

7. Person centred planning approaches developed to ensure positive transition to adult life, learning and work[[51]](#footnote-51)

**Conclusion**

Despite 20 years of global focus on developing inclusive education through the Education For All Initiative, Millennium Development Goal 2 and efforts of UNESCO, UNICEF, the World Bank and many International NGOs there are still major challenges in providing every student with a disability an education. Where there have been effective NGO led local projects there remains a major problem of bringing them to scale. Susan Peters, a disabled academic, in a widespread review of Inclusive Education for the World Bank [[52]](#footnote-52) suggests, ‘research on inclusive education makes clear that change is needed at all these levels to address the systemic barriers that continue to hold back progress’. In her extensive review of international research, she determines that achieving inclusive education is a ‘struggle’ that takes place within asymmetrical ‘power relations’ because of all the interests involved’. Where political leadership has been taken, systems for inclusive education have been created. This view is also backed up by a ground breaking comprehensive global survey of

inclusive education led by Connie Laurin-Brown for Inclusion International.[[53]](#footnote-53) This study identifies systematic barriers – why commitments fail to transform into policy and practice and suggests eight barriers to global implementation of inclusive education for children with disabilities: (i) a political vacuum of leadership and accountability; (ii) invisible children, who are not identified and not included; (iii) unsupported families; (iv) unsupported teachers; (v) little ‘knowledge networking’ and ‘knowledge mobilisation’; (vi) an unaware public; (vii) supply side exclusion – physical barriers and lack of school-based supports; (viii)

systematic failure of the state.

Yet in far too few places have the political forcers of parents, disabled people and supportive allies-professionals and politicians been marshalled to bring about systematic structural change which will lead to the establishment of inclusive education systems. The examples shown here from very diverse places around the world show it is perfectly possible even in areas with very meagre resources to include the wide range of children with disabilities, so they may reach their potential.

The impact of good inclusive education influence all children and students in a positive manner. The process of achieving inclusive education requires a bottom-up approach bringing together, parents, disabled people, teachers and children backed up by a real willingness by politicians and administrators to put in place the policy, infrastructure , training and awareness measures necessary to spread the islands of good practice to whole countries.

**Appendix 1 – Principles of the UNCRPD**

**The principles of the UNCRPD are part of these obligations and bear strongly on our discussion of implementing inclusive education.**

1. **Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;**
2. **Non-discrimination;**
3. **Full and effective participation and inclusion in society;**
4. **Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;**
5. **Equality of opportunity;**
6. **Accessibility;**
7. **Equality between men and women;**
8. **Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. (Article 3)**

**Appendix 2 – Article 24 of the UNCRPD**

**Article 24 Education UN CRPD**

**“1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:**

1. **The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;**
2. **The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;**
3. **Enabling persons with disabilities to participate effectively in a free society.**

**2. In realizing this right, States Parties shall ensure that:**

**a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;**

**b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;**

**c) Reasonable accommodation of the individual's requirements is provided;**

**d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;**

**e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.**

**3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:**

**a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;**

**b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;**

**c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.**

**4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to 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.**

**5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities”.**

**Useful Resources**

**ADAPT** has a wide range of publications for sale in both English and Hindi, covering many

aspects of disability. They also describes projects and research carried out by ADAPTon inclusive education in early childhood. Available from: NRCI, Bandra Reclamation K.C., Marg Bandra (West), Mumbai 400 050, India. [www.adaptssi.org](http://www.adaptssi.org)

**Alliance for Inclusive Education** Campaigns in Action – Disabled People’s Struggle for Equality

http://www.allfie.org.uk/docs/Campaigns%20in%20Action.pdf

**Committee on the Rights of Persons with Disabilities**

The Committee on the Rights of Persons with Disabilities (CRPD) is the body of independent

experts which monitors implementation of the Convention by states parties. All states parties are

obliged to submit regular reports to the Committee on how the rights are being implemented.

They must make an initial report within two years of accepting the Convention and thereafter every

four years.

Committee: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/CRPDIndex.aspx>

Membership: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/Membership.aspx>

Accessibility: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/DGD7102010.aspx>

**Conference of States Parties, UNCRPD**

Meets every year in September at UNHQ, New York. The 3rd session, 1–3 September 2010, focused

on Article 24: <http://www.un.org/disabilities/default.asp?id=1532> (whole session)

Round Table 2: ‘Inclusion and the Right to Education (Article 24)’, Background paper CRPD/

CSP/2010/CRP.4, <http://www.un.org/disabilities/documents/COP/COP3/crpd_csp_2010_crp_4_article24.doc>

World Federation of the Deaf: http://www.un.org/disabilities/documents/COP/COP3/Presentation/

Markku%20Jokinen.doc .

**UNCRPD Committee:** http://www.un.org/disabilities/documents/COP/COP3/Presentation/Ana

%20Peláez%20Narváez.ppt

UKDPC: <http://www.un.org/disabilities/documents/COP/COP3/richard_rieser.doc>

**Department for International Development, UK**

‘How to Note: Working on Disability in Country Programmes’, 2007, <http://www.makedevelopment-inclusive.org/docsen/howtonotedfid.pdf>

**Disability Awareness in Action** <http://www.daa.org.uk/>

Useful information from point of view of disabled people’s organisations.

**From Exclusion to Equality: Realizing the Rights of People with Disabilities**

Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities

and its Optional Protocol*,* UN, Geneva, 2007

<http://www.un.org/disabilities/documents/toolaction/ipuhb.pdf>

**Disability Rights Fund**

89 South Street, Suite 203, Boston, MA 0211, USA Tel+ 001 617 261 4593

Provides grants for capacity building around UNCRPD

email: [info@disabilityrightsfund.org](mailto:info@disabilityrightsfund.org) <http://www.disabilityrightsfund.org/>

**Education: Towards Inclusion, UNESCO (regularly updated)**

This section of UNESCO’s education website hosts definitions of concepts, policies and publications

relating to inclusive education. Languages: English, French.

Available from: UNESCO Publishing, 7 Place de Fontenoy, 75352 Paris, France

http://www.unesco.org/new/en/education/themes/strengthening-education-systems/

inclusive-education/

**Enabling Education Network** <http://www.eenet.org.uk>

This is an excellent website focusing on inclusive education, regularly updated with publications

from the South.: Enabling Education Network,

Educational Support and Inclusion, School of Education, University of Manchester, Oxford Road,

Manchester M13 9PL

Languages: English, French, Portuguese, Russian, Spanish, Arabic

**Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments**

Sheldon Shaeffer *et al*., UNESCO, Bangkok

<http://www2.unescobkk.org/elib/publications/032revised/brochure_embracing.pdf>

Available from: UNESCO, Pacific Regional Bureau for Education, PO Box 920, Sukhumvit Road,

Bangkok 10110, Thailand 2004, 320 pp.

**Handicap International**

<http://www.handicap-international.org.uk/what_we_do/inclusion/inclusive_education>

Produces resources to support the development of inclusion, including *Inclusion in Rwanda* .

Generic reasons why disabled children in developing countries may not go to school:

Six questions on inclusive education (French with English subtitles)

• What are the challenges faced by children with disabilities in your country?

<http://www.youtube.com/handicapintluk#p/c/0/VD1sKlDc2zA>

• What are the main obstacles to accessing education faced by children with disabilities in your

country?

<http://www.youtube.com/handicapintluk#p/c/A85BC4CDEC24910C/1/X7h5jfBbmGA>

• What do HI and its education partners do to overcome challenges for children with disabilities?

<http://www.youtube.com/handicapintluk#p/c/A85BC4CDEC24910C/2/W5h6GCgkipE>

• How do you measure the impact of the education work you do with children with disabilities?

<http://www.youtube.com/handicapintluk#p/c/A85BC4CDEC24910C/3/QSb3CIafVDI>

• What does a quality education mean?

<http://www.youtube.com/handicapintluk#p/c/A85BC4CDEC24910C/4/2RiH7v3Bdpo>

• What is your vision of a quality education?

http://www.youtube.com/handicapintluk#p/c/A85BC4CDEC24910C/5/hllsrHE1-8

**IHC New Zealand**

http://www.ihc.org.nz/Portals/0/Get%20Information/inclusive-education/inclusiveeducation-report.pdf  *Learning Together Working Towards Inclusive Education in New Zealand Schools,* Jude MacArthur,

May 2009 DVD online: *Learning Better Together*

**Inclusion International**

<http://inclusion-international.org>

*Better Education for All: When We’re Included Too* (2009), Survey of progress towards inclusive

education

http://inclusion-international.org.cluster.cwcs.co.uk/wp-content/uploads/Better-Education-for-

All Global-Report\_October-2009.pdf

*The Implications of the Convention on the Rights of Persons with Disabilities (CRPD) for Education*

*for All* (2009). Links to all relevant articles of the CRPD

http://www.inclusion-international.org/wp content/uploads/ImplicationsCRPD\_dr2\_X1.pdf

**Inclusive Education in Action**

http://www.inclusive-education-in-action.org/iea/

IEA project homepage: **UNESCO and the European Agency for Development in Special Needs**

**Education** are working together on this project.

The criterion for IEA projects is that they must find ‘good examples of practice’ – with the emphasis

on the quality of information provided, rather than examples of ‘good practice’ where judgments

regarding the quality of the practice being described are made.

**Inclusive Education: Where There Are Few Resources** Sue Stubbs, 2008,.

This booklet is for those who are receptive to the idea of inclusive education, but want to develop

a more in-depth understanding of its context and find out where to go for further information. It

is not a training manual and does not provide detailed information on classroom methodology. It

can be downloaded from the EENET website: <http://www.eenet.org.uk/>

Also available from: The Atlas Alliance, Schweigaardsgt 12, PO Box 9218 Gronland, 0134 Oslo,

Norway 2008

**Index for Inclusion: Developing Learning and Participation in Schools**

Tony Booth and Mel Ainscow, CSIE. The *Index for Inclusion* is a set of materials to guide schools through a process of inclusive school

development. It is about building supportive communities and fostering high achievement for all

staff and students. The third edition, published in May 2011, covers wider issues such as

sustainability and democracy. Available from: Centre for Studies on Inclusive Education (CSIE), The Park Centre, Daventry Road, Knowle, Bristol BS4 1DQ, UK **email** [admin@csie.org.uk](mailto:admin@csie.org.uk) http://www.csie.org.uk/publications/index.shtml

**International Disability Alliance** http://www.internationaldisabilityalliance.org/

*Effective Use of International Human Rights Monitoring Mechanisms to Protect the Rights of*

*Persons with Disabilities*, 2010, Geneva.

**Leonard Cheshire Disability**

<http://www.lcint.org/?lid=5060>

***Young Voices***

Short films from young people in 19 Commonwealth countries

http://youngvoices.lcdisability.org/

**Making It Work**

The Making it Work (MIW) initiative is a global multi-stakeholder initiative to promote effective

implementation of the CRPD. Making It Work International Advisory Committee: Handicap

International; Inclusion International; CBM; Leonard Cheshire Centre for Inclusive Development;

Mobility International USA; Disabled Peoples’ International; Inter-American Institute on Disability

and Development.

<http://www.makingitwork-crpd.org/miw-projects/>

<http://www.makingitwork-crpd.org/about-miw/>

http://www.makingitwork-crpd.org/fileadmin/user/West\_Africa/RapportDroitsEnActions\_

Synthese\_GB.pdf

**Save the Children UK**

<http://www.savethechildren.org.uk/>

*Making Schools Inclusive: How Change can Happen*, 2008

Many different examples from Save the Children’s support for inclusive education around the

world.

*See Me, Hear Me*, 2009 Combined analysis of disabled children’s rights, based on the CRC and CRPD

*Schools for All: Including Disabled Children in Education*, 2002

These guidelines are primarily aimed at education staff who are trying to develop inclusive

education practices in schools.

Available from: Save the Children UK, 1 St John’s Lane, London EC1M 4AR, UK

**Sightsavers**

<http://www.sightsavers.org/our_work/how_we_help/education/11139.html>

Sightsavers publishes useful documents, examples and policy statements.

*Getting Disabled Children into School in Developing Countries*, 2007

http://www.sightsavers.org/in\_depth/policy\_and\_research/education/13076\_Getting%20

disabled%20children%20into%20school.pdf

‘Making inclusive education a reality’, Policy paper, July 2011

http://www.sightsavers.org/in\_depth/policy\_and\_research/education/16079\_Sightsavers%2

0IE%20Policy%20Paper%202011%20-%20FINAL.pdf

**Source**

http://www.asksource.info

Source is a international information

support centre providing free access to health and disability information.

Its Resource Library has details of over 25,000 books, manuals, CD-ROMs, websites, organisations,

newsletters and journals. Browse lists of key resources in specific topic areas in international disability and development.

http://www.asksource.info/res\_library/disability.htm

**South Africa**

To back up the development of inclusion, a range of resources have been made available online

at Thutong, the South African Education Portal

<http://www.thutong.doe.gov.za/inclusiveeducation/tabid/1341/UserId/37007/Default.aspx>

Check this out for the following:

*Towards an Education that is Inclusive,* Hlanganani Video Series, 2009

Episode 1: What is Inclusive Education?

Episode 2: The First Step Towards Inclusion is Free – Change your Attitude

Episode 3: The Cost of Exclusion is Higher for the Nation than the Cost of Inclusion

Episode 4: Inclusive Schools Promote Inclusive Communities

Episode 5: The Role of Special Schools in an Inclusive System

Episode 6: Overcoming Language Barriers

Episode 7: A Curriculum for All and Support for All

Episode 8: Persons with a Disability Making their Mark

Episode 9: The Impact of Inclusion on Communities

Episode 10: Social Inclusion through Sport and Recreation

Episode 11: Promoting Social Justice and Service Delivery through Inter-Departmental

Collaboration

Episode 12: Human Rights and Inclusion

Episode 13: The Future of Inclusive Education

*Developing Inclusive Education in South Africa*

Film about developing inclusive practice in ten primary schools in Mpumalanga, Guateng, Eastern

Cape and Western Cape, made by World of Inclusion and Redweather productions.

Copies available from: www.worldofinclusion.com

View at: <http://www.redweather.co.uk/developing-inclusive-education-in-south-africa.html>

**United Nations**

http://www.un.org/disabilities/default.asp?id=150

Website updated regularly with initiatives concerning the UNCRPD. It has links to the text of the

Convention and Optional Protocol in the official UN and other languages, together with reports

of the Conferences of States Parties and the Committee on the Rights of Persons with Disabilities,

and the status of the Convention in each UN member country.

*Guidelines on treaty-specific document to be submitted by States Parties under Article 35, paragraph*

*1 of the Convention on the Rights of Persons with Disabilities*

**UNCRPD Committee**, CRPD/C/2/3 of 18 November 2009

www.ohchr.org/Documents/HRBodies/CRPD/CRPD-C-2-3.pdf

*Monitoring the Convention on the Rights of Persons with Disabilities: Guidance for Human Rights*

*Monitor*s, Professional Training Series, No. 17

**UNOHCHR**, April 2010

http://www.ohchr.org/Documents/Publications/Disabilities\_training\_17EN.pdf

*Millennium Development Goals Report*

http://mdgs.un.org

**UNESCO** http://www.unesco.org

The 2010 *Global Monitoring Report* focuses on marginalisation and focuses on disabled children.

<http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>

*Open File on Inclusive Education: Support Materials for Managers and Administrators*

<http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf>

*Policy Guidelines on Inclusion in Education*, 2009

Contains some useful planning tools such as concerns on and actions for inclusive education.

<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

*The Salamanca Statement and Framework for Action on Special Needs Education*

*Special Needs in the Classroom: A Teacher Education Guide* Mel Ainscow, 2004

**UNICEF**

*It’s About Ability: An Explanation of the Convention on the Rights of Persons with Disabilities, A*

*child-friendly version of the Convention with illustrations*

UNICEF, **‘Promoting Rights for Disabled Children’**, *Innocenti Digest*, 13, 2007, Florence

A useful analysis of the position of disabled children across the world.

<http://www.un.org/esa/socdev/unyin/documents/children_disability_rights.pdf>

**World Bank**

Susan J Peters, *Inclusive Education: An EFA Strategy for All Children*, 2004

http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/5476641099079993288/InclusiveEdu\_efa\_strategy\_for\_children.pdf

Susan J Peters, *Inclusive Education: Achieving Education for All by Including Those with*

*Disabilities and Special Education Needs*

http://www.inclusioneducativa.org/content/documents/Peters\_Inclusive\_Education.pdf

**World Health Organization** World Report on Disability 2011

The first ever *World Report on Disability*, produced jointly by WHO and the World Bank, suggests

that more than a billion people in the world today experience disability. Full of disabled people’s

views, research findings and suggestions for implementing CRPD. Chapter 7 is on education.

<http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf>

*Community-based Rehabilitation: CBR Guidelines*, 2010

Education: http://whqlibdoc.who.int/publications/2010/9789241548052\_education\_eng.pdf

**World of Inclusion Ltd** www.worldofinclusion.com

World of Inclusion produces a range of resources on how to raise the issue of disability equality in

the classroom and how to develop an inclusive approach in the UK and around the world. It provides consultancy services and training for capacity building for developing a strategic approach

to inclusive education and on implementing the UNCRPD..

**World Vision**

*Education’s Missing Millions: Including disabled children in education through EFA FTI processes*

*and national sector plans. Summary Report and Proposals*, 2007

Summary: http://www.worldvision.org.uk/upload/pdf/Education%27s\_Missing\_Millions\_Summary

\_Report.pdf

Main report: http://www.worldvision.org.uk/upload/pdf/Education%27s\_Missing\_Millions\_Main

\_Report.pdf

Cambodia Case Study: Including the Excluded: http://www.worldvision.org.uk/upload/pdf/

Including\_the\_Excluded\_-\_Cambodia\_case\_study.pdf

**Zanzibar Inclusion in Action**

A series of video programmes describing the development of inclusive education in Zanzibar

Roy Mc Conkey, Lilian Mariga and Mpaji Ali Maalim, Zanzibar Association for People with

Developmental Disabilities (ZAPDD), Zanzibar Ministry of Education and Vocational Training

(MoEVT), NFU Initial Pilot, 2004–2006.

Introduction to ZAPDD: <http://www.youtube.com/v/C-y9Do2AHtU>

Feasibility study: <http://www.youtube.com/v/l9xm2fCpEzo>

Pilot project: <http://www.youtube.com/v/nmCSYXlkJ1M>

Working in Partnership: <http://www.youtube.com/v/61oMy-gD8gE>

Parents as partners: <http://www.youtube.com/v/SQbXrXfihCo>

Support for teachers: <http://www.youtube.com/v/2fJBHnoYHJQ>

Skills training for youth: <http://www.youtube.com/v/2RcqGjhrhm4>

Assisting students to learn 1: <http://www.youtube.com/v/UFDCiyU-GAg>

Assisting students to learn 2: <http://www.youtube.com/v/YtqrJYsVY0c>

Number work: <http://www.youtube.com/v/7EVib48RSmQ>

Sign language: <http://www.youtube.com/v/Wbb2eK2m0C4>

Visual impairment: <http://www.youtube.com/v/qrmujsLBVuo>

Background: http://www.ii.inclusioneducativa.org/Africa.php?region=Africa&country=Zanzibar&experience=Inclusion\_In\_Action#6

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2. Advancing Inclusive Education for an Inclusive Society: Reflections on a journey in Latin America Spring 2011 London: Centre for Inclusive Futures <http://inclusion.webplus.net/ADVANCING%20INCLUSIVE%20EDUCATION%20FOR%20AN%20INCLUSIVE%20SOCIETY.pd> f [↑](#footnote-ref-2)
3. Thomas Hehir, *New Directions in Special Education: Eliminating Ableism in Policy and Practice* (Cambridge, MA: Harvard Education Press, 2008), p. 85. [↑](#footnote-ref-3)
4. National Center on Response to Intervention, “What Is RTI?” American Institutes for Research, <http://www.rti4success.org/> (access March 3, 2010). [↑](#footnote-ref-4)
5. *Toolkit for Creating Inclusive Learning-Friendly Schools, UNESCO Asia-Pacific Region, Bangkok, Thailand, 2006,* [*http://icfe.teachereducation.net.pk/resources/res5.pdf*](http://icfe.teachereducation.net.pk/resources/res5.pdf) [↑](#footnote-ref-5)
6. <http://icfe.teachereducation.net.pk/resources/res13.pdf> [↑](#footnote-ref-6)
7. For a full list of the principles of the UNCRPD, please refer to Appendix 1. [↑](#footnote-ref-7)
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12. WHO(2010) CBR Guidelines-3 Education Component p 22 [↑](#footnote-ref-12)
13. [↑](#footnote-ref-13)
14. For Videos see Useful Resources Zanzibar [↑](#footnote-ref-14)
15. Quoted In Stubbs(2009) from Wilson, Miles and Kaplan(2008) Family Friendly! Working with deaf children and their communities worldwide London:Deaf Child Worldwide P77 [↑](#footnote-ref-15)
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20. Advancing inclusive education for an inclusive society:*reflections on a journey in Latin America Spring, 2011* Heidy Tatiana Araque Sierra and David Towell , Centre for Inclusive Futures, p.7 [↑](#footnote-ref-20)
21. BPS Report on Teaching & Learning (School Report Card): <http://www.bostonpublicschools.org/school/lyon-school> [↑](#footnote-ref-21)
22. Varsha Hooja (2010) Preparing Schools for Inclusion, Confluence, Sarva Shiksha Abhiyan Vol 8 Jan .2010 Ministry Human Resource Development, New Dehli [↑](#footnote-ref-22)
23. CAPP is available in three volumes. .CAPP is a set of instructional resource material code of practice, that acts as a guide to teachers, parents and policy makers on 'how to' include children with disabilities into mainstream schools. The training materials help to develop, promote and sustain education practices for children with any disability, into mainstream schools, making education for **all** possible. The three volumes of CAPP are written to address the practice of inclusion at three levels; macro, mezzo and micro and can be ordered from <http://www.adaptssi.org/instructionmaterial2.html> [↑](#footnote-ref-23)
24. For video back up from Adapt see http://www.adaptssi.org/audio.html [↑](#footnote-ref-24)
25. <http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=122> [↑](#footnote-ref-25)
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31. **Sightsavers International** 2010 Children who are blind or have low vision: **Findings from recent research** [**http://www.sightsavers.org/in\_depth/policy\_and\_research/education/13075\_Findings%20from%20research%20supported%20by%20sightsavers.pdf**](http://www.sightsavers.org/in_depth/policy_and_research/education/13075_Findings%20from%20research%20supported%20by%20sightsavers.pdf) [↑](#footnote-ref-31)
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33. EENET, ASIA NEWSLETTER, 6th ISSUE - 2nd and 3rd Quarter 2008 The Kerala Branch of the Indian National Association of the Blind Branch; 80, Manjadivila Road, Plamood; Trivandrum-695003; Kerala - India. or via email: [nabkeral@gmail.com](mailto:nabkeral@gmail.com) [↑](#footnote-ref-33)
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44. Copies available from [www.worldofinclusion.com](http://www.worldofinclusion.com)

    View at <http://www.redweather.co.uk/developing-inclusive-education-in-south-africa.html> [↑](#footnote-ref-44)
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