

Implementing Inclusive Education

A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities (Second Edition)



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Richard Rieser

I'm pleased to know that there are outstanding individuals with disabilities, like the author, who are able to make sense of complex ideas and who makes it easy for educators and decision makers in government and NGOs, who wish to provide education in accordance with the UNCRPD.

Shuaib Chaklen, UN Special Rapporteur on Disability

Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems, without segregation. It is about shifting the focus from altering disabled people to fit into society to transforming society, and the world, by changing attitudes, removing barriers and providing the right support.

The UN Convention on the Rights of Persons with Disabilities requires the development of an inclusive education system for all. This revised and expanded second edition of *Implementing Inclusive Education* examines the adoption of the Convention and provides examples, both through illustrated case studies and on the accompanying DVDs, of how inclusive education systems for all children have been established in pockets throughout the Commonwealth and beyond.

The message is clear: it can be done. The task is now to implement inclusive education worldwide.

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Article 24 of the UN Convention on the Rights
of Persons with Disabilities**

Richard Rieser

FULLY REVISED AND EXPANDED SECOND EDITION

Commonwealth Secretariat
Marlborough House
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United Kingdom

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*To Susie Burrows for all your loving
support and for being a great ally in the
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Colour key

	International
	National
	District/region
	Local/school

About the author

Richard Rieser is a disabled teacher who taught for 25 years in primary, secondary and further education. He worked as an Advisory Teacher for Inclusion in the London Borough of Hackney. Until 2009 he was the Director of Disability Equality in Education (DEE), an NGO that provided training and resources for inclusion. Richard currently runs World of Inclusion Ltd. He was Chair of the Alliance for Inclusive Education (1990–2002). He is the author of *Disability Equality in the Classroom: A Human Rights Issue*, *Altogether Better*, *Invisible Children*, *Disabling Imagery*, *All Equal All Different*, disability equality in education course books and numerous articles. He has collaborated on several television programmes, including Channel 4's *Count Me In* (2000). *Making It Work: Removing Disability Discrimination* (2002), was a collaboration between DEE and the National Children's Bureau. Richard has produced three DVDs for the UK Department for Education and Science on 'reasonable adjustments'. He produced a DVD, *Developing Inclusive Education in South Africa* (2008). He was a member of Equality 2025, a panel of disabled people who advise the UK Government (2006–2010). He led a project on bringing disability into the school curriculum for the UK Qualifications and Curriculum Authority (2010). He has been on various government advisory committees since 1992 and a member of the SEN Disability Tribunal since 2002.

Internationally, Richard has presented papers and training courses at the International Special Education Congress (ISEC), Birmingham, 1995; the ISEC, Manchester, 2000; the European Disability Forum (EDF), Copenhagen, 2002; the EDF, Athens, 2003; North South Dialogue II, Kerala, India; an empowerment course in Mumbai, India, 2004; Sicily RAI, 2003; Disabled Peoples' International (DPI) Conference, Winnipeg, 2004; North South Dialogue III, New Delhi, 2005; UN, New York, August 2005; Mauritius, 2006; Argentina Inclusion Week, funded by the British Council; DPI 7th World Congress, Seoul, 2007; South Africa, 2007–2008; Saudi Arabia, 2008–2009; Russia, 2007–2008; France, 2008; Geneva, 2008; Dubai, 2009; Spain, 2009–2010; EU, Brussels, 2010; Ukraine, 2010; United Nations, 2010; Papua New Guinea, 2011; Serbia, 2011; Azerbaijan, 2011; Poland, 2011.

Richard represented the UK Disabled People's Council at the 6th, 7th and 8th sessions of the Ad Hoc Committee charged with developing the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). He is a Board Member of the European Disability Forum. He made presentations at a meeting of the Southern Africa Federation of the Disabled in Johannesburg, 2007 and at a seminar at the Commonwealth Heads of Government Meeting (CHOGM) People's Forum in Kampala, 2007. He was invited by the South African Government on a speaking tour of South Africa in February and March 2008, and produced a training film about good practices on inclusion in South African schools. Richard chaired the UK UN Coalition Campaign to reduce the reservations the UK placed on the UNCRPD.

In September 2010 and 2011 Richard addressed the Conference of States Parties in New York on the implementation of Articles 24 and 32 of the UNCRPD.

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Foreword

The Commonwealth member governments and the Commonwealth Secretariat are committed to the achievement of the two education-related Millennium Development Goals of universal primary education for all and the elimination of gender disparities at all levels of education. The Commonwealth Secretariat is therefore striving to ensure that all children, regardless of their gender, age, socio-economic status, disability or ethnicity, have access to quality education. We aim to achieve this by working with Commonwealth governments as trusted partners to attain education of good quality.

This formulation implicitly includes disabled children and students, but is not explicit about those with physical and mental impairment, who for far too long have been ignored, stigmatised, discriminated against, stereotyped and excluded from the education system.

In 2006, the United Nations advanced the development agenda by agreeing the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). In 2007, at the Commonwealth Heads of Government Meeting in Kampala, it was agreed to implement this Convention throughout the Commonwealth. Already more than half the nations of the world have ratified the Convention and 80 per cent have signed it. The task now is to ensure implementation of its provisions. Key among these is the paradigm shift from the old 'medical/charity' approach to a 'rights based/social model' approach, where the barriers in society are tackled, whether they be attitudinal, organisational or environmental, which for far too many years have prevented disabled people thriving and reaching their potential.

In this revised and expanded second edition of *Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities*, a picture of the future is constructed by critically examining programmes geared towards inclusive education across the Commonwealth and beyond. Article 24 of the UNCRPD requires the development of an inclusive education system at all levels, where children and students with disabilities can be part of their local school alongside their non-disabled peers, with the right support and accommodation to develop academically and socially. It has been necessary to revise and update this publication as more countries have since signed and ratified the Convention. Inclusion of children and students with disabilities is an issue of values and morality. We should engage in restructuring our education systems to make this a reality, as everyone benefits and our societies are stronger and more democratic as a result. The recent World Health Organization *World Report on Disability* showed that 15 per cent of the world's population are disabled – one billion people.

I hope that Ministries of Education in the Commonwealth and beyond will draw on the many examples of promising practice and tools described in this publication to undertake a thorough review of their existing practices to ensure that children and students with disabilities are fully supported in participating in education and in our societies. That is a future where all are valued and achieve their potential, through an education system where all are equal.

I urge governments, international agencies and other key stakeholders to redouble their efforts to prioritise this issue as we learn from each other and explore new ways of working to achieve inclusive education.

Ransford Smith
Deputy Secretary-General
Commonwealth Secretariat
February 2012

1 Introduction

Great efforts are being made to get all primary age children into school and to complete primary education as part of the Millennium Development Goals and Education for All (EFA). This has not included disabled children, especially in less developed countries. The first barrier arises from long-held ideas that locate the problem in the child and their impairment, rather than recognising that it is society's own response to the impairment that needs to change. Negative attitudes based on traditional thinking still act as a big social barrier. In many parts of the developed North, segregation in separate special schools of pupils with special educational needs or poor attempts at integration have left disabled children and students not achieving their potential. The alternative is to engage in the transformational process in schools that is the development of inclusive education. Too often this approach has been generalised so that the transformations necessary to include disabled children and students with the full range of impairments, and to meet their access and support needs, have not been given sufficient weight. There are a growing number of examples that do include disabled children and students in education. However, the fundamental transformative thinking that is necessary to complete this process is often missing.

Progress towards Education for All is having dramatic effects, but the absence of disabled children from this initiative has in the last few years been clearly demonstrated. We are still waiting for the World Bank Fast Track Initiative (FTI) to demonstrate it has understood the issue in its practice. Equally, although there has been a Flagship for including people with disabilities in Education for All since 2001, it has been largely ineffective.

By examining the theoretical underpinning of inclusive education from disabled people's experiences and viewpoints, we shall develop a critical approach that will inform future progress. This is not to detract from inclusion for all children, but to point out that unless we are specific in our thinking, disabled children will be left out.

The adoption of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and in particular Article 24, which requires the development of an inclusive education system for all children, presents both a challenge and an opportunity to the countries of the world and the Commonwealth. This book seeks to provide arguments for implementing the Convention and gives examples of how education systems which do this have been pioneered in Commonwealth countries and beyond. The task now is to implement inclusive education throughout the Commonwealth and the world. Article 24 of the UNCRPD covers many aspects of education at the different stages of people's lives. Its priority is to encourage disabled children to attend school at all levels (para. 2(a)). It asserts that the best way to do this is to focus on the best interests of the child (para. (2(b))). Article 24 also addresses the education needs of the large number of disabled adults who are uneducated or under-educated because they were unable to access education as children. It recognises the importance of lifelong learning (para. 5). This includes education for those who have acquired their impairment as adults and therefore want or need further education, such as vocational training and university degree programmes, to support their ability to work.

This Convention is a remarkable and forward-looking document. While it focuses on the rights and development of people with disabilities, it also speaks about our societies as a whole ... Too often, those living with disabilities have been seen as objects of embarrassment, and at best, of condescending pity and charity. ... On paper, they have enjoyed the same rights as others; in real life, they have been ... denied the opportunities that others take for granted.

Kofi Annan
UN Secretary
General, UN General
Assembly
13 December 2006

Box 1.1 United Nations Convention on the Rights of Persons with Disabilities, Article 24

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 life long learning directed to:
 - (a) 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;
 - (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - (c) Enabling persons with disabilities to participate effectively in a free society.
2. In realising 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 individualised 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 realisation 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.



Mia Farah, a young person with learning difficulties, who addressed the UN Ad Hoc Committee on the UNCPRD.

CREDIT: INCLUSION INTERNATIONAL

The terms 'disabled person' and 'disabled people/children/pupils' are used throughout this book unless another term is used in a specific quotation. 'Disabled person' is defined as in social model thinking, where it is the barriers that disable those with long-term impairments, so that people with all types and degrees of impairment face a common oppression of disablism – *'discriminatory, oppressive or abusive behaviour arising from the belief that disabled people are inferior to others'*.¹

The Convention unambiguously recognises the link between inclusive education and the right to education of people with disabilities. Its approach is based on a growing body of evidence that shows that inclusive education not only provides the best educational environment, including for children with intellectual impairments, but also contributes to breaking down barriers and challenging stereotypes. This approach will help to create a society that readily accepts and embraces disability, instead of fearing it. When children with and without disabilities grow up together and learn side by side in the same school, they develop a greater understanding and respect for each other.²

The value of inclusive education was highlighted by Amartya Sen in his address to the 15th Conference of Commonwealth Education Ministers:

In promoting friendship and loyalty, and in safeguarding the commitment to freedom and peace, basic education can play a vital part. This requires, on the one hand, that the facilities of education be available to all, and on the other, that children be exposed to ideas from many different backgrounds and perspectives and be encouraged to think for themselves and to reason. Basic education is not just an arrangement for training to develop skills (important as that is); it is also a recognition of the nature of the world, with its diversity and richness, and an appreciation of the importance of freedom and reasoning as well as friendship. The need for that understanding – that vision – has never been stronger. Sen (2004)

The Convention was adopted by the UN General Assembly on 13 December 2006, and became open for signature by UN member states on 30 March 2007. Education, one of the social, economic and cultural rights covered by the Convention, is subject to the 'progressive realisation' clause (4.2), which states that a country will adopt these rights

... to the maximum of its available resources and where needed, within the framework of international co-operation, with a view to achieving progressively the full realisation of these rights.

The circumscribed role and status of disabled people, as well as the lack of opportunities, is deeply ingrained in the institutions and in the underlying social stereotypes; these are the functions of culture, not nature.

Mukhtar Abdi Ogle,
Kenya

However, states must plan and develop their capacity in line with the Convention from the moment of adoption. In education this means examining current legislation, practices and procedures to ensure the continuing development of their education systems so that all disabled children have access to education within an inclusive education system.³

Adoption of the Convention

During the 1990s, disability was introduced and analysed as a human rights issue by the UN Committee on Economic, Social and Cultural Rights. The result was published in 1994, in the Committee's General Comment No. 5. The final breakthrough came when the UN Commission on Human Rights, actively supported by the then UN High Commissioner for Human Rights, Mary Robinson, identified and recognised disability as a human rights concern in a series of resolutions adopted in 1998, 2000 and 2002. As a logical consequence of this development, in 2001 the UN General Assembly accepted a proposal by the Government of Mexico for the elaboration of a UN Convention on the Rights of Persons with Disabilities.

The adoption of the Convention followed a unique and rapid process through the meetings of an ad hoc committee charged with developing it. The committee held eight meetings over a five-year period. This was faster than any previous convention.

'Nothing about us without us' became the watchword of the convention-making process. This is the slogan of Disabled Peoples' International. Many disabled people were involved in the deliberations, both as delegates from their state governments and from disabled people's organisations (DPOs). They were involved in the making of the Convention in a number of ways:

- State delegations were encouraged to include disabled people in their national delegations – this led to roughly one-quarter of state delegates being disabled people by the time of the last meeting of the Ad Hoc Committee;
- DPOs and non-governmental organisations (NGOs) were able to register their delegates to the Ad Hoc Committee, and they could observe informal sessions and speak in formal sessions;
- The UN made available 25 bursaries for disabled people from countries of the South to take part in the convention-making process;
- The eight international disabled people's organisations which have permanent consultative status and make up the International Disability Alliance (IDA) were expanded to form the International Disability Caucus (IDC). The IDC comprises nearly 100 disability organisations and had a significant impact on the shape and wording of the Convention. The Chair, Don MacKay, took comments from the IDC first whenever the floor was opened to civil society organisations. The IDC's daily bulletins imparted disabled people's views and a substantial portion of the Convention reflected this thinking.

Between meetings of the Ad Hoc Committee many DPOs carried out consultations with disabled people in their countries to ensure that their views were incorporated into the Convention.

Overall, 116 countries sent delegations to the Ad Hoc Committee and more than 800 NGOs and DPOs were registered. All states parties have a duty under the Convention to continue involving disabled people and their representative organisations in how they will implement and monitor it (Article 33).

Standards required of states parties

Article 24 of the UNCRPD also requires states parties to establish a number of standards to ensure the full and effective realisation by persons with disabilities of the right to an inclusive education. These standards should, *inter alia*, cover:

- The development of human personality and potential;
- A sense of dignity and self-worth of the human being;
- Respect for human rights, fundamental freedom and human diversity;
- Full and effective participation in a free society;
- The development by persons with disabilities of their talents and creativity;
- The provision of peer support;
- The provision of reasonable accommodation to meet an individual's requirements, i.e. the provision of individually tailored services, such as individualised educational plans, and the support necessary to facilitate inclusion.⁴

Promoting inclusion is about reforming the education system. Inclusive education is much more cost-effective than a segregated system, not only in terms of the running costs but also the long-term costs on the society.

Roger Slee,
UNESCO, 2005

The Commonwealth and the Convention

As can be seen from Figure 1.1, as of January 2012 the position of the 54 Commonwealth countries is as follows: 10 have not adopted the UNCRPD; 9 have adopted the Convention, but not the Optional Protocol; 7 have signed both the UNCRPD and the Optional Protocol; 17 have ratified the UNCRPD; and 11 have ratified both the UNCRPD and the Optional Protocol.

This means that Commonwealth countries are slightly behind the world on the speed with which they have signed and ratified the Convention. One hundred and fifty-three countries out of a possible 193 have signed and 109 have ratified. Ninety countries have signed the Optional Protocol and 63 have ratified it. (For up-to-date figures check the UN *enable* website.)

If a world map showing which countries have signed up to the Convention is examined (see Figure 1.2), it is seen that Japan, Indonesia, USA and Russia are large countries that have yet to ratify, while most countries in Latin America have ratified. Africa is a more mixed picture. The European Union (EU) has ratified, as have most European countries. Among countries that have not signed, smaller countries predominate; this is also true within the Commonwealth. Article 32 requires states parties that have ratified to collaborate internationally and this is happening in some parts of the Commonwealth, with Australia and New Zealand supporting South Pacific countries. However, more organised support needs to be given to African and Caribbean countries. Here the UK Department for International Development (DFID) could play a much bigger role.

What do young disabled people want?

'Young Voices on the UN Convention' was a consultation involving focus groups of young disabled people, aged 16–25, whose findings were presented to the Ad Hoc Committee in New York. It included groups in nine Commonwealth countries:

Figure 1.1. Commonwealth countries and the UNCRPD, October 2011

	Antigua and Barbuda			Jamaica			St Lucia	
	Australia			Kenya			St Vincent and the Grenadines	
	The Bahamas			Kiribati			Samoa	
	Bangladesh			Lesotho			Seychelles	
	Barbados			Malawi			Sierra Leone	
	Belize			Malaysia			Singapore	
	Botswana			Maldives			Solomon Islands	
	Brunei Darussalam			Malta			South Africa	
	Cameroon			Mauritius			Sri Lanka	
	Canada			Mozambique			Swaziland	
	Cyprus			Namibia			Tonga	
	Dominica			Nauru			Trinidad and Tobago	
	Fiji			New Zealand			Tuvalu	
	The Gambia			Nigeria			Uganda	
	Ghana			Pakistan			United Kingdom	
	Grenada			Papua New Guinea			United Rep. of Tanzania	
	Guyana			Rwanda			Vanuatu	
	India			St Kitts and Nevis			Zambia	
	not signed UNCRPD		signed UNCRPD		signed UNCRPD and Protocol			
	ratified UNCRPD		ratified UNCRPD and Protocol					

India, Sri Lanka, Uganda, Kenya, South Africa, Sierra Leone, Namibia, Botswana and Swaziland. Two hundred and twenty-two young people took part in the focus groups and were asked to identify the five areas that were most significant in their lives. A wide range of impairments was represented in the groups. Young people in all the groups were glad to be asked their views. The right to education was among the top three issues in 75 per cent of groups. Discussion on 'access to education' overlapped with 'communication' and 'negative attitudes'.

How could sound education take place without disabled youngsters being treated with equality?

Participants said:

'At school it was like they enjoyed making me miserable and uncomfortable.' (Sri Lanka)

'... sciences are compulsory and yet blind students cannot handle concepts that require vision – chemicals, for example.' (Uganda)

' ... I could not take part in activities (because of physical impairment) leading to frequent punishment by teachers, irrespective of my disability.' (Kenya)⁵

The Council for Disabled Children in the UK carried out similar activities to understand the aspirations of young disabled people (Box 1.3).

Box 1.2 What do young disabled people want?

In February 2010, representatives from 19 countries met in Johannesburg, South Africa.⁶ This what they had to say:

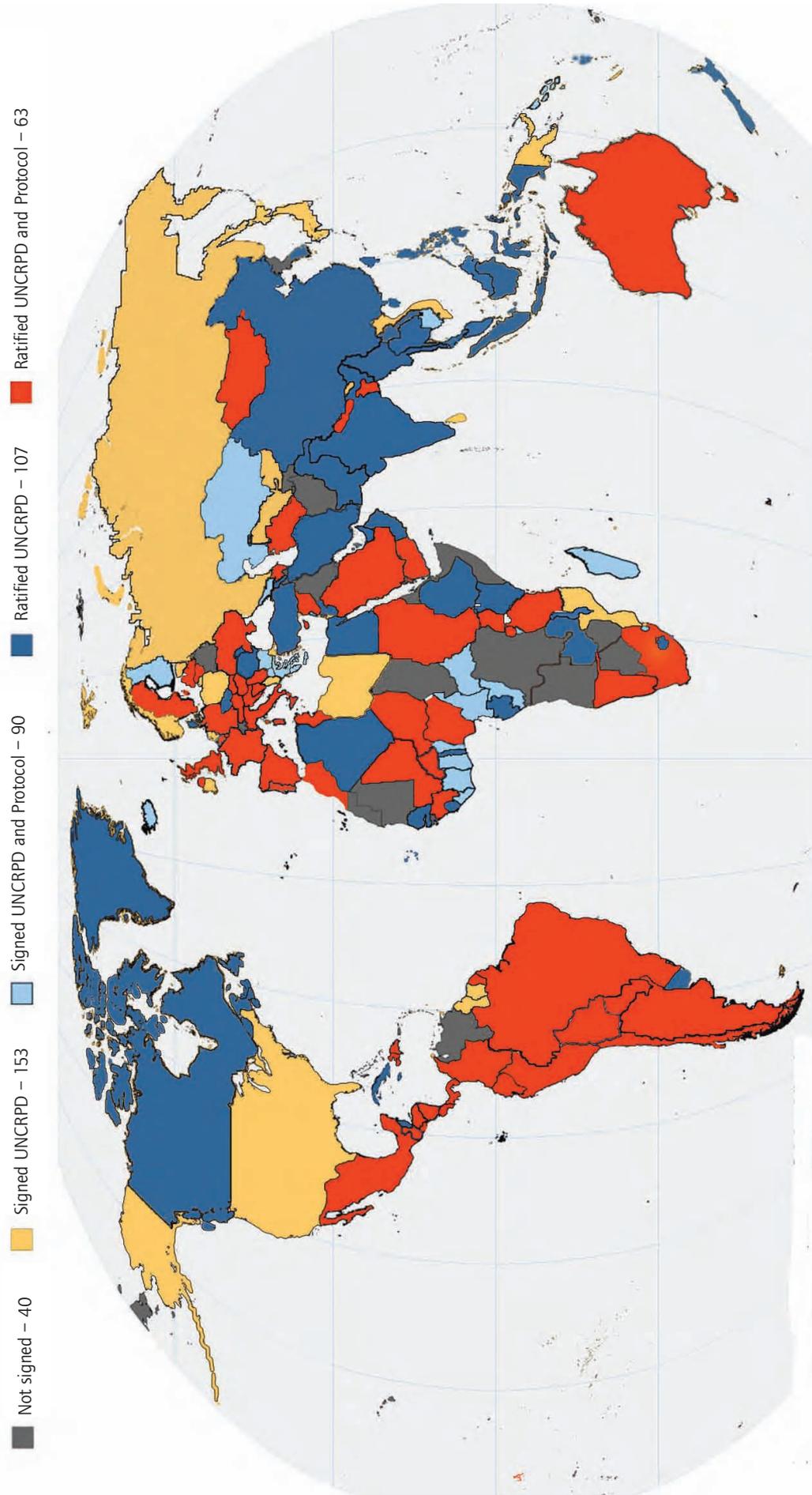
Ensuring that by 2015, persons with disabilities around the world enjoy full educational opportunities, gainful employment, political representation, social security entitlements, access to public spaces, health services and are living free from torture, abuse and discrimination.

And about education:

Article 24 of the UNCRPD confirms that persons with disabilities should have access to quality education, yet we note the following problems still existing in most countries around the globe:

- *Shortage of trained staff and resource teachers at primary, secondary and tertiary levels;*
- *Lack of awareness and adoption of upcoming accessible technologies which can help us have equal access to education materials and information;*
- *No clear guidelines on inclusive education or concrete commitments in terms of budget allocation in our countries;*
- *Lack of awareness and education facilities for people with disabilities in rural areas;*
- *Inaccessible schools and local transport;*
- *No proper guidelines for providing a needs-based curriculum;*
- *Lack of access to scholarships by persons with disabilities.*

Figure 1.2. World map showing signatories to the UNCRPD and its Optional Protocol, December 2011



Myanmar and Indonesia have recently ratified the Convention.
Source: UN enable website, <http://www.un.org/disabilities/documents/maps/enablemap.jpg>



We therefore call on governments and other duty-bearers to recall the commitments made in the UNCRPD and urge them to address the problems as follows:

- *Recruit sufficient resource teachers;*
- *Adopt upcoming accessible technologies and make them easily available;*
- *Issue clear guidelines on inclusive education and streamline needs-based education;*
- *Put in sufficient resources (budget allocations) to enable an education of equal importance and quality to be provided to all children with disabilities, including accessible buildings and school transport, teacher training and the provision of additional support for those who require specialist support;*
- *Develop appropriate solutions to provide education to people with severe disabilities, including home-based education;*
- *Raise awareness, especially in rural areas, of education facilities and the rights of children with disabilities to education;*
- *Introduce and expand scholarship opportunities for people with disabilities of all ages.*

On the march for rights.

CREDIT: NCIL, WASHINGTON



Box 1.3 Every Disabled Child Matters

In the summer of 2007, the UK campaign, Every Disabled Child Matters, asked disabled young people what they wanted to tell the Prime Minister. Many children and young people felt really strongly about their right to education and their right to be fully included.

“Average” is all a disabled child is allowed to be. We should have the same rights as the other children in schools’, Christopher, aged 14.

‘We should have the right to take our GCSE and other exams with full access to all the language usually available to us (I need to use word prediction) ... the examination board will not come out to my school to assess my individual learning needs’, Gregor, aged 13.

‘Tackle issues such as disabled children being excluded from school trips’, Josh, aged 17.

‘Find meaningful activities for us to do during games and PE. Not timing others or collecting balls.’

Some children and young people told us they wanted more and better access to support in school:

‘Make every single school – primary and secondary – in the UK accessible for wheelchair users!’, Alex.

‘It should be easier to get help at school, without going through lots of fights, and before it’s too late and you have lots of catching up to do’, Hannah, aged 16.

‘I would have no school for a day. I have Asperger’s Syndrome and I hate school because it is very noisy and I get annoyed ... I find things very hard and I don’t get any help. I would like the Prime Minister to come and talk to me – I can tell him how rubbish it is. I hate school!’, Taylor.⁷

The long road to inclusive education

Getting to a position where disabled children are seen as included in human rights to education and other general rights has taken a long time and is now clear. But even if the rights are there on paper much more still needs to be done to make them a reality (Box 1.4).

Box 1.4 The long road to inclusive education for disabled children

1966 *Universal Declaration of Human Rights*

Ensures the right to free and compulsory education for all children.

1966 *UN International Covenant on Economic, Social and Cultural Rights*

Article 13: ‘Primary education shall be compulsory and free to all’.

1989 *UN Convention on the Rights of the Child*

Ensures the right of all children to receive education without discrimination on any grounds. *Adopted by 189 countries.*

-
- 1990** *World Declaration on Education for All (the Jomtien Declaration)*
First agreement on target of 'Education for All'.
- 1993** *UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities*
Rule 6 affirms the equal rights to education of all children, youth and adults with disabilities and also states that education should be provided in 'an integrated school setting' and in the 'general school setting'.
- 1994** *Salamanca Statement and Framework for Action on Special Needs Education*
'... schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups.' (para. 3)
- 2000** *World Education Forum*
Framework for Action, Dakar (EFA goals and Millennium Development Goals) Ensuring that all children have access to and complete free primary education by 2015. Focus on marginalised communities and girls. Reaffirms the Salamanca Framework.
- 2000** *E9 Declaration*
The Declaration on Education for All was agreed at the fourth summit of the nine high population countries.
- 2001** *EFA Flagship on the Right to Education for Persons with Disabilities*
Links Education for All with the Salamanca Framework for Action and the need to include disabled and other marginalised children. Working in six regions.
- 2006** *UN Convention on the Rights of Persons with Disabilities*
Promotes the right of persons with disabilities to inclusive education (Article 24).
Adopted by 153 countries, December 2011

See Appendix 2 for more details.

As can be seen from Box 1.5, ratifying the UNCRPD should not be a paper exercise formally entered into as a diplomatic method of gaining international kudos, but a commitment, judged by peer countries, to bring about substantial and lasting change in the lives of their disabled citizens. A recent review (October 2010) for the EU identifies some general obligations on states parties. These provide a useful beginning. It should be noted that education is a social, economic and cultural right and so is subject to progressive realisation, but it is also a right that is key to enabling many other rights contained in the UNCRPD to be met.

I got higher exam results than all the students in the same year group as me who were in the special school: and not because I'm cleverer, but just because of the opportunities I've been given.

Lucia Bellini, blind student, UK

Box 1.5 What general obligations on states parties arise from ratification of the UNCRPD with regard to Article 24?⁸

- States Parties should carry out a screening exercise to ensure that legislation is in place to promote the right to education for persons with disabilities of all ages, and is directed at providing equal educational opportunities at all levels of education (primary, secondary, general tertiary education, academic, vocational training, adult education, lifelong learning, or other).
- States Parties' legislation should advance inclusive education systems that allow children with disabilities to learn alongside their peers in inclusive schools (at primary and secondary school levels), for example through individual educational plans.
- States Parties should adopt specific measures to ensure persons with disabilities are not excluded from the general education system. Specific measures may include, inter alia, the specific development or strengthening of laws and policies enabling persons with disabilities to reach their fullest potential in mainstream educational settings.
- States Parties' legislation should provide for persons with disabilities to benefit from reasonable accommodation to facilitate their ability to learn in general education settings. Legislation should also provide for the provision of individual support for persons with disabilities to reach their fullest potential in the classroom. Legislation should further require that persons with disabilities have the right to receive education in a manner that is accessible to them (e.g. Braille, sign language or other appropriate means).
- States Parties should employ teachers who are qualified to teach persons with disabilities. To best promote inclusive education, States Parties should ensure that all teachers are well trained in teaching methods for persons with disabilities and that teacher training schools are encouraged, and given incentives, to provide quality inclusive education training.
- Furthermore, States Parties should provide disability-specific training to all staff working in the education system.

Lessons can be learned from past efforts. The previous UN Special Rapporteur on Disabilities commissioned a country-level survey to find out how well states were doing in implementing their responsibilities under the 1993 *Standard Rules on the Equalization of Opportunities for Persons with Disabilities*.⁹

573 questionnaires were distributed to 191 UN member states, including 191 to 191 government bodies and 382 to two DPOs in each country. Some of the information obtained has been alarming with respect to the prospects for disabled people, particularly in the area of education for children. Nearly 30 countries reported that they had taken no measures to enable children to receive education in integrated settings; this has now been reduced to 13. It is important to remember that although a 60 per cent return of the questionnaire is impressive (providing information about 114 countries on 402 measures), there were 77 countries from which no information could be obtained (Table 1.1).

Table 1.1. Government actions to ensure the education of people with disabilities in integrated settings under the *UN Standard Rules on Equalization*

	No	Yes
Adopting policies	38	76
Passing legislation	51	63
Adopting programmes	35	79
Allocating financial resources	36	78
Modifying and adapting schools to the needs of children with disabilities	44	70
Training teachers and school administrators	30	84
Providing accessible schools, classrooms and educational materials	45	69
Involving organisations of people with disabilities in planning and implementing action	47	67

The more detailed results on education reveal a very mixed picture. More than half the 114 countries that responded said they had taken one or more measures to ensure integration in education for disabled people. The highest responses were with regard to teacher training, with 84 countries responding positively; the lowest was with regard to adopting legislation (63 countries). On implementing programmes to ensure integrated education, 79 countries responded positively. Between 70 and 72 countries have adopted measures to make the school environment accessible to disabled children through the allocation of financial resources, specific programmes, and modification and adaptation of the physical environment.

The 1993 *UN Standard Rules on Equalization* were only advisory. The UN Convention is binding under international law unless the acceding country enters a reservation. It is already clear that important as the UN Convention is, it only creates an opportunity for change. Disabled children and young people will only be fully included in the mainstream education system if there is a change in hearts and minds. As the case studies and this book demonstrate, we already know what to do to make inclusive education a reality. Each country will begin from a different historic, cultural and socio-economic position, but the process of developing inclusive education is one in which we can all participate and learn, supporting one another on the journey.

The development of inclusive education will require a massive programme of change to develop every country's education system at all levels. The process will benefit not only disabled children and young people, but all children, as education moves to a more child-centred and flexible pedagogy, and parents and the local community are enlisted in this endeavour. The prize is more tolerant, humane and productive societies.

In implementing the Convention, states parties need to develop structures to involve disabled people and their organisations. Where these do not exist, states will need to support capacity building, such as training-the-trainer courses and disability equality training (DET). DET is based on the principles of self-advocacy and social model analysis. The paradigm shift in thinking embodied in the Convention is the result of disabled people's own analysis of their experience of oppression and of their struggle for alternatives that put an end to their devaluation and exclusion.

In the last 63 years many fine words and sentiments have come from international reports, conferences, declarations and treaties, and many of these will be reproduced in the following chapters and Appendix 2. However, the continued ignoring of disabled children and young people's right to education is a continuing mark of shame against the governments and international agencies of our world. At the UN,

A society which is good for disabled people is a better society for all.

Dr Lisa Kauppinen,
President of the
World Federation of
the Deaf, at the
closing of the
Copenhagen
Summit, 2009

the Convention on the Rights of Persons with Disabilities took shape with strong involvement from DPOs. The involvement of DPOs in a more than tokenistic manner is not occurring in many countries and this is hindering effective implementation.

As we examine projects to develop Education for All and the development of inclusive education at international, national, regional/district and local/school level, it is remarkable how little the lived experience and understanding of disabled people is called upon in order to address the barriers to the involvement and inclusion of disabled children and adults.

These barriers are rooted in pervasive and pernicious oppressive attitudes towards physical, mental and psycho-social impairment; although these take many forms, they are universal. It is welcome to find examples of promising practices across the Commonwealth and beyond. Yet the one billion disabled people of the world are rarely involved on the ground in these projects, whether they are researchers, teachers, mentors, trainers, young activists or advocates. The implementation of disabled people's rights, and in particular the development and implementation of inclusive education, will not occur without their widespread involvement.

Bringing about the paradigm shift contained in the UN Convention on the Rights of Persons with Disabilities, and countering centuries of prejudice, patronising and wrong attitudes, and the resulting structures and organisation across all societies requires a major change in the thinking and practices of all who are in positions of influence and authority. This book is an attempt to help bring about this shift in the area of education.

The remaining chapters examine in more detail the obligations of the UNCRPD and the human rights instruments that preceded it in the field of education. They consider various ways of thinking about disability, together with the thinking of disabled people themselves, which led to the paradigm shift from charity towards rights, and ask what this means in education. The cost of inclusion and a range of tools and checklists that are available to support the development of inclusive education will be a focus. Many of these tools can also be used by other excluded groups.

Chapter 2 reviews progress towards, and barriers to, the implementation of Education for All, and of disabled children in particular. Chapter 3 examines the need for changing attitudes

In Chapter 4 the 'disability rights in education model' is developed as a framework at different levels. Children do not fall into neat categories: many girls are also disabled; ethnic minorities or indigenous groups have disabled members. Children with HIV/AIDS count as having long-term impairments and so should also be considered as disabled; children who work, street children, child soldiers and those who have their lives disrupted by conflict or natural disasters all have a higher incidence of impairment and should therefore also be considered as disabled children, where appropriate.

Chapter 5 examines the development and implementation of international policy and the role of some of the main players

Chapter 6 reviews the development of national inclusion policies through practical examples.

Chapter 7 looks at district and regional strategies, focusing on support for inclusion through teacher training, altering access to buildings, turning special schools into resource centres, providing specific support for mediums such as Braille or sign language, augmented and alternative low and high tech communications, and use of information and communication technologies (ICT).

Chapter 8 provides examples at school and class level of developing inclusive

practice. It discusses specific educational issues arising from the inclusion of children with physical, sensory, mental, behavioural, psycho-social and communication impairments, with a view to highlighting good practice.

Chapter 9 examines ways of preventing drop-out; developing inclusive teaching and learning; empowering young disabled people; and providing peer support. It stresses the need to bring disability equality into the curriculum for all learners.

Chapter 10 critically reviews the outcomes of this journey, through attempts to implement inclusive education for disabled people around the Commonwealth and beyond, and provides pointers to the way forward.

The two accompanying DVDs contain clips illustrating developing inclusive practice from selected countries and projects in the Commonwealth.

2 Inclusive Education: The Global Situation



Everyone welcome: A primary school in Kenya.

CREDIT: CMB

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Universal Declaration of Human Rights, Article 26, 1948

Considerable progress has been made in the last decade towards achieving Millennium Development Goal 2: *'Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling'*. In 2008, 52 million more children were enrolled in primary school than in 1999. In all, 696 million children were enrolled worldwide.

This right to free and compulsory primary education for all was recognised in the 1948 Universal Declaration of Human Rights. Since then, world leaders have made many promises to turn this right into a reality. It was not until the summit held in Jomtien, Thailand in 1990¹⁰ that the world community mobilised to try to achieve this, and following a sluggish response in the 1990s, they then had to agree to move the date back and be more proactive. The most significant of the promises made was the setting of the Education for All targets at the World Education Forum summit in Dakar in April 2000,¹¹ where more than 1,100 participants from 164 countries gathered to agree a framework. The date set for the achievement of the targets set in Dakar is 2015. The targets are:

- I. Expand early childhood care and learning
- II. Provide free and compulsory primary Education for All
- III. Promote learning and life skills for young people and adults
- IV. Increase adult literacy by 50 per cent
- V. Achieve gender parity by 2005, and gender equality by 2015
- VI. Improve the quality of education

Targets II and V were incorporated into the Millennium Development Goals, also set in 2000.

The Education for All initiative, together with the World Bank Fast Track Initiative, began to co-ordinate financial and technical support. There were real success stories, particularly when school fees were abolished in a number of countries. For example, in Tanzania the enrolment ratio doubled to 99.6 per cent in the period 1999–2008.



Great efforts were made to enrol girls. Botswana has reduced female drop-out rates by half by implementing readmission policies and Malawi has promoted girls' education in Grades 1–4 by providing learning materials. Similar initiatives have worked in rural and remote areas, such as the projects to provide tent schools in Mongolia and schools on boats for river people in Bangladesh. The 2011 *EFA Global Monitoring Report* estimated that 28 million children were denied access to education because of war and conflict. At least 35 states, most of them in sub-Saharan Africa and south Asia, will miss the goal set for 2015 by a large margin. More than 67 million children of primary age are not enrolled in school. A larger number drop out without completing primary school; for example, in sub-Saharan Africa more than 30 per cent of primary school students drop out before reaching the final grade.¹²

In order to meet Millennium Goal 2, all these children need to be enrolled and stay in school from 2009. We also know that more than one-third of the 67 million children who are missing from school are disabled, and as states get closer to reaching the goal, the proportion of out-of-school children who are disabled will increase.¹³ We still have inaccurate and under-enumerated data on the number of disabled children in many developing countries. In 2008, 26 least developed countries (LDCs) had the national statistical capacity to report on education access, equity and quality, but their data did not include the number of disabled children.¹⁴

Belatedly, considerable effort is going into obtaining more accurate data on the numbers of disabled children, their type of impairment and the barriers they face. While globally comparable reliable data are notoriously difficult to obtain. One widely cited source estimates that 150 million children worldwide live with disabilities. In the 1970s, the World Health Organization (WHO) estimated that 10 per cent of the global population lived with a disability.¹⁵ This is a rough estimate that is still in use today, suggesting that there are over 150 million disabled children. This is likely to be a significant under-estimate.

In June 2011 WHO launched the *World Report on Disability*. This addresses the need for better research and data. It includes the first update of WHO's estimates of the prevalence of disability for more than 30 years and estimates that there are more than 1 billion disabled people in the world. Changing attitudes to disabled people in the community is at the heart of this process. The estimate that disabled people make up 15 per cent of the world's population is based on prevalence studies and surveys in various countries. If this figure were projected to the under 15 population, 280 million disabled children would be a more accurate figure,¹⁶ though much needs to be done to improve statistics in this area.¹⁷

UNESCO's *EFA Global Monitoring Report* argues:

*Disability is one of the least visible but most potent factors in educational marginalization. Beyond the immediate health-related effects, physical and mental impairment carries a stigma that is often a basis for exclusion from society and school.*¹⁸

The impact is often worse for poorer households. The same arguments apply to Education for All Goal 2:

*Achieving the Education for All targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities.*¹⁹

Why is there so little progress on including disabled children in EFA?

Despite awareness of the need to focus on disabled children in the implementation of these initiatives by states, international agencies and many international NGOs have been slow to develop it. UNESCO set up a Flagship on education for disabled children in 2002 which has not been very effective, despite the efforts of the Norwegian and Finnish governments, which hosted it. At a meeting of interested parties held in Paris in 2011, it was decided that UNICEF, rather than UNESCO, should coordinate this.²⁰

The deliberations around the UNCRPD in 2002–2006 and its coming into force in May 2008 helped to raise the profile of disabled children within Education for All.

World Vision, an international NGO, produced a report, *Education's Missing Millions*, in 2007, urging the EFA Fast Track Initiative partners to make aid to education and national education plans more responsive to the challenge of providing a quality education for the 25 million disabled primary age school children who were still out of school in developing countries. The core of the report was an analysis of 28 country education plans (see Table 2.1), an essential prerequisite for getting FTI funding, and two in-depth studies of Cambodia and Ethiopia. The report revealed that:

... a number of FTI-endorsed countries, particularly those which are approaching universal primary education, do now have education sector plans which address the inclusion of disabled children. Most of these plans focus on making regular schools more inclusive, through additional learning materials and support, though some also retain some special provision. A few countries are also setting targets for enrolment and instituting financial and other incentives to encourage schools to become more inclusive. Some link disability to other initiatives to increase equity and reach excluded children, including early childhood care and education. However, in a number of countries, policies and provision for disabled children remain cursory or have not been implemented. Key gaps include:

- *Lack of data on the number of disabled children in total and the proportion who are out of school, and on the range of specialist and inclusive provision;*
- *Insufficient planning of measures to improve provision, respond to the diversity of learning needs and increase capacity;*
- *Few cost projections, or use of funding mechanisms and incentives to encourage and support inclusion;*
- *Limited approaches to partnership with parents, communities, civil society organisations (CSOs) and non-state providers;*
- *Weak inter-ministry/sectoral/services links;*
- *Lack of mainstreaming of other issues such as gender and HIV/AIDS.²¹*

In a foreword to the report, Vernor Muñoz, the UN Special Rapporteur on the Right to Education, said:

At the G8 Summit in Gleneagles, world leaders agreed to boost investment in education, and support the Fast Track Initiative to help meet the shared goal of universal primary education by 2015. Two years later this promise was reaffirmed at the G8 summit in Germany. However, it is not enough for governments to simply address the missing financial millions necessary to ensure every child receives a



Time to end human rights abuse.

CREDIT: UNESCO

good quality education. If we are to meet the 2015 goal, it is now time for governments to work together to actively target the millions of marginalised disabled children currently missing out on a free and good quality education. Moreover, from now on, the new paradigm of inclusive education must mark the institution of education, understanding that the traditional education system, as it was conceived and designed, is not only opposed to diversity, but also works against the rights and interests of populations historically excluded.²²

Table 2.1. Disability in FTI country plans

Strong/sound plans	Some mention	No mention
Cambodia ^a	Burkina Faso	Albania
Djibouti	Guinea	Cameroon
Ethiopia ^a	Honduras	Mauritania
Gambia, The	Kyrgyz Republic	Nicaragua
Ghana	Madagascar	Timor-Leste
Guyana	Mali	
Kenya	Mongolia	
Lesotho	Niger	
Moldova	Rwanda	
Mozambique	Senegal	
Vietnam ^a	Tajikistan	
	Yemen	

^aDraws on other documentation as well as main sector plans.

Rules, attitudes and systems that are unresponsive to the needs of disabled children often deny these children an opportunity for education. Excluding disabled children (UNESCO estimates that only 10 per cent attend primary school in Africa)²³ restricts their choices, making it more likely that they will live their adult lives in poverty, and has wider costs for society. No country can afford an education system that limits the potential of millions of children to contribute to social, cultural and economic life.²⁴

Education has a key role to play in changing attitudes. Poverty is both a potential cause and a consequence of disability. In several countries, the probability of being in poverty rises in households headed by disabled people.²⁵ In Uganda, evidence from the 1990s found that the probability was as much as 60 per cent higher.²⁶ Disabled people are much less likely to be in work. Other family members may also be out of work (or school) so that they can care for them. Inadequate treatment, along with poor families' inability to invest sufficiently in health and nutrition, reinforces the problems disabled people face.²⁷ These links to poverty, combined with stigma, harassment, discrimination and a resulting low self-image, are a significant factor in disabled children's educational marginalisation.

Before the current economic crisis, over three-quarters of workers in Oceania, southern Asia and sub-Saharan Africa did not have a waged job. The crisis has led to a further increase in the number of workers engaged in vulnerable employment. In 2009, the International Labour Organization (ILO) estimated the global vulnerable employment rate to be between 49 per cent and 53 per cent – 1.5 to 1.6 billion people who are working on their own or as unpaid family workers worldwide.

An estimated 1.4 billion people were still living in extreme poverty in 2005. Moreover, the effects of the global financial crisis are likely to persist: poverty rates will be slightly higher in 2015, and even beyond to 2020, than they would have been had the world economy grown steadily at its pre-crisis pace.²⁸

Around four out of five disabled children live in developing countries and subsist in poverty. In addition, many millions of children live in households with disabled parents or other relatives. At all ages, levels of both moderate and severe impairment are higher in low- and middle-income countries than in rich countries. They are highest in sub-Saharan Africa. The scale of impairment and its concentration in the world's poorest countries contribute significantly to marginalisation in education. Systematic under-reporting of disability is a serious problem. To take one example, the 2004 census in Sierra Leone reported only 3,300 cases of mental impairment, while a detailed national survey the year before estimated the real figure to be ten times higher. One reason for under-reporting is that stigmatisation often makes parents and children reluctant to report disability.²⁹

Many impairments can be traced back to poverty, poor nutrition and restricted access to basic services, and could be prevented by a redistribution of world resources. Malnutrition has the greatest impact on the cognitive development of under-five year olds, while malaria and TB cause the greatest number of impairments. Asphyxia during birth, often resulting from the absence of a skilled attendant, leaves an estimated 1 million children with impairments such as cerebral palsy and learning difficulties. Maternal iodine deficiency leads to 18 million babies being born with mental impairments. Deficiency in vitamin A leaves around 350,000 children blind in less developed countries every year. Many of these conditions can be eradicated, but the widening gap between the developed countries and middle and least developed countries, exacerbated by the economic crisis of the last few years, is leading to greater levels of impairment. Conflict contributes to disability both directly and indirectly, creating physical and mental impairment through its effects on poverty, nutrition and health-care. For every child killed in warfare, it is estimated that three are left.³⁰

Over 80 per cent of road-related injuries and deaths occur in developing countries (UNICEF, 2007). Around 10 million children in less developed countries are involved each year, with a high proportion left permanently impaired.

The link between impairment and marginalisation in education is evident in countries at different ends of the spectrum in relation to primary school enrolment and completion. In Malawi and the United Republic of Tanzania, being disabled doubles the probability of children never having attended school, and in Burkina Faso it increases the risk of children being out of school by two and a half times.³¹ In these countries, inadequate policy and attention to disability is clearly holding back national progress towards universal primary education. In some countries that are closer to achieving that goal, disabled people represent the majority of those left behind. In Bulgaria and Romania, net enrolment ratios for children aged between 7 and 15 were over 90 per cent in 2002, but only 58 per cent for disabled children.³² The disabled people's movement considers that disabled people are disabled by the barriers that they face as people with impairments, as illustrated above (see Box 2.1 for further evidence).



Girls in Bangladesh.

CREDIT: IEA

Box 2.1 Prejudice limits equality for disabled children in India

Education planning documents in India enshrine a strong commitment to inclusive education. The aim is to provide all disabled children, irrespective of the type or degree of impairment, with education in an 'appropriate environment', which can include mainstream and special schools, as well as alternative schools and home-based learning. Delivering on this commitment requires a concerted political effort backed by reforms in provision. Yet disability remains

Tackling poverty through education: the slums of Dharavi, Mumbai, India

CREDIT: UNESCO



a major limitation on progress towards universal primary education in India. While there are inconsistencies in national data, estimates suggest that school participation among disabled children never rises above 70 per cent, far below the national average of around 90 per cent. According to a World Bank analysis of India's 2002 *National Sample Survey*, disabled children are five and a half times more likely to be out of school than children who are not disabled.

Disaggregation of the data highlights important variations. Almost three-quarters of children with severe impairments are out of school, compared with about 35 to 40 per cent of children with mild or moderate impairments. The most likely to be excluded are children with mental illness (two-thirds of whom never enrol in school) or blindness (over half never enrol). Public attitudes are among the greatest barriers to equal education for disabled people in India.

Children with mental impairments face the most deeply entrenched prejudice. In a public attitude survey carried out in Uttar Pradesh and Tamil Nadu, almost half the respondents said such children could not attend regular or special school. Another commonly held view was that those with mental impairments would not find decent employment. People from households with a disabled member shared the general view, reflecting stigmatisation in the home.

Institutional constraints reinforce public attitudes. In 2005, just 18 per cent of India's schools were accessible to disabled children in terms of facilities such as ramps, appropriately designed classrooms, toilets and transport. National education policies reflect growing awareness of the problems associated with disability. Measures that have been introduced, range from providing aids and appliances in schools to stipends for children with disabilities. Public awareness is a problem that has hampered implementation. However, a survey in Tamil Nadu and Uttar Pradesh demonstrates that almost three-quarters of households that include a disabled member are unaware of their eligibility for aids and appliances, and only 2 per cent directly benefited from such aids in 2005. Less than half of these households were aware that stipends were available and only 4 per cent had received them.³³

To counter situations such as those outlined above, governments across the world have recognised that inclusive education for disabled people is a human rights imperative. The UNCRPD has strengthened the entitlements and rights of disabled people. It requires governments to ensure that *'persons with disabilities can access to an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live'* (UNCRPD, Article 24 (2b)). As of January 2012, 109 countries and the EU had ratified the Convention. Unlike declarations (for example, the Millennium Development Goals and the 1994 *Salamanca Statement*) and frameworks (Education for All and the 1992 *UN Standard Rules on Equalization*), the Convention is legally binding on states parties who sign up to it.

The Convention must be taken as a whole, and Article 3(c) includes a right to full and effective participation and inclusion in society. Article 7 on children with disabilities reiterates and extends in an unequivocal manner the rights of disabled children contained in the Convention on the Rights of the Child (CRC) (1989). Article 32 recognises the important role of international co-operation in fulfilling the requirements of the UNCRPD. These two Conventions provide a strong rights-based framework for the disabled children of the world.

Importantly, the Convention provides a clear focus on the obligations of governments in ensuring that the rights of children with disabilities are protected. The Committee on the Rights of the Child, in its reviews of State Party reports, has found consistent evidence of the challenges faced by children with disabilities in realising their rights. There are an estimated 200 million children with disabilities across the world, more than 80 per cent of whom live in the developing world with little or no access to healthcare or education. They are disproportionately likely to live in poverty, experience physical and sexual violence, be denied a voice, and lack access to family life, information, play, sport, art or culture. Indeed, in the overwhelming number of countries reviewed, it has been necessary to make recommendations for action to overcome neglect or violation of rights.

The Committee on the Rights of the Child therefore strongly welcomes the adoption by the United Nations General Assembly of the Convention on the Rights of Persons with Disabilities, which emphasises that the barriers to the enjoyment of rights lie not in the disability itself, but in the social, physical, economic, cultural and attitudinal barriers faced by people, including children, with disabilities. It will serve as a powerful and complementary tool to the Convention on the Rights of the Child: while the latter establishes the human rights of children, the Convention on the Rights of Persons with Disabilities provides the detailed elaboration of the measures needed for their realisation.

Yanghee Lee, Chair, UN Committee on the Rights of the Child³⁴

As a result, we should have seen an acceleration of activity in states parties and among donor countries and international agencies to implement inclusive education for disabled children and students around the world.

According to the Global Campaign for Education (GCE), a civil society-led world campaign, there has been a slowing down of the efforts to achieve Education for All, reflected both in international donations from the developed countries and the failure of many developing states to raise sufficient taxes or allocate a large enough proportion of their GDP to education. There has also been a failure to recruit, train and remunerate sufficient high quality teachers to achieve the target. This can be attributed to the economic difficulties encountered since 2008, but there is always a



Uganda: Girls learning sign language.

choice. The countries of the world cannot afford not to invest in developing an inclusive education system capable of providing quality education for all, and in particular for disabled children and students.

Progress towards these goals is painfully slow and much more needs to be done if Education for All is to be achieved. At current rates of progress Education for All will not be achieved in the next 100 years – let alone by 2015.

- Ninety-four countries missed the goal of getting an equal number of girls and boys in school by 2005.
- In order to reach the goal of all children receiving primary education by 2015, 69 million children needed to start school by 2009 (40 million did not).
- The world's poorest countries are still waiting for US\$9 billion from the world's richest countries – the amount needed to pay for all children to receive an education, each year.
- To pay for Education for All an additional US\$16 billion per year is needed in the 46 lowest income countries; this estimate does not include disabled children.³⁵
- An additional 18 million more teachers are needed if every child is to receive a quality education.³⁶

These projections of cost assume a steady rate of domestic input, but the economic crisis as reported in the *Global Monitoring Report 2010* was also affecting the level of domestic investment:

Seven low income countries including Chad, Ghana, Niger and Senegal made cuts in education spending in 2009. Countries reporting cuts have some 3.7 million children out of school. In five of these seven low-income countries, planned spending in 2010 would leave the education budget below its 2008 level.

While seven lower middle income countries maintained or increased spending in 2009, six planned cuts to their education budgets in 2010. Looking ahead to 2015, fiscal adjustments planned for low-income countries threaten to widen the 'Education for All' financing gap. IMF projections point to overall public spending increases for low income countries averaging 6 per cent annually to 2015, while the average annual spending increase required to achieve universal primary education is about 12 per cent.³⁷

Interestingly, at its World Assembly in February 2011, the Global Campaign for Education adopted a motion on the education of disabled students:

... it is now the right moment to further ensure through the motion texts, that all children and youth with disabilities have equal rights and opportunities in the education system, an education system that is meant to promote good learning environment for all regardless of their diverse needs ...

... Governments should design strategies, train all teachers on special needs, invest in inclusive infrastructure, make education more inclusive for all.

The independent *EFA Global Monitoring Report 2011* demonstrates the failure of the wealthier countries of the world to live up to the promises made to fund education. They have not targeted enough aid on basic education. For example, 70 per cent of education aid from France, Germany and Japan goes to higher education, and 50 per cent of French and German aid offers places at their own universities. The report makes the most recent projections of the number of children who will be out of school

Table 2.2. Out-of-school population for 2008 and projections for 2015, selected countries

Country	School year ending in 2008 ('000)	Short-run projection	Long-run projection
		(based on 2004–2009) 2015 ('000)	(based on 1999–2009) 2015 ('000)
Nigeria ^{a,b}	8,650	12,207	8,324
Pakistan ^b	7,261	6,793	5,833
India ^{a,b}	5,564	7,187	752
Ethiopia	2,732	388	957
Bangladesh ^c	2,024	–	–
Niger	1,213	1,103	982
Kenya ^b	1,088	386	579
Yemen	1,037	1,283	553
Philippines	961	1,007	961
Burkina Faso	922	447	729
Mozambique ^b	863	523	379
Ghana	792	295	744
Brazil	682	1,045	452
Thailand	506	193	302
South Africa ^{a,b}	503	866	754
Remaining 113 countries	7,599	9,641	6,557
Total 128 countries	40,371	43,364	28,857

Note: The global estimate for the number of out-of-school children is calculated by assuming that the proportion of the total out-of-school population in the 128 projection countries in 2015 will be the same as in 2008.

^aData for out-of-school children are for 2007.

^bCommonwealth countries with 26 million out-of-school children.

^cRate changes for Bangladesh have not been calculated.

Source: EFA Global Monitoring Report 2011; Annex, Statistical Table 5; UIS database.

in 2015, taking into account reductions in state spending on education and demographic change. The years 1999–2007 were a period of economic growth around the world, so more was invested in education. The long-run projection for 2015 demonstrates a more optimistic picture than the projection based on data reflecting the changed circumstances from 2008. As Table 2.2 demonstrates, in 128 countries in 2008 the out-of-school population was 40.37 million. The long-term projection for 2015 has this falling to 28.85 million, which significantly underestimates the number of disabled children. The short-term projection, taking account of changed circumstances, shows that numbers of out-of-school children will rise by 2015. This will be far from uniform. Countries with higher than average investment and a strong buy-in from their governments to EFA, e.g. Ethiopia, Kenya, Mozambique and Thailand, will continue to reduce the number of out-of-school children.

This possible projected increase in numbers of young people who are out of school should be seen against the continuing efforts in many countries that are leading to large increases in the numbers attending school. Drop-out rates are related to poverty and despite the increases in primary enrolment, 10 million children in sub-Saharan Africa who are currently enrolled will drop out of school. Drop-out rates are high for disabled children. The support and adjustments they need to access education are not provided, teachers are often not trained to meet their needs and families do not see the value in educating disabled children. The fall-out in transition to secondary is even higher and more so for disabled students.

Disabled children in rich countries have continuing difficulties getting the right type of support to be successful in education. These are due to outmoded ideas based



Access to Braille is a human rights issue.

CREDIT: UNESCO

on the 'medical model' way of thinking which leads to integration and segregation. Now that achieving Education for All is becoming increasingly difficult because there is an ever higher proportion of disabled children, there is a risk that the support they need will be sacrificed, as it is easier to ignore disabled children and their needs than to make the necessary changes.

The lack of emphasis on the inclusion of disabled children is reflected in the *EFA Global Monitoring Report 2011* and in another UNESCO initiative, 'Building Human Capacities in Least Developed Countries'.³⁸ However, since the UNCRPD came into force, all UN agencies have had to include disabled people in everything they do. There is still a long way to go and training is needed at all levels, so that the impact of the UNCRPD and the paradigm shift required is appreciated and implemented.

In reviewing progress for the Education for All Initiative High Level Meeting in Jomtien in March 2011, 21 years after the original goals were set, UNESCO suggests the following way forward:

As reported in the regional EFA reports, the decade has provided ever clearer evidence of what works at increasing enrolment and completion rates in basic education:

- **More and better ECCE programmes**, especially those which are child centred, play based and provided in mother tongue;
- **Greater emphasis on the quality of the early years of learning** (i.e. much more effort and resources put into early literacy and numeracy);
- **The reduction and even elimination of school fees and other costs** along with the provision of stipends and other special incentives for the very poor;
- **A larger percentage of the ministry's budget devoted to basic education** (e.g. for infrastructure and teacher professional development and remuneration);
- **The reduction of repetition rates**, which often lead to higher drop-out rates, through such policies as automatic promotion accompanied by serious remedial support to those who are failing;
- **Special efforts directed at remote, rural populations and the urban poor** through programmes such as satellite schools, multigrade teaching and non-formal approaches which are accredited by the government and recognised by the labour market;
- **The greater and more genuine inclusion of learners with disabilities** into regular classrooms with specialised support before and during this process;
- In general, **the development of schools which are more child friendly** – not only academically effective, but also healthy and protective, genuinely inclusive, responsive to issues of gender, and encouraging of student, parent, and community participation.³⁹

Each of the above will increase the enrolment, development, social and academic achievement of disabled children and students only if the specificity of including disabled children is made explicit, in addition to developing a wider inclusive education system capable of meeting the needs of each of the groups identified as excluded.

This UNESCO thinking came out of a major series of consultative conferences in different regions of the world, involving those charged with implementing inclusive education, carried out in the run-up to the 48th UNESCO International Education

Conference, organised by the International Bureau of Education in Geneva in November 2008. The conference was attended by ministerial delegates from 154 countries. The title 'Inclusive Education: the Way of the Future' gave a clear directional steer.

The closing statement called for there to be no diminution of funding for EFA because of the economic crisis and made the following point:

We call upon Member States to adopt an inclusive education approach in the design, implementation, monitoring and assessment of educational policies as a way to further accelerate the attainment of Education for All (EFA) goals as well as to contribute to building more inclusive societies. To this end, a broadened concept of inclusive education can be viewed as a general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities so as to implement the principles of inclusive education.⁴⁰

In defining inclusion, UNESCO (2005) highlights the following elements:

Inclusion is a process. *Inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and how to learn from difference, so that differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.*

Inclusion is concerned with the identification and removal of barriers. *It involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.*

Inclusion is about the presence, participation and achievement of all students. *Here 'presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences while they are there and must therefore incorporate the views of the learners themselves; 'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results.*

Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or under-achievement. *This indicates the moral responsibility to ensure that those groups which are statistically most 'at risk' are carefully monitored and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.*

The thinking behind the framing of this definition of inclusion, as UNESCO's *Guidelines for Inclusion* (2005) makes clear, comes from challenging special education or integration of disabled children with the need to move to a view that focuses on the school, its policies and practices. These need to change to accommodate disabled learners, rather than the disabled learner having to fit in to things as they are. With this shift from the 'medical model' to the 'social model' thinking about disability, the definition of inclusion is then generalised to all other marginalised groups. Inclusion is now seen as a general process.

There are problems with this reframing of inclusion to cover Education for All, because the specificity of developing inclusive education to confront the oppression disabled people face in life and education is lost. The reality is that it is often harder and more challenging to include disabled pupils, particularly those who have sensory, communication, psycho-social, behavioural or learning difficulties or multi-impairments, than other excluded groups.



David – a blind teacher in Kerala.

CREDIT: EENET

The challenge is rooted deep in traditional values and stereotypes about physical and mental difference; ideas of normality; deficit thinking implicit in concepts such as 'special educational needs' and 'medical model' approaches to impairment which focus on what disabled people cannot, rather than what they can, do. Due to the lack of educational philosophy, pedagogy and training based on a social model of disability, millions of teachers feel disempowered when confronted with disabled children in their class. The general shifts in ethos and attitude needed to implement inclusive education help to restructure the entire system away from:

- Competition to collaboration
- Teacher-centred to child-centred
- Rigidity to flexibility
- Rote learning to discovery learning
- Class focus to whole school focus
- Disempowerment to empowerment
- Normality to diversity
- A fixed state to evolving process
- Barrier laden to barrier free
- A 'can't do' to a 'can do' attitude

These shifts are well known and expounded in the tools and documents in UNESCO's *Policy Guidelines on Inclusive Education*.⁴¹ Because of the generalising of inclusion, they apply to, and will promote, the inclusion of all excluded groups, but to include disabled pupils there must be a whole range of more specific understandings and measures, reasonable accommodations, support and personalised plans (UNCRPD, Article 24.2), such as the following:

- All staff to have disability equality training, where they confront their own prejudices and adopt the paradigm shift necessary for successful inclusion;
- Training in specific methods and accommodations to meet disabled students' needs;
- All students to be taught to understand the history of disabled people's oppression and social model/human rights approaches to disability (UNCRPD, Article 8);
- All parents and the local community to have disability equality training;
- All buildings, learning materials, communication, computers and activities to be accessible;
- Planning of teaching and learning to maximise strengths;
- Adapted and accessible assessments, curricula and examination methods;
- The development of a strong 'voice' and control over what happens to disabled students – 'nothing about us without us';
- Peer support and collaboration and empathy;
- Zero tolerance of harassment and bullying;

- Resources that support disabled students' learning;
- Learning resources, books and displays that model positive views of disabled people.

A closer look at national school data often reveals markedly different consequences for various impairments.⁴² In Uganda, recent evidence suggests that drop-out rates are lower among children with visual and physical impairments than among those with mental impairments. Disabled children face many challenges in education. Three of the most serious involve institutionalised discrimination, stigmatisation and neglect, from the classroom to the local community and in the home. Disabled children are often isolated within their societies and communities because of a mixture of shame, fear and ignorance about the causes and consequences of their impairment.

Education systems and classroom experience can help counteract the marginalisation that disabled children face. However, if not run on truly inclusive lines, as outlined above, schools often have the opposite effect. Insufficient physical access, shortages of trained teachers and limited provision of teaching aids can diminish opportunities. Many schools, particularly those in remote rural areas or slums, are physically inaccessible to some disabled children. Without peer support and effective teaching, children with sensory or mental impairments can find schools noisy, confusing and threatening. The grossly inadequate level of provision for disabled children in general schools often drives parents and groups representing disabled people to demand separate provision.⁴³

This demand is both understandable and is a symptom of wider problems. Putting disabled children in special needs schools or institutions can reinforce stigmatisation. It can also deny them a chance to participate in mainstream education, build relationships and develop in an inclusive environment. Moreover, special schools are often very expensive and can only ever cater for a tiny proportion of disabled children.

One qualitative study of attitudes towards autistic children in Ghana revealed they were widely described as 'useless and not capable of learning, stubborn, lazy, or wilfully disobedient' (Anthony, 2009). In a statement with wider application, the Ghanaian Ministry of Education, Sports and Science has powerfully captured the social prejudices that shape the educational disadvantages associated with disability:

*The education of children with disabilities is undervalued by families, there is a lack of awareness about the potential of children with disabilities, children with disabilities in mainstream schools receive less attention from teachers and there is an overemphasis on academic achievement and examination as opposed to all round development of children.*⁴⁴

In developing countries the implementation of inclusive education for disabled pupils and students will cost more than the estimate for Education for All, and this is already seriously underfunded. The reason is that these estimates were worked out on the basis of scaling up what has already happened to include the millions of excluded non-disabled children. To include 'the missing millions' of disabled children in developing countries will require more than the annual additional US\$16 billion required to get all children into school. How much extra is required? If it was half as much again this would mean US\$24 billion per year extra.⁴⁵ Compare this to the US\$2.2 trillion written off by the banks supported by governments from 2007 to 2010, caused by the lack of regulation, greed and bad judgement of the banking system. In the UK, the bank bail-out cost £117 billion and in the USA US\$850 billion. The other areas most affected are the EU and Japan.⁴⁶ These are the major aid donor countries. The measures taken by governments to retrieve this money, by cutting services and

increasing taxes on their citizens, has led to general economic stagnation in some areas, impacting seriously on less developed countries.

The UNESCO *Policy Guidelines on Inclusion in Education* (2009a) point out that the cost of EFA is the equivalent of:

- Six days' worth of global military spending
- Half of what is spent on toys every year in the USA
- Less than what Europe spends on mineral water every year
- 0.1 per cent of the world's annual gross product.

Article 32 of the UNCRPD requires states parties to collaborate in an inclusive development process. The EU, the second largest aid donor, has recently ratified the UNCRPD. In a report to the European Commission (EC), the European Foundation Centre (2010) suggests that human rights clauses in EU aid agreements should be extended to cover implementation of the UNCRPD (Box 2.2).

Box 2.2 General recommendations for states parties on Article 32

States Parties should perform a **screening exercise** to assess the inclusivity of their development aid policies and programmes. To this purpose, screening exercises should, *inter alia*, include an assessment of whether:

- any laws, policies or practices exclude persons with disabilities from international co-operation programmes, either as beneficiaries or as implementers;
- domestic disability laws apply extraterritorially to development assistance;
- existing disability non-discrimination laws apply to the recruitment and training of people with disabilities for international development or foreign assistance assignments;
- international co-operation programmes are directed at inclusion and autonomy and applied without discrimination and in relation to all persons with disabilities, including women and children with disabilities; and
- persons with disabilities and their representative organisation are involved in development planning, implementation and evaluation.

Following the results of screening exercises, all the aforementioned issues should be mainstreamed to all previously established, or upcoming, international co-operation programmes.⁴⁷

States Parties as donor (or beneficiary) countries should take measures to **guarantee** that international co-operation mainstreams the general principles of the UN CRPD, and is inclusive of, and accessible to, persons with disabilities.⁴⁸

States Parties should, in their international co-operation programmes and/or projects, **ensure** participation by persons with disabilities in the design, development, and evaluation of the programme and project.

States Parties should ensure that their international co-operation programmes and projects **mainstream** actions towards persons with disabilities.⁴⁹

States Parties as donors should, in their international co-operation programmes and projects, include actions that support the beneficiaries **capacity building** on issues related to the implementation of the UNCRPD. These actions should include, but are not limited to, training, exchange and sharing experiences and good practices.

States Parties as donor (or beneficiary) countries should ensure that programmes, and/or projects, targeting the achievement of Millennium Development Goals (MDGs), take into account the rights of persons with disabilities.⁵⁰

In the end this is about political choices and it makes no sense politically or economically **not** to have all the world's children in quality inclusive schools.

Whether we develop inclusive education for disabled children and students will depend on our values. There are currently both promising and contrary indicators. Over the last three years, Education for All has seriously engaged with the inclusion of disabled pupils. The UN Conventions adopted by states, the CRC and the UNCRPD, create a policy obligation for inclusive education for disabled pupils and students. Disabled people's organisations and advocates overwhelmingly favour moves to inclusive education, as witnessed by the wording of Article 24. There is a growing awareness that the planet has finite resources and a more eco-friendly and fairer way must be found to distribute them to eradicate poverty and increase wellbeing. On the other hand, budget reductions in public spending caused by the banking crisis will impact on teacher training and morale, and increase poverty. Monopolistic competition, rather than collaboration, is the dominant economic force. Increasingly, non-accountable banks and large corporations are not subject to regulation and pay insufficient taxes into the public purse.

State education in some countries, such as Sweden, USA and UK is being privatised by setting up internal markets, using the inadequacies of the education system and the promotion of choice. This is having a detrimental impact on schools' abilities to support a range of disabled children. In the UK, the coalition government is seeking to 'remove the bias to inclusive education'. Very few parents who have had to battle to keep their disabled children in English mainstream schools experience such a bias. They would claim there is a built-in bias favouring segregation and exclusion.⁵¹ The current UK government, by making it much easier to set up segregated special schools such as academies and free schools, taking away appeals against exclusion and cutting support services to mainstream schools, is making it much harder for disabled children to be included in mainstream schools.⁵²

We do not know the costs of a fully inclusive education system because no developing countries have yet achieved this. Indeed, developed countries have not got there either, mainly because they have infrastructures and ideologies based on the 'medical model' of disability and special educational needs, which can be very expensive. We do know the human costs to so many disabled children around the world of either not being in school or being in school, **without** their needs met to bring about:

- a. *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;*

- b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;*
- c. Enabling persons with disabilities to participate effectively in a free society.*

(UNCRPD, Article 24.1)

There are many pockets of good practice of developing inclusive education for disabled children and students in early years education and in primary, secondary and tertiary education. A range of these, predominantly from Commonwealth countries, will be critically examined at national, regional, district or school level to inform our thinking, as countries begin to grapple with their treaty obligations.

3 Changing Attitudes to Disability

The shift from charity thinking to social and human rights thinking

For thousands of years in every culture and society physical and mental differences have been ascribed special meaning. This was usually negative and often persists today, resulting in stigma, negative attitudes and stereotypes.

People were thought to be disabled because they or their parents had done something wrong and because all-powerful gods, deities or fate had made them disabled (karma or sin). Disabled people were often subjected to inhuman treatment. Being seen as bringing shame on their families, they were locked away. Euthanasia was widely practised on babies born with significant impairments. Such children were often abandoned and had to rely on begging to survive.⁵³

It was believed that disabled people brought bad luck because they had been cursed or had a spell placed upon them by witchcraft. They were often viewed as not fully human or possessed by evil spirits. This made it easy to make fun of or ridicule them. They became the butt of jokes and symbols for all the ills of the world. Clowns, court jesters and 'freak shows' are illustrations of this. Quarmby (2011) has provided an in-depth analysis of negative attitudes to disability in the West. She has linked them in a detailed way with scapegoating and hate crime towards disabled people in the UK. Unfortunately, disabled people are regularly subjected to hate and violence, drawing on this cultural residue.

There are many cultural and literary manifestations of this thinking which are still being reinforced in myths, legend or literature. Even modern films, comics and television programmes draw upon and reinforce these negative stereotypes. Stereotypes are bundles of negative and untrue perceptions which often condition how people treat and respond to disabled people.⁵⁴ Similar activity is on the increase in central and east Africa with as many as 6,000 people with albinism killed for the supposed magical properties of their limbs in the last few years.⁵⁵

The elements of traditional model thinking in southern Africa⁵⁶ listed in Box 3.1 were identified by 32 participants in a 2007 workshop attended by disabled people, parents of disabled children and government officials from Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe. They demonstrate clearly the power of the traditional model of disability in Africa as a barrier to inclusion. In 2011 World of Inclusion Ltd carried out a six-day UNCRPD capacity building workshop in Port Moresby for the UK Disabled People's Council and the Commonwealth Foundation. Disabled leaders and disabled young leaders from Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu took part and came up with a wide range of traditional ideas about disability that are still very much part of people's thinking on the ground (Box 3.2). Such ideas need uncovering and discussing, and alternative views must be introduced based on human rights.

Box 3.1 Commonly held views about disabled people in Southern Africa

Demon possessed

Bewitched/a curse

A moron/idiot/stupid

Tools to scare children

Tools for begging

Expressing bad feelings

Non-achievers	Sign of misfortune
Disability is contagious	Rude people
Less of a human being	Short-tempered people
Disability is a result of incest	Invalids
Sick people	Mad people
Government has other priorities than spending/wasting money on disability	You have a child with a disability as a punishment
Useless to society	They are not worth it
Naughty	They are a problem
Disgusting to family members	They are a burden
Shameful	They are argumentative
Punishment from God for evil deeds	They cannot think on their own
Albinos do not die, but they disappear	They are unproductive
Mother blamed for having a disabled child – has been unfaithful to husband	While pregnant the mother laughed at a traditional Gulewankulu dancer
People with disabilities are God's people – known as beggars	They remain children – they are not expected to behave like adults
They are AIDS carriers	They cannot be educated
Objects of pity	They cannot have children
Asexual – have no sexual feeling	They will have disabled children
Mothers are always blamed for bearing disabled children and are therefore abandoned	They do not have sex – HIV carriers
	It is believed that having sex with a disabled person is a cure for the HIV virus

Box 3.2 Traditional views of disabled people in the South Pacific

These include:

- Mental impairment is caused by sorcerers/curses
- Slow development of children – uncaring parents during pregnancy or child's development
- Physical impairment is the person's own fault
- If they are born with a physical impairment this is because either the parents separated or there is a scandal in the family
- Disability is the fault of a sinful mother
- Breaking the taboo, e.g. sleeping/doing something in a taboo place (taboo = restricted areas)
- If pregnant mothers eat reptiles like eel-fish cats or flying foxes, their child will become disabled
- Bride price and disability: If the bride price is used to buy food, the profit becomes a cause of disability
- Wrong marriages causes disability
- Uncivilised (rape people with disabilities)

- Cultures sometimes teach that people with disabilities are possessors of evil or ancestral spirits
- Disabled people are bad, leave our families in isolation
- Laughing, teasing, labelling, discrimination, distance, body language, parents' fault, a stay at home, not to have family, can't work, look down at you, not accessible
- *Mata tingo* (crooked eye)/ *ta'ea'onga* (useless)/ *konga e moui* (abnormal)/ *ne totonu peke ke petie* (deserve to have the disability)/ *ta'etokanga matua* (careless parents)/ *ke kehe atu koe meihe family* (you're different from your brothers and sisters)
- Papua New Guinea: Disability is caused by witchcraft because of jealousy or to pay back for some wrongs done in the past by the family members of a person with disabilities
- *Aia lango aomata aika toamau ibukiia aomata aika a mwauku a rangi n aki kukurei bwa a na iein ibon ivouia mwauku. Ma Iroura ngaira mwauku ao ti bon kona n tabe ma aron ara katei* (The people in Kiribati don't want people with a disability to get married because they think people with a disability can't look after themselves)
- They believe that you have a disability because your parents make sins to god (or do many wrong things)
- Tonga: Worshipping idols brings a curse on a person
- Disobedience to church
- If parents do not follow customs, this means that their children will have disability
- Making born child out at night will lead to evil spirits cursing it
- Shark or crocodile worshipping gone wrong will lead to a disability
- A woman drinking an open cut coconut will lead to her having a facial/ mouth deformity
- Cooking a chicken whilst breaking its leg will lead to a physical deformity
- Pregnant mothers should not be allowed to walk alone or should not eat certain parts of a pig
- Pointing your finger at a grave
- Taking dead bodies out at night without covering the face will cause a disability from the evil spirits.
- Disabled people cannot marry
- Tuvalu: If you do black magic or use magic in the wrong way it will kick back at you, and if not it will hit your kids
- Papua New Guinea: People believe that you are disabled by angry spirits
- Papua New Guinea: Belief that when someone enters or passes through a sacred site, he or she is disabled
- Papua New Guinea: They look down on people with a disability
- *Tagata matimii* (disabled persons)
- *E le fai aiga* (can't marry)

- *E le fanau (can't get birth)*
 - *Matua (parents)*
 - *E ele tatau ona faigaiuega (can't work)*
 - Disrespect (ignorant of person with disability)
 - Disabled person is mad⁵⁷
-

The development of charity and medical model thinking

This inhuman treatment often elicited a charitable or protective response which sometimes led to improvements in the material circumstances of disabled people. Disabled people were objects of charity or asylum and subjected to patronising attitudes based on the non-disabled person's view of them as not fully human or as incapable of living ordinary lives. Motivated by religious thinking, the focus was on supporting basic human needs from a pitying point of view. Disabled people were often put into asylums to protect them from harm and abuse, only to be exposed to more abuse in such institutions.

The Disabled Peoples' Movement has rejected the charity approach in favour of a human rights approach, as under the charity approach disabled people are turned into objects who only receive and do not participate in the processes that shape their lives. The charity model also views impairment as a personal tragedy that can be fixed by the support and rehabilitation the charity provides. Many organisations that started from charitable motives are now allies and supporters of disabled people's rights, although they may not subscribe to the social model because this would mean they have to accept disabled people's analysis of the disabling society.

Charity has not really solved the problems of disabled people. Instead, it has entrenched negative attitudes and made the position of disabled people worse. Disabled people have not benefited from charity, because charity is not part of the socio-economic development process. Disabled people want to be treated as normal citizens with rights. They want to be treated equally and participate as equal citizens in their own communities. To achieve this, political and social action to change society is needed.⁵⁸

As medical science developed it was applied to disabled people with a view to 'curing' them or making them 'normal': disabled people were in the position they were in because of the impairment they had. If the impairment could be fixed, then the disadvantage would disappear. 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 massively increased in the last 150 years. Improvements in medical science, as long as they can be provided in a low-income environment, can reduce certain types of impairment through rehabilitation or even eradicate them. This is obviously a good thing and should be encouraged

This has led to human beings being healthier and living longer, and to the eradication in richer parts of the world of many conditions which lead to permanent impairment, such as polio, measles and rubella. We know how to prevent many childhood illnesses that kill or lead to permanent impairment, but the knowledge, technology and medicines to do this do not reach those who need them. There are large differences between the rich countries of the North and the developing countries of the South. Eighty per cent of impairment in the South is preventable, e.g. polio, malaria, TB, river blindness, glaucoma, chicken pox and measles, that lead to deafness and blindness. In the North, 80 per cent of impairment is not treatable.



In promoting a social model approach, the disability movement is not countering this to the need for access to health services (UNCRPD, Article 25) and habilitation and rehabilitation (Article 26). There should be no discrimination or prejudice in the provision of these services to disabled people. Yet it is often characterised as a polarisation.

The Union of the Physically Impaired Against Segregation (UPIAS), which is often attributed with putting forward the first formulation of the social model of disability, was keen to quash any such argument:

It is of course a fact that we sometimes require skilled medical help to treat our physical impairments – operations, drugs and nursing care. We may also need therapists to help restore or maintain physical function, and to advise us on aids to independence and mobility. But the imposition of medical authority, and of a medical definition of our problems of living in society, have to be resisted strongly. First and foremost we are people, not 'patients', 'cases', 'spastics', 'the deaf', 'the blind', 'wheelchairs' or 'the sick'. Our Union rejects entirely any idea of medical or other experts having the right to tell us how we should live, or withholding information from us, or taking decisions behind our backs.

UPIAS, 1975

This medical model approach focused on the loss of normal function of disabled people and led to them being viewed as negative or in deficit, needing to be made normal. The only trouble was that in the majority of cases this approach did not work. Even where it did work, the disabled person was seen as a collection of symptoms to be treated or subjected to therapy, with their ordinary life put on hold.

What disabled people 'could not do' led to their being categorised by type and degree of impairment and as a result labelled, separated and related to differently from non-disabled people. This attitude often reinforced, and was grafted on to, the persistent traditional views outlined above and so became a potent means of oppression.

Blind and seeing children in class together in Zanzibar.

CREDIT: ROY McCONKEY

Disabled and non-disabled children together, Kamagugu School, Nelspruit, South Africa.

CREDIT: RICHARD RIESER



The categorisation by disabled people of medical model thinking as holding them back from winning their full rights does not mean that disabled people do not need interventions from medically trained professionals. Of course they do. A vital part of disabled people's lives and rights is access to medically-based interventions to keep them alive, minimise their impairments 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. When we talk of medical model thinking, we are referring to the way in which disabled people are seen largely or exclusively through a medical lens. Their impairment is focused on, to the exclusion of their entitlement to live in the same way as other members of society.

The development of social model thinking

Over the last 35 years disabled people themselves began to challenge the consequences of medical model thinking on their lives. The UPIAS was very clear that segregation must be opposed if disabled people were ever to be fully included in society.

The Union's eventual object is to achieve a situation where as physically impaired people we all have the means to choose where and how we wish to live. This will involve the phasing out of segregated institutions maintained by the State or charities. While any of these institutions are maintained at a huge cost, it is inconceivable that we will all receive in addition the full resources needed to provide us with a genuine opportunity to live as we choose.

UPIAS, 1975

The focus has shifted from viewing the problem in the person and their permanent impairment to examining the barriers of attitude, organisation and environment that deny disabled people access to an ordinary life in the culture and society in which they live. In 1981, Disabled Peoples' International adopted the following statement at its world summit:

Impairment is the loss or limitation of physical, mental or sensory function on a long term or permanent basis.

Disability is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers.

Disabled Peoples' International, 1981

The difference between the medical and social model perspectives becomes clear in the two diagrammatic explanations shown in Figures 3.1 and 3.2.

The dominant view is the medical model, which shows the problem as the disabled person surrounded by professionals whose main purpose is to make them as 'normal' as possible.

It is important to recognise that medical interventions or support to rehabilitate people's impairments are not dismissed in the social model perspective: instead, they are built upon. The emphasis changes from focusing on the person with impairment, and how to fit them into a society that does not accommodate them, to how to challenge and change the barriers that disable those with impairments.

This perspective both empowers disabled people and provides the basis for a transformative paradigm shift in the way disability is viewed. Box 3.3 illustrates the different approaches that flow from these two perspectives when they are applied to education. The medical model approach leaves schools and society unchanged and disabled people excluded or at a disadvantage. The social model approach allows administrators, teachers and parents to examine their thinking and practice so that they dismantle the barriers and become the allies of disabled students. In this way they can help students to maximise their social and academic achievements, and in the process society will change.

The social model of disability focuses on the barriers and shows the disablement of the person with impairments due to barriers of attitude, environment and organisation.

The social model approach recognises the need to:

- Change people's thinking about disabled people;
- Alter the environment to make it accessible;
- Transform organisations and their policies, practices and procedures;



Malaysia: Being together makes sense.

CREDIT: UNESCO



Cameron walking towards a world of rights in the future.
CREDIT: RICHARD RIESER

- Urgently counter low self-esteem and poor self-attitude by empowering disabled people to insist upon their rights.

The focus shifts from altering disabled people so that they can fit into a disabling world and society to transforming the society and the world by changing attitudes and removing barriers. This thinking is at the heart of the UN Convention on the Rights of Persons with Disabilities. Its preamble states:

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

Looking back, it is interesting to see how far we have come, in that nearly everybody, from the WHO through the World Bank to the UN, now appears to accept this formulation. However, it is quite another thing to apply this analysis effectively. There are now many examples of inclusion projects going wrong for lack of disabled advocates. Inclusion projects need to be led by politically aware disabled people. What does this mean for the development of inclusive education?

Box 3.3 Medical and social model thinking applied to education⁵⁹

Medical model thinking	Social model thinking
Child is faulty	Child is valued
Diagnosis	Needs are defined by self and others
Labelling	Identify barriers and develop solutions
Impairment becomes focus of attention	Outcome-based programme designed
Assessment, monitoring, therapeutic programmes imposed	Resources are made available to ordinary services
Segregation and alternative services	Training for parents and professionals
Ordinary needs put on hold	Relationships nurtured
Re-entry if 'normal' enough or permanent exclusion	Diversity welcomed, child is included
Society remains unchanged	Society evolves

Some commentators, such as Coleridge *et al.* (2010), counterpose the social model with a human rights model, claiming that the social model does not take account of the psychological dimensions of having to come to terms with having an impairment and that disabled people will always need social protection due to their 'vulnerability'.⁶⁰ This is to misunderstand the social model. The concept of internalised oppression has been used in relation to the social model to explain the psychological feelings one has of acquiring an impairment when the world is dominated by disabling attitudes (Rieser and Mason, 1990). Disabled people recognise their unequal position in society and require social protection measures to blunt the effects of negative attitudes and behaviour. Both of these areas are consequences of the dominance of medical model thinking.

Coleridge *et al.* (2010: 31) put forward a human rights model:

Figure 3.1. The medical model of disability

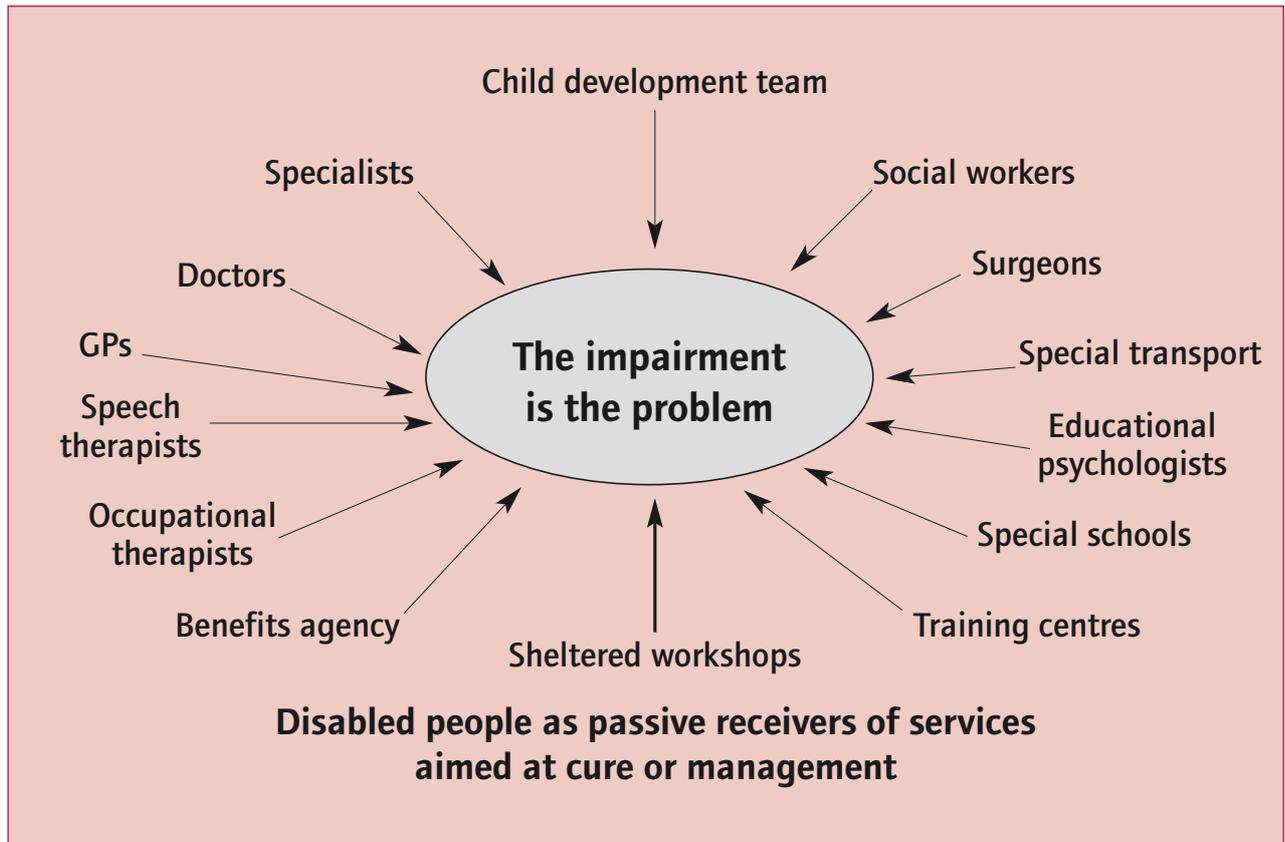
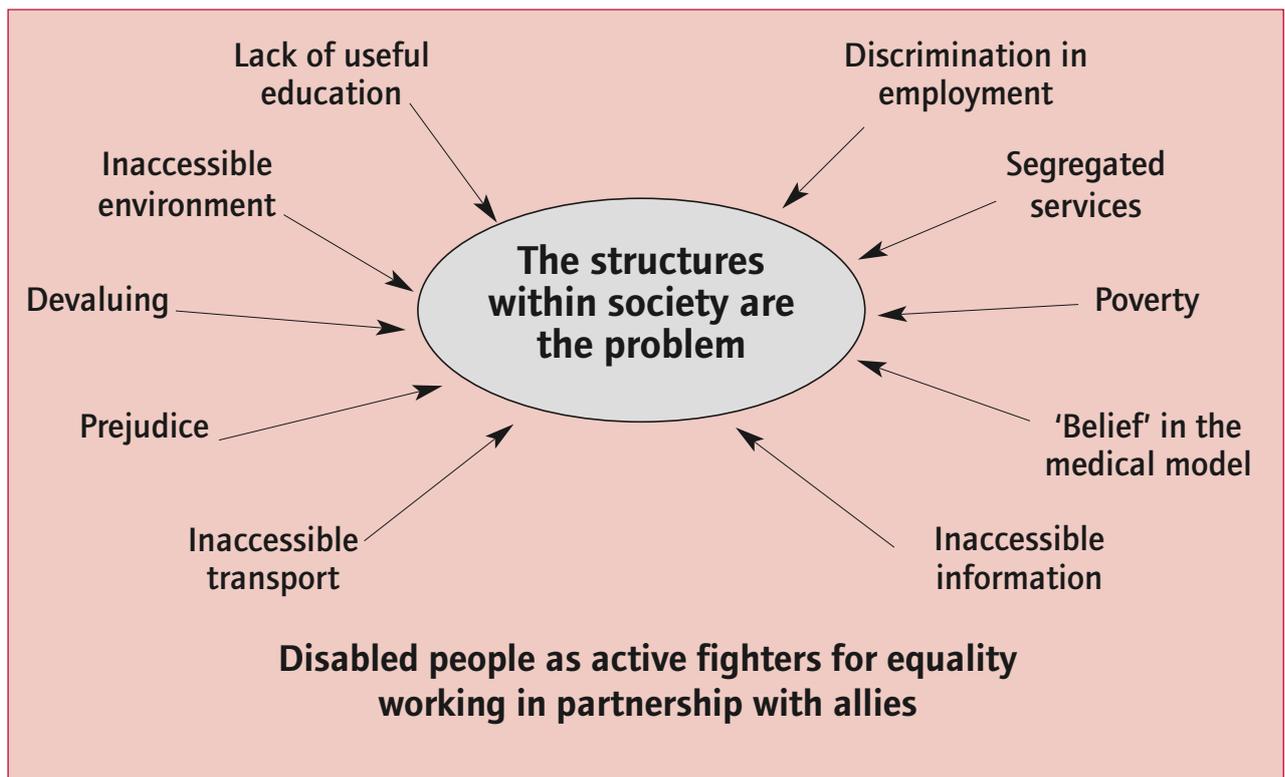


Figure 3.2. The social model of disability





Supporting a deaf pupil in a mainstream secondary school, Stoke Park, Coventry, UK.

CREDIT: RICHARD RIESER

The human rights model developed as a result of two main factors: (a) calls by the disability movement for the recognition that disabled people, like non-disabled people, are entitled to the full enjoyment of human rights; and (b) despite the growth in international conventions on human rights in recent decades, the recognition that persons with disabilities were not visible within these treaties. It was these two factors in particular that gave rise to the UNCRPD. In this model empowerment has a much broader definition and scope than in the medical and social models. Participation in decision making, changes to the environment, human rights legislation, control over and access to the skills, knowledge, and support systems that facilitate functional independence, are all vital elements.

But all of these arise from the paradigm shift which is implicit and explicit in the UNCRPD. This is fundamentally the shift from the medical/individual model to the social model of disability. The key to change under the social model is the involvement and empowerment of disabled people and their organisations as the main engines of change.

Coleridge *et al.* also assert that rehabilitation should be an equal partnership between professionals and disabled people. Given the history, medical model training and power relationships this cannot happen. Disabled people need to control the rehabilitation process. It is dangerous to suggest moving to a human rights model partly to include prevention and rehabilitation when the UNCRPD and the campaigning around it were based on a recognition of the denial of rights due to dominant medical model thinking. The great majority of the world's disability movement subscribes to the need to shift to a social model, which in itself gives rights to disabled people.

Impairment is a universal part of the human condition. The impact varies depending on the economic level of the country and types of impairments vary. There are many reactions to impairment, but they are nearly always negative. This is why the UNCRPD is needed: disablism is rife. The social oppression disabled people face in every country urgently needs tackling throughout all societies.

4 Inclusive Education

UNESCO sees inclusive education as a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. This involves changes in content, approaches, structures and strategies, with a common vision which covers all children within an appropriate age range. It embodies the conviction that it is the responsibility of the mainstream education system to educate all children.⁶¹

Inclusive education seeks to address the learning needs of all children, young people and adults, with a specific focus on those who are vulnerable to marginalisation and exclusion. Schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other impairments. They should provide for disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other marginalised areas or groups.

In practice the UNESCO definition means that:

- One ministry is responsible for the education of all children;
- One school system is responsible for the education of all children in its region;
- There is a diverse mix of students in classes;
- Teachers use classroom strategies that respond to diversity, such as multi-level instruction, co-operative learning, individualised learning modules, activity-based learning and peer tutoring;
- There is collaboration between teachers, administrators and others in responding to the needs of individual students.⁶²

The Dutch Coalition on Disability and Development argues that:

Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems. It does not segregate children who have different abilities or needs. Inclusive education is a rights-based approach to educating children and includes those who are subject to exclusionary pressures. Inclusive education creates a learning environment that is child centred, flexible and which enables children to develop their unique capacities in a way which is conducive to their individual styles of learning. The process of inclusion contributes to the academic development and social and economic welfare of the child and its family, enabling them to reach their potential and to flourish. We distinguish between inclusive education on the one hand and educational integration via special education and special schools, on the other. Inclusive education is different from integration as the latter only denotes the placement of disabled pupils in the mainstream. Integration implies that the child has to change to be able to participate in the existing school system. In inclusive education a change is needed to address accessibility and challenge attitudes of managers, staff, pupils, parents and the local community.⁶³

The *Index for Inclusion* is a widely used tool and defines inclusive education as having the following components:

- Valuing all students and staff equally;

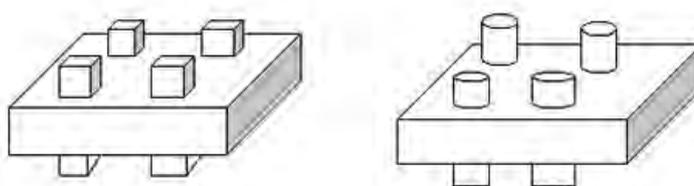
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools;
- Restructuring cultures, policies and practices in schools so that they respond to the diversity of students in the locality;
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as having special educational needs;
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes that benefit students more widely;
- Viewing differences among students as resources that support learning, rather than as a problem to be overcome;
- Acknowledging the right of students to receive an education in their locality;
- Improving schools for staff as well as for students;
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement;
- Fostering mutually sustaining relationships between schools and communities;
- Recognising that inclusion in education is one aspect of inclusion in society.⁶⁴ (See Chapter 8 for more about the *Index*.)

However, as we have seen in Chapter 2, unless disability is specifically focused upon in the development of inclusive systems, the current high levels of exclusion of disabled children are likely to continue. UNESCO estimates that still only around 10 per cent of disabled children attend school in most developing countries and that 80 per cent of disabled children live in developing countries.⁶⁵

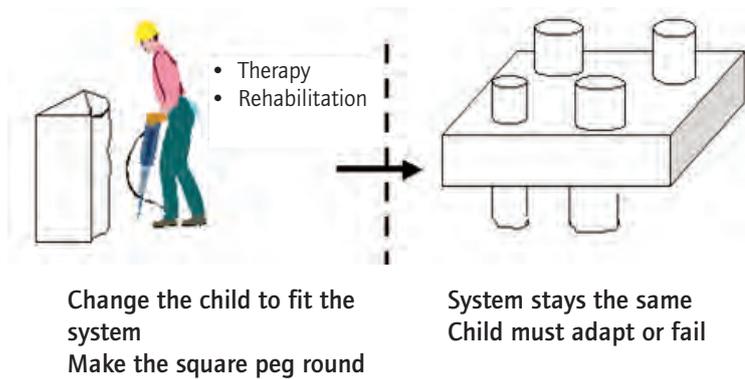
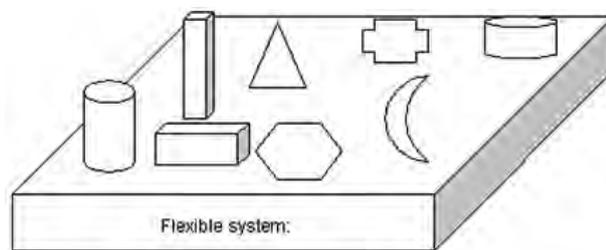
Segregation, integration and inclusion

It is necessary to be absolutely clear about the differences between exclusion, segregation, and integration and inclusion in education. The basis of the three approaches is clearly demonstrated in Figures 4.1, 4.2 and 4.3, which were developed in Afghanistan to demonstrate the key differences in the three approaches to the education of disabled children.⁶⁶

Figure 4.1. Segregated education



Special schools. An education system for normal children (round pegs): a different system for 'special needs' (square pegs)

Figure 4.2. Integrated education**Figure 4.3. Inclusive education**

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

The geographic and pedagogic systems developed from the traditional, medical and social models of disability led to very different educational outcomes.

Box 4.1 outlines the four forms of educational response to disabled people, and how they link with three phases of thinking about disabled people in general that come from a social model analysis. Inclusive approaches to educating disabled children are the only ones which are rights based and based on social model thinking. In the countries of the North, we have gone from exclusion to segregated special schools, with the setting up of special education schools and units, and then on to integration and a few attempts at inclusive education. This has entailed the expenditure of substantial resources on running two separate education systems – mainstream and special education. Special education, both in special schools and in integrated mainstream education, is seen as the responsibility of special education teachers, but is not what all teachers do. Inclusive education requires all teachers to adjust their teaching methods so that they are accessible by all learners. Inevitably, the models of inclusive education that have developed in the North have been viewed through the special education lens. While there are useful techniques and approaches that can be taken from special education, much of it has not supported the full development or empowerment of disabled people. Many of its techniques, such as intelligence tests, have actually harmed disabled people. It is also expensive.

In the majority world of the South, it is not necessary or advisable to develop special and mainstream systems in parallel, nor can countries afford to go through the phases of development of special education that in some places in the North eventually led to inclusive education. Rather, there is a need to develop an inclusive



Orissa, India: An individualised programme with one-to-one support is sometimes necessary.

CREDIT: NCRI

education system from the beginning as part of developing Education for All. Where there are special schools, usually developed by NGOs in an attempt to copy the Northern model of a 'continuum of provision', these need to be turned into district resource or peripatetic team support bases. This is the approach taken in the Flagship on inclusive education led by UNESCO. However, much confusion remains on the difference between integration and inclusion.

Box 4.1 Types of thinking about disabled people and forms of education⁶⁷

Thinking/ model	Characteristics	Form of education
Traditional	Disabled person brings shame on family. There is guilt and ignorance. They are seen as of no value.	Excluded from education altogether.
Medical 1	Focus is on what the disabled person cannot do. Attempt to normalise, or if they cannot fit in, to 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 minimise 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 and learning remain the same. What you cannot do determines which form of education you receive.
Social model	Barriers identified – solutions found to minimise them. Barriers of attitude, environment and organisation are seen as what disables and are removed to maximise potential of all. Disabled people welcomed. Relations are intentionally built. Disabled people 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 reorganising teaching, learning and assessment. Peer support is encouraged. Focus on what you can do.

Integration or inclusion?

UNESCO has identified four key elements that have featured strongly in inclusion practices across all disadvantaged groups (see page 27).⁶⁸

Such general thoughts can inform a narrower focus on the inclusion of disabled pupils. At the Conference of South Countries in the Asia/Pacific area, held in Agra in 1998, the participants came up with a very useful description of the differences between the integration and inclusive approaches in the context of the South.



Learning is fun.

CREDIT: ALEX, CBM
TANZANIA

Inclusive education

- Acknowledges that all children can learn;
- Acknowledges and respects differences in children – age, gender, ethnicity, language, disability, and HIV and TB status;
- Enables education structures, systems and methodologies to meet the needs of all;
- Is part of a wider strategy to promote an inclusive society;
- Is a dynamic process which is constantly evolving;
- Need not be restricted by large class sizes or a shortage of material resources.⁶⁹

Integrated education

Integrated solutions fix or fail the child.

They can only receive education if:

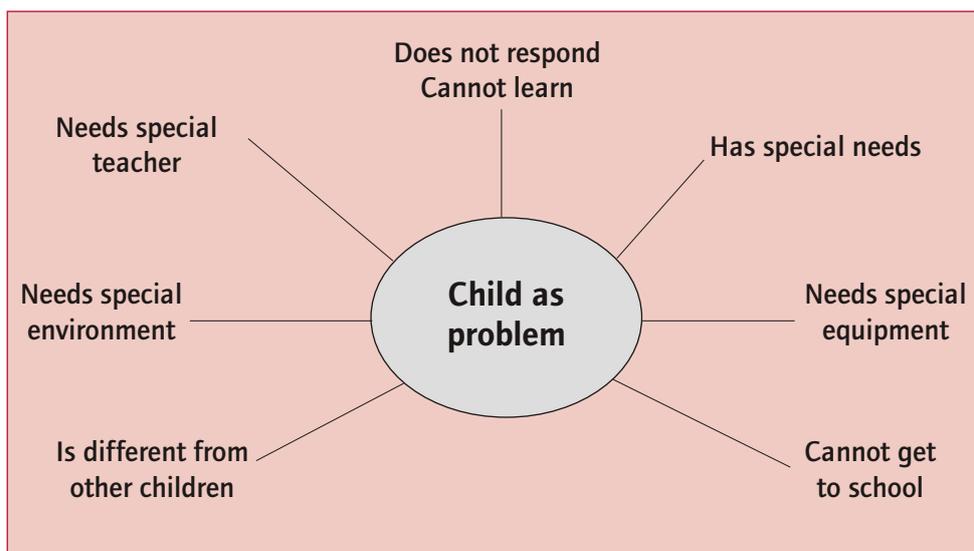
- They can cope with other children (and not be put off by teasing or bullying);
- They have special equipment;
- They have one-to-one support;
- They have a special teacher;
- They can follow the curriculum;
- They have a special environment;
- They are taught with special techniques to meet their special needs;
- Extra resources are provided for their 'special' needs;
- They can get to school and communicate properly.



Early childhood education in Samoa.

CREDIT: NIUSILA FAAMANATU-
ETEUATI, NATIONAL UNIVERSITY
OF SAMOA

Figure 4.4. Integrated education: seeing the child as the problem

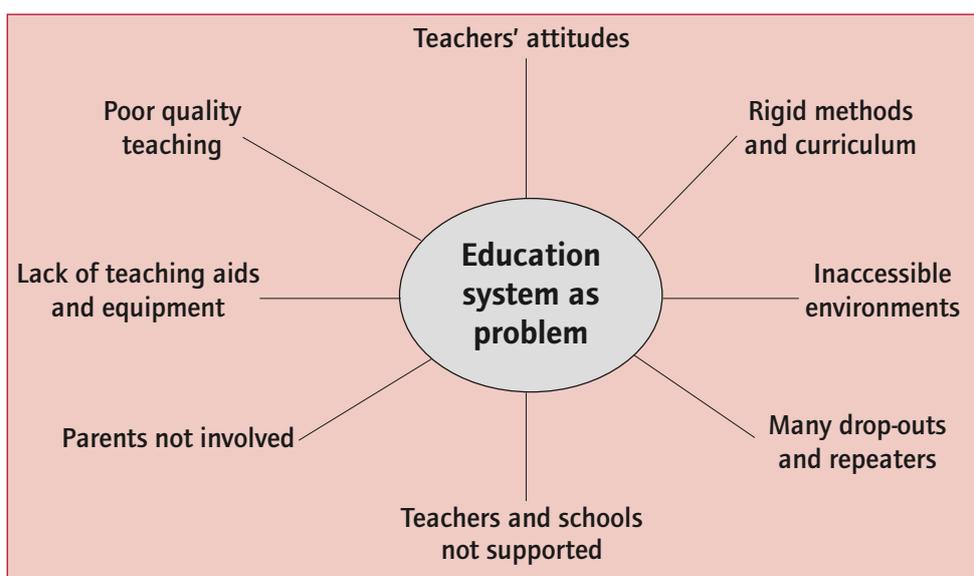


As can be seen, the integration approach relies heavily on special education thinking and techniques that have been developed in the North and have been shown to be largely inadequate, as they focus on a deficit within the disabled child (see Figure 4.4).

Inclusive education is about identifying barriers created by attitudes, organisation and environments, and developing solutions to the problems that go beyond the child. These solutions include:

- School improvement through carefully managed and participatory change;
- Developing a whole school approach – involving joint responsibility and problem solving;
- Identifying, unlocking and using resources in the community;

Figure 4.5. Inclusive education: seeing the education system as the problem



- Producing aids and equipment from local low-cost materials;
- Allocating resources to support the learning of all students;

- Listening to teachers, offering support, promoting team teaching and offering relevant practical training;
- Making environments accessible and welcoming;
- Developing and implementing policy to respond to diversity and reduce discrimination;
- Developing child-to-child and peer tutoring;
- Creating links with community organisations and programmes, disabled people's organisations and parents' associations;
- Community-based rehabilitation (CBR) programmes (see Figure 4.5).⁷⁰



US volunteers Nathan Kell and Becca Wingegar show off their talents in Samoa.

CREDIT: SENESE, SAMOA

Box 4.2 South Africa: Integration or mainstreaming versus inclusion

Mainstreaming or integration	Inclusion
Mainstreaming is about getting learners to 'fit into' a particular kind of system or integrating them into the existing system.	Inclusion is about recognising and respecting the differences among all learners and building on the similarities.
Mainstreaming is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes.	Inclusion is about supporting all educators and the system as a whole, so that the full range of learning needs can be met. The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.
Mainstreaming and integration focus on changes that need to take place in learners so that they can 'fit in'. Here the focus is on the learner.	Inclusion focuses on overcoming on barriers in the system that prevent it from meeting the full range of learning needs. The focus is on adaptation and support systems available in the classroom.

South African Government White Paper, No. 6, 2001

The South African Government has set out its strategy for developing an inclusive education system in a White Paper.⁷¹ It characterises the difference between integration or mainstreaming and inclusion in a useful and practical manner (Box 4.2). The theory and strategies developed are progressive, but lack of resources and resistance from some professionals and some parents, together with the inertia of the existing system, are proving to be substantial obstacles to their implementation. More than 280,000 disabled South Africans aged between 5 and 18 are still not in school or receiving training. This analysis and other similar literature reviews and policy papers highlight a range of key factors that governments need to address if they are to implement Article 24 and build inclusive education systems in their countries.

As part of the New Zealand Government Review of Special Educational Needs/ Disability, David Mitchell (2010) was commissioned to carry out an international literature review and clearly many of his conclusions have shaped the outcomes of Success for All. It is interesting that despite his having adopted a critical stance to the efficacy of inclusive education, Mitchell's findings are largely supportive and his recommendations are of general use. From the international literature surveyed, mainly drawn from Australia, Canada, New Zealand, UK and USA, the conclusions outlined in Box 4.3 emerged.

Box 4.3 Findings from international literature review of inclusive education, 2010

1. The education of disabled students is a complex process with many inter-related elements, most of which apply to education in general and some of which are specific to disabled students.
2. Educational provisions for disabled students should not be primarily designed to fit the student into existing systems, but rather they should also lead to the reform of systems so as to better accommodate diversity, i.e. education should fit the student.
3. Inclusive education goes far beyond the physical placement of disabled students in general classrooms; it requires nothing less than the transformation of regular education by promoting positive school/ classroom cultures and structures, together with evidence-based practices.
4. New roles for special schools, including converting them into resource centres with a range of functions replacing direct, full-time teaching of disabled students, should be explored
5. Educational policies and practices for disabled students (indeed all students) should be evidence driven and data based, and focused on learning outcomes.
6. International trends in the education of disabled students should be carefully studied and interpreted through the prism of local culture, values and politics to determine their relevance for New Zealand.
7. Issues in the education of disabled students should be comprehensively researched.
8. Determining valid and reliable ways for measuring learning outcomes for disabled students should be given high priority.
9. All decisions relating to the education of disabled students should lead to a high standard of education for such students, as reflected in improved educational outcomes and the best possible quality of life, for example as outlined in the UK's *Every Child Matters* outcomes for children and young people.
10. The rights of disabled students to a quality education and to be treated with respect and dignity should be honoured.
11. National curricula and assessment regimes should be accessible to disabled students, taking account of the principles of universal design for learning.

12. Educational provisions for disabled students should emphasise prevention and early intervention prior to referral for more costly special educational services, through such processes as a graduated response to intervention.
13. All educational policies should be examined to ensure that any unintended, undesirable consequences for disabled students are identified and ameliorated.
14. Any disproportionality in groups represented in special education, especially ethnic minorities and males, should be carefully monitored and ameliorated where appropriate.
15. Partnerships with parents of disabled students should be seen as an essential component of education for such students.
16. Collaborative approaches involving wrap-around service integration for disabled students should be planned for and the respective professionals trained for its implementation.
17. The roles of educational psychologists should go beyond the assessment and classification of disabled students to incorporate broader pedagogical and systems related activities, not only with such students, but also in education more generally and in community contexts.
18. Initial teacher education and ongoing professional development for teachers and other educational professionals should take account of the recent emphasis on inclusive education.
19. In order to improve the quality of education for disabled students, leadership must be exercised throughout the education system, from legislators to school principals.
20. Finally, in order to give expression to the above conclusions, it is vital that a comprehensive national policy document, along the lines of the UK's Code of Practice, be developed.

(Note: the writer has changed 'SWSEN' to 'disabled students'.)

Inclusion for all: Is it a tool for bringing about disability equality in education?

It has been argued by Booth (2009, citing Peters, 2003) that 'there is a belief among some disability advocates, that because of the widespread exclusion of disabled people in societies around the world, the reform of education and social institutions that inclusion requires, should be approached from a disability perspective'. Booth argues that such advocates take this 'narrow' view because they are accountable to disabled people and their organisations and that 'disabled' only describes one aspect of a person's identity. What he misses here is that disablism is an oppression that manifests itself worldwide, denying the humanity of disabled people, often in different cultural forms, but is nevertheless universal. Disabled advocates of inclusion recognise the necessity to challenge the effects of different oppressions, e.g. racism, sexism, homophobia or culture. Disablism is still largely unrecognised. If it is not addressed as a particular issue, then it is usually not addressed effectively in general exhortations to inclusion. Why else would we need a UN Convention based on a paradigm shift and

putting the views of the representative organisations of disabled people at the centre of the societal change process? Education for All, until the advent of the UNCRPD, largely ignored the inclusion of disabled children in schools.

Booth suggests:

Inclusion is about making sure that Education for All means all. To do that we have to recognise the multiplicity of excluding and discriminating pressures and that patterns of exclusion differ with different realities.

He goes on to argue that inclusion is fundamentally about values and the sort of world we want to live in. This is undoubtedly true, but by placing inclusion into such a world-changing canvas, without understanding or applying the paradigm shift that is needed, makes inclusion a blunt instrument for tackling the exclusion of disabled people. For example, in India, which has the largest child population in the world, disabled children are five times more likely not to be in education than Scheduled Tribes or Scheduled Castes (World Bank, 2007).

A further proposition made by Booth which fails to recognise the thinking of the disability movement is that:

Cambodia: Blind students are included in mainstream schooling in Phnom Penh.

CREDIT: KRAUSAR THMEY



... a failure of disability advocates to cross the boundary from a narrow to a broad view of inclusion may leave them in alliance with the special education system that serves to limit participation of disabled children in education and to segregate them within special settings ...

This approach was characterised in Chapter 3 as the 'medical model', which cannot address the attitudes that need to change to address the development of the process of inclusion. Without specifically characterising the paradigm shift from medical model to social model that has emerged from disability self-advocates, the *Index for Inclusion* (Booth and Ainscow, 2002) and other such tools would never have been developed.⁷² Disabled self-advocates (Oliver, 1990; Barnes, 1991; Mason and Rieser, 1994) have been the strongest critics of the special education ideology of segregation.

However, some of the impairment-specific tools and techniques developed by special education can be adapted to mainstream settings and applied as useful accommodations that enable disabled learners to take part in meaningful inclusive education, e.g. Braille, sign language education, differentiation, multi-layered activities, and augmented and facilitated communication.

Miles and Singal (2010), grappling with the dilemma of inclusive education in countries of the South largely by-passing disabled children as the Education for All

initiative rolls on, argue for a twin-track approach: one focusing on the specifics of including disabled pupils, while the second focuses on the broader track. It will examine systemic and organisational change as a whole. They argue that only by using this method of recognising difference is there a likelihood of it being addressed. They cite some influential authors (e.g. Ainscow *et al.*, 2006), who have suggested that initiatives solely focused on disability tend to undermine and distract from broader efforts to develop inclusive education for all, as it was originally intended. The answer to this is that it was the thinking of disabled people that developed the paradigm shift that has led to the demand for and conception of inclusive education. A system that largely ignores disabled children and students cannot claim to be inclusive.

The disability rights education model

This dilemma between the general need for inclusion and Education for All and the specificity of the inclusion of disabled children and students as outlined in Article 24 of the UNCRPD is addressed by Peters *et al.* (2005), who developed a disability rights education model (DREM) for evaluating inclusive education. They state that inclusive education means different things to different planners, as was amply demonstrated in Chapter 2. The basic concepts and philosophy of inclusive education, as envisioned by disabled people and as documented in the *UN Standard Rules by Disabled Peoples' International and Inclusion International*, are often lost in these interpretations.

Recognising that the largest group of children and young people who do not obtain any education or an education that meets their potential are disabled children and young people, Peters *et al.* draw upon the experience and thinking of the disabled people's movement and other human rights advocates to construct a useful model for the assessment of inclusive education at local, national and international level. The model is equally useful in relation to both the North and South. The model, with its focus on the inclusion of disabled students, does not 'trump' other issues, but the disabled population is inclusive of those in poverty, girls and other marginalised groups. Specifically, disability cuts across race, gender, class, ethnicity and other characteristics, so a model focusing on the inclusion of disabled students may have relevance for other disenfranchised groups. DREM challenges the legacy of oppressive ideas that focus on the individual tragedy of impairment and replaces them with the social construction of disability. Several key groups of variables arise from an analysis from this point of view.

- Firstly, the need to address barriers of negative attitudes and build a positive commitment to towards disabled children.
- Secondly, teacher training with particular emphasis on what is known to be effective in the education of all children, e.g. student-centred pedagogy, a flexible curriculum, variety of teaching strategies and ongoing curriculum-based assessment.
- Thirdly, parent and community education and involvement.
- Fourthly, reorganising schools – elimination of separate facilities for the majority of disabled children, creating new roles for specialist teachers (such as the collaborative support teacher model), creative problem-solving and partnership between home, school and community.

Effective practice also means that disabled students need support services to varying degrees.



Pakistan: Including girls with disabilities.

CREDIT: WHO

In looking for principles on which to base the DREM, Peters *et al.* quote the Committee on the Rights of the Child, which identifies four general principles that are basic to all children:

1. Non-discrimination
2. The right to life, survival and development
3. The right to be listened to and be taken seriously
4. The best interests of the child

The DREM model supports the idea that for lasting change in educational systems there needs to be deep structural changes in theories, values, assumptions and beliefs, and surface structural changes in day-to-day practices in the organisation and operation of schools.⁷³ The model builds on the following notion of inclusive education put forward by the Secretary of Special Needs Education in Brazil's Ministry of Education.

*Inclusive Education is a dynamic process of participation of people within a net of relationships. This process legitimises people's interactions within social groups. Inclusion implies reciprocity. Thus the perspective regarding special needs education is changing into a more democratic one; one that implies that special needs education is to be particularly of regular and universal public education.*⁷⁴

DREM provides a multi-level framework for evaluating inclusive education at school/local, nation state and international level. It is conceived as a tool for use by education policy-makers, educators, community members and disabled people's organisations. Therefore, Peters *et al.* contribute three interacting levels for examining the structural development of the inclusion of disabled learners (Figures 4.6, 4.7 and 4.8).

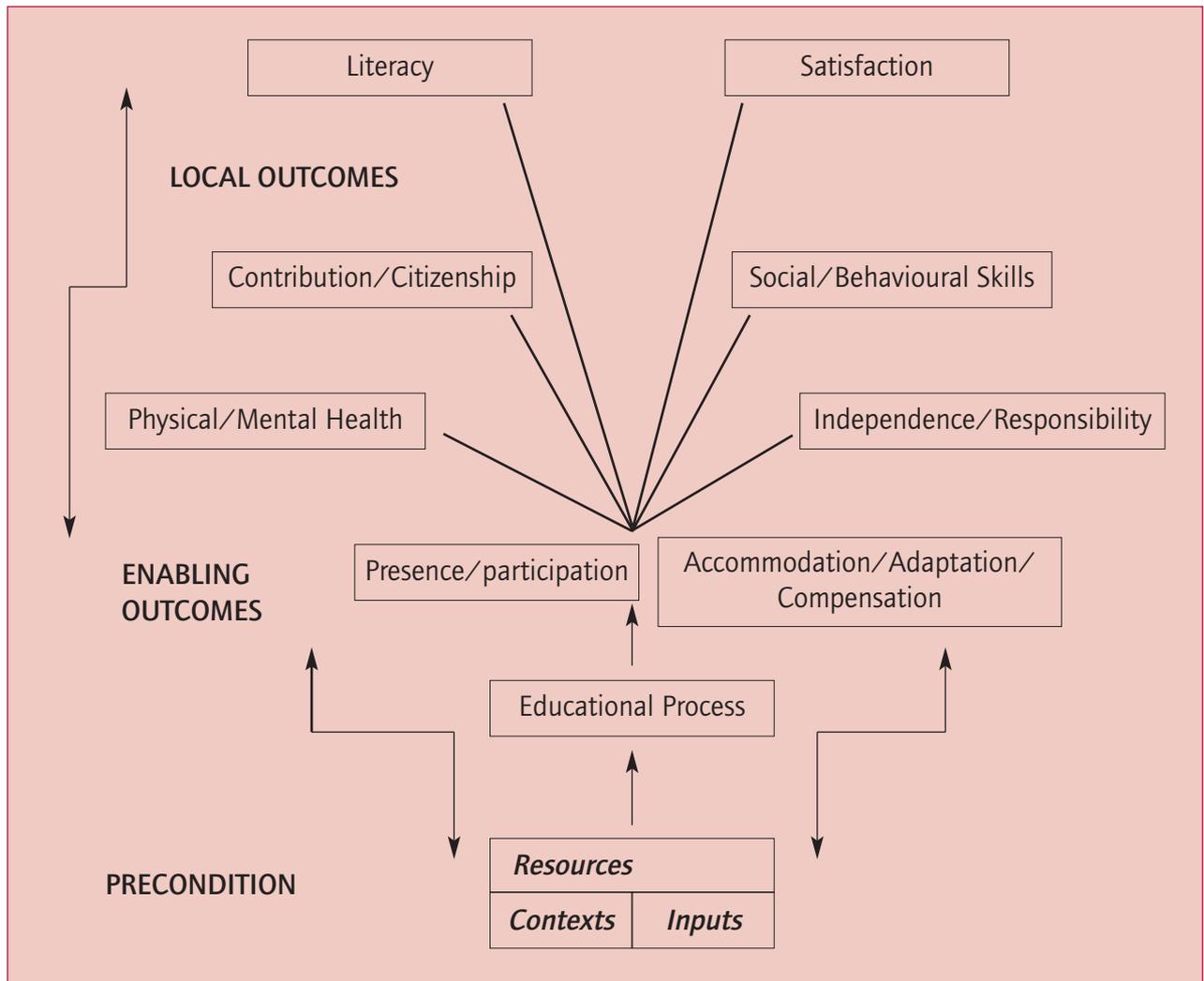
Local/community school level is depicted in Figure 4.6. The six outcomes at the top of the model envision broad aims of education for social justice in a democratic society. The model takes a holistic approach to educational outcomes to develop personhood, not just concentrating on literacy or competence in certain areas of an academic curriculum. These are important, but only when linked to satisfaction and motivation of the individual; otherwise there will always be a drop-out problem. Both students and their families must be included as active partners in decision-making. All six outcomes directly benefit the individual as well as the whole community.

For disabled pupils and students, enabling outcomes are needed as catalysts or preconditions to effective teaching and learning which lead to the six outcomes at the top of the model. Presence is a fundamental prerequisite, but if it does not involve full participation it is in danger of being tokenistic. Without accommodations and adaptations and compensatory measures, the education of disabled children and students is likely to fail. These adaptations include physical considerations (ramps, appropriately sized and positioned desks, and adaptive equipment such as letter boards, number lines, word and picture 'scaffolding', as well as language and print adaptations (sign language interpretation, Braille materials, easy read and pictograms), social considerations such as opportunities for interaction with peers and positive attitudes towards disability and, finally, instructional adaptations to accommodate diverse learning styles (Peters *et al.*, 2005: 146).

At the bottom of the model for the local level are resources and other inputs. These provide the material and social conditions for the enabling outcomes and local outcomes. Resources take the form of financial, as well as human (in-kind), support.

Contexts include formal and informal community organisations, self-help groups and families. Other inputs might include how much of an SEN infrastructure already exists.

Figure 4.6. DREM: Local outcomes



At the national level (Figure 4.7), the enabling outcomes of policies and legislation must be accompanied by mechanisms to enforce inclusive education. These are the essential links between the national outcomes, such as effective teacher training, child-centred pedagogy, encouraging community involvement, participation and self-representation, sensitisation or challenging traditional and negative views, and the preconditions, such as the resources, context and process. Clearly the enabling outcomes and preconditions interact with each other and both are affected by national outcomes. These can be related in a positive or negative manner. One of the key roles of national governments in planning and developing inclusive education is to ensure that these feedback loops are positive and do not go too fast or too slow.

Figure 4.7. DREM: National outcomes

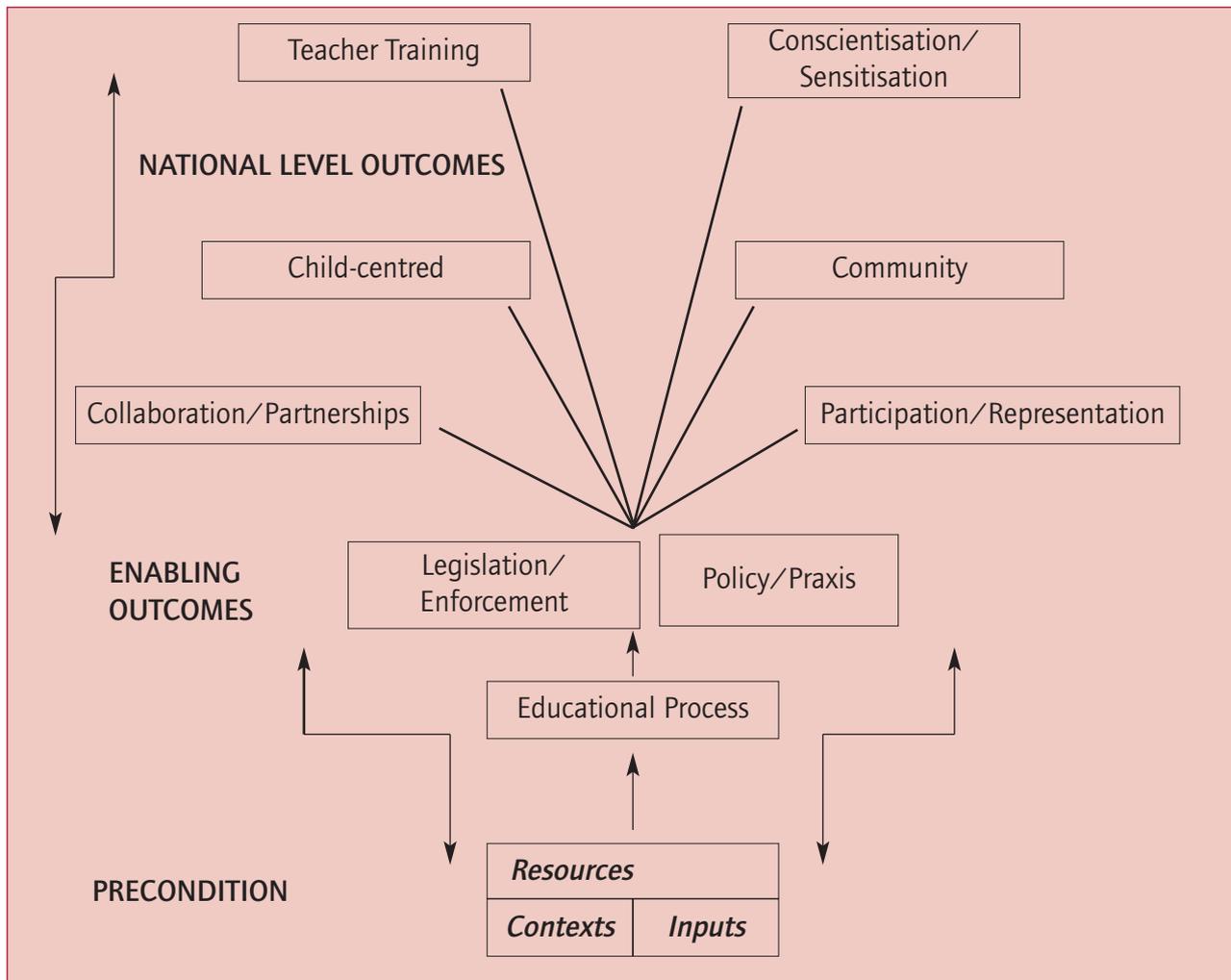
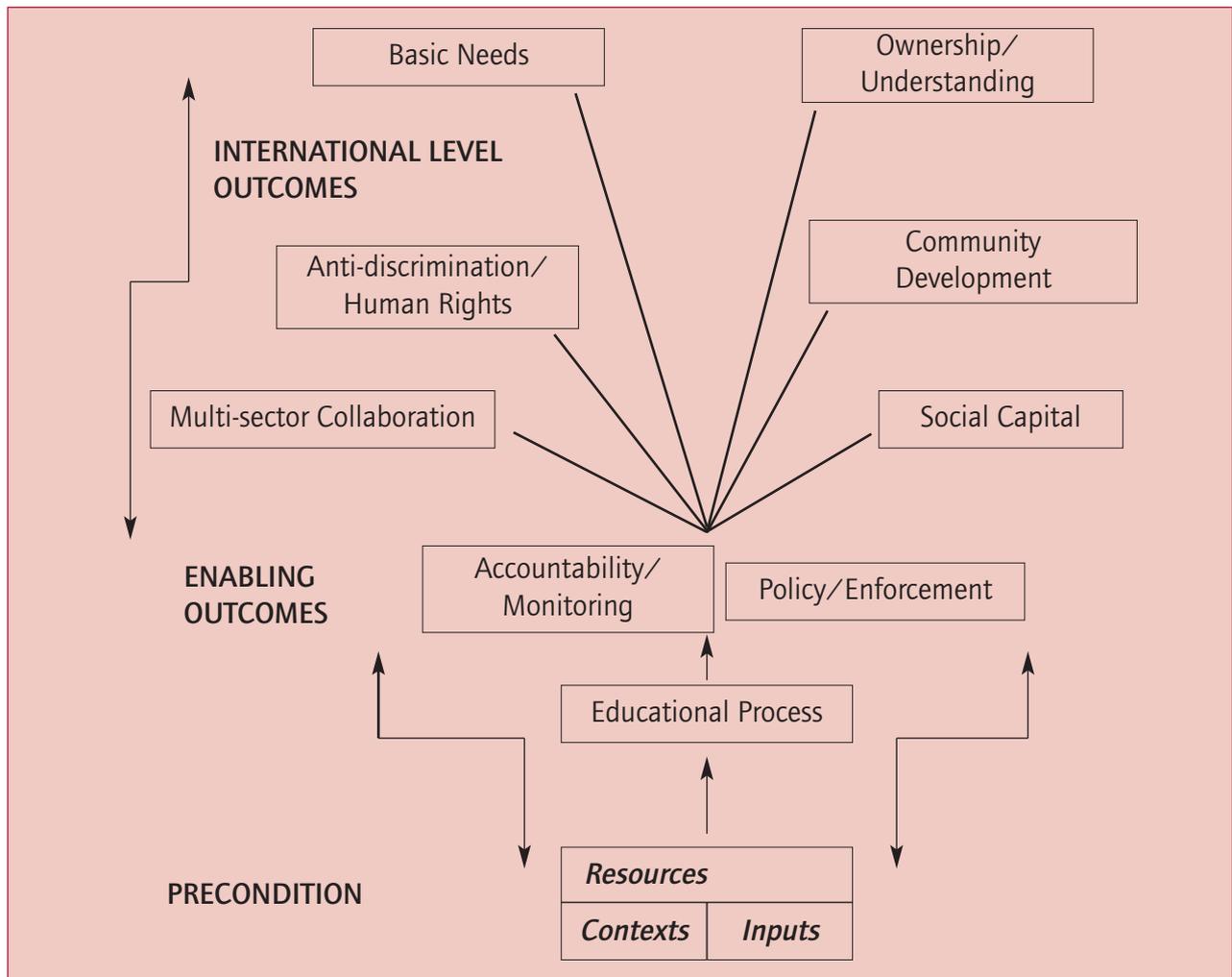


Figure 4.8 depicts the process of achieving inclusive education at an international level. Outcomes depicted at the top reflect disabled people’s documented concerns about the need to uphold the basic right to education.⁷⁵

Despite ratification of the UNCRPD, these rights cannot be realised without multi-sector collaboration and capacity building through community development led by empowered disabled people and empowered parents of disabled children – ‘Nothing about us without us’. Social capital is linked to basic needs and is about building a vibrant disabled people’s rights movement in the country, as well as finding ways to include disabled people in models of economic development. All the outcomes at the top of the model cannot be achieved without progressive realisation of the rights contained in the UNCRPD and the CRC. Without this, Education for All is likely to ignore the majority of out-of-school children in developing countries and continue to segregate and integrate disabled children across the world, thereby losing huge human and development potential. The donor inputs of financial and human resources need to be focused on providing support for educational change and innovation based on the paradigm shift contained in the UNCRPD. This means abandoning old approaches, such as the special educational needs model and medical model, and providing technical and financial support based on a social model/human rights approach. The great thing about this shift is that it can be delivered with low tech,

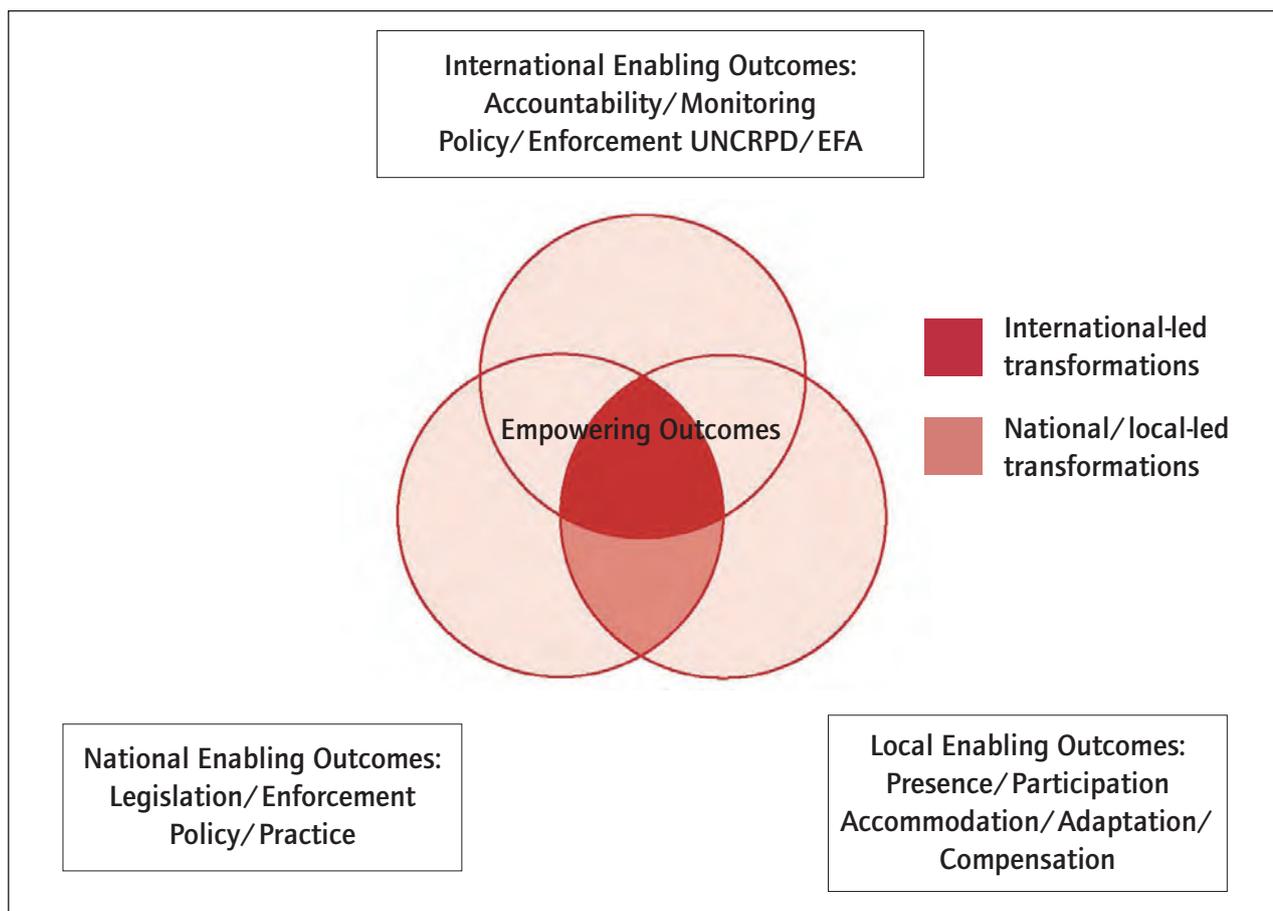
Figure 4.8. DREM: International outcomes


low-cost solutions, as it requires a change of pedagogy and community attitudes. The work of the Disability Rights Fund is a good example of how this can be brought about.

The local, national and international levels of the DREM are interdependent. This is demonstrated by the impetus created by the adoption of the UNCRPD, and Article 24 in particular, and the belated understanding that EFA will never be achieved without the inclusion of disabled children. Getting the right policy and implementation structure at national level draws on international experience and provides the essential prerequisites for presence, participation, accommodation and adaptation at the local level (Figure 4.9).

Susan Peters, a disabled academic who led in formulating the DREM, argues that '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' (Peters, 2004). In her extensive review of the international research, she concludes that achieving inclusive education is a 'struggle' that takes place in 'power relations' because of all the interests involved'. Where there is political leadership, systems for inclusion have been created. This view is backed up by a groundbreaking comprehensive global survey of inclusive education led by Connie Laurin-Bowie (Inclusion International, 2009). Yet in far too few places have the political forces of parents of disabled people and supportive

Figure 4.9. Multiple levels of DREM



Source: Adapted from Peters *et al.* (2005)

allies – professionals and politicians – been marshalled to bring about the systematic structural change which will lead to the establishment of inclusive education systems.

In the remaining chapters we will examine and evaluate examples from around the world, and mainly from the Commonwealth, to investigate the facilitating and blocking factors in the inclusion of disabled children and students in mainstream educational provision at international, national, regional and local level.

Community-based rehabilitation

The World Health Organization (2010) has recently published new guidelines on community-based rehabilitation, following widespread international consultation with organisations and individuals. This defines the role of CBR as:

... 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 disabilities.

Desirable outcomes

- 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 disabled children, so that 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 for comprehensive national policies that facilitate inclusive education.

The definition of inclusive education in the context of CBR has recently changed:

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 fit 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.

Identifying early childhood needs

A twin-track approach is generally the best way to promote inclusion and this can be applied to early childhood care and education. The 'two tracks' are as follows.

1. **Focus on the system:** determine the existing situation regarding early childhood care and education in the community, and find out who is included or excluded, and what the strengths and weaknesses are. This needs to be done in collaboration with families, community leaders, health workers and teachers, plus anyone else who is involved.
2. **Focus on the child:** develop a system to identify and support children who are at risk of being marginalised or excluded, or who might need additional support. This is usually referred to as early identification. Too often, the focus has been 'single track', whereby only individuals are targeted. This results in only a few children getting the benefit, and the system remaining exclusive. CBR programmes can focus on both the system and the child by:
 - Liaising and working with health workers to ensure that disabled children receive proper health care (see Health component);
 - Ensuring that early identification programmes support disabled children and their families;
 - Working closely with families to ensure that children who are born with impairments, or who develop them in early childhood, are identified as early as possible;
 - Supporting parents to respond quickly when impairments have been identified, referring children to healthcare facilities and accompanying the parents to appointments;

- Helping to create a positive approach towards disabled children, focusing on their abilities and capacity to learn – in this approach, early intervention consists of identifying barriers to children's learning and development, and working with families, different sectors and the community to overcome them;
- Influencing local government policies to make existing educational facilities accessible and inclusive for disabled children.⁷⁶

In the countries of the South there have been many initiatives that have mobilised local communities, and especially parents, to change their perceptions of disabled people, particularly children, and the way in which they treat them. These have generally been driven by medically trained professionals such as doctors, physiotherapists, health and social workers, or experts in special educational needs. They have engaged with local communities and brought about substantial improvements, especially for children. The goal of CBR is to demystify the rehabilitation process and give responsibility back to the individual, family and community. As can be seen from the above guidance, CBR has taken on the 'social model' and moved away from concepts such as normality and developmental benchmarks when dealing with disabled children. It is probably most useful in identifying disabled children aged 0–8 years and getting support for them. **However, without disability equality training, this change of attitude is likely only to be a veneer applied to a medical model approach.** CBR takes a broad view of education, working with the family on changing traditional negative views and providing support so that family members learn useful techniques such as sign language.

Box 4.4 Community-based rehabilitation in Guyana

In the 1980s, five pilot schemes were set up which identified 65 disabled children. Funding came from the Guyanan Government and the Canadian International Development Association (CIDA). The University of Guyana was extensively involved in the programme. Door to door visits established that around 1.5 per cent of children were significantly impaired. Professionals and parents were trained, and ten programmes were produced and shown on national television, accompanied by posters and press coverage. Local village health committees were set up, led by parents and specialist teachers, and campaigned for a regional centre. The isolation felt by parents of disabled children was broken down and there was strong take-up by parents of training in therapeutic approaches. Overall, more than 300 families of disabled children were involved in the project.

Box 4.5 Community-based rehabilitation in Jamaica

Another example of CBR is the 1980s 3D project, 'Dedicated to the Development of the Disabled', in St Catherine's parish, Jamaica (one of 14 parishes, with a population of around 350,000). Here the CBR model of home-based early intervention and rehabilitation included the following steps: (i) identification of disability; (ii) assessment of disability; (iii) assessment of 'handicap' (special needs or problems); (iv) diagnosis of the cause of disability and any medical treatment needed; (v) prescription of an intervention or rehabilitation plan;

(vi) implementation of the plan in the community; and (vii) evaluation of progress. Funded by the Jamaican Government, church missions and Norwegian aid, the project provided training and help in getting jobs for school leavers and adults. It had only limited success in relation to disabled children. It focused much more on the recruitment and training of CBO workers, carrying out the functions listed above at four levels. It is more likely that projects will meet the real needs of their clients if parents are actively involved in setting priorities and in running and monitoring the project. In the case of the Jamaican project they were not centrally involved.⁷⁷

Dealing mainly with the impact of the traditional views of disabled people and their de facto exclusion from ordinary services, CBR programmes have been effective in identifying disabled children in the community, providing advice and therapy training for parents, publicising the shameful position of disabled people and changing attitudes.

However, until recently, CBR programmes have drawn on medical model approaches to disability and have found it difficult to go beyond the responses identified above, e.g. segregation or integration. The new guidance demonstrates that this transition is now being made. In India, CBR approaches were utilised to develop Project Integrated Education for the Disabled (PIED), in which teacher training was the key component. In the mid-1980s this project was initiated by the National Council of Educational Research and Training (NCERT) and received financial support from the Ministry of Human Resource Development (MHRD) and UNICEF. The project aimed to develop models for educating children with special educational needs in mainstream schools. These models focused particularly on teaching methods appropriate to classes of children with a wide range of abilities. Despite the focus on integration, the categorisation and labelling of children continued. The withdrawal of children for some activities was common and resource teachers and withdrawal groups were the common focus. This was not helped by the emphasis most teachers placed upon the curriculum, grades and testing. Again, medical model thinking, this time under the guise of special educational needs, prevented achievement of the stated objectives (Jangira, 1994).

Faced with this dilemma – and a situation where only 1 per cent of disabled children benefited from integrated education and 1 per cent attended special schools – the CBR network led by NGOs in the state of Karnataka, India, began to develop an alternative approach, 'Joyful Inclusion' (Rao, 2003). This approach aims to get all teachers to be teachers of disabled children by piloting new child-centred methods and resources linked to an initial five-day training programme, followed five months later by seven more training days. Essential to this approach was persuading the local community and parents to take ownership of the village 'government school'. Parent groups and NGOs make door to door visits and encourage parents to send all their children to the school and local low-cost materials are used to make learning resources.

Montessori and Portage techniques are used to develop an accurate pre-school assessment of children's needs and *anganwadi* workers and teachers are encouraged to plan differentiated activities for the different learning needs of each child. The village is encouraged to develop a resource centre recording the history and skills of the village that can be used to educate village children. Initially it was hoped that this approach would be sufficient to meet the needs of all children. However, an additional curriculum plus a pack that includes criterion-based schedules for Braille,

orientation, mobility, sign language, lip reading and behaviour modification skills, with 45 curriculum areas and 250 cards, has been successfully tested in Manavi, Raichur District, Karnataka. Work is now under way on scaling up this approach across India. Such programmes need to start with clear human rights principles and involve local disabled people's organisations. Play-based and child-centred approaches in early years have proved successful.

Box 4.6 Community-based rehabilitation in 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 and 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.⁷⁸

Effective inclusive education

Effective inclusive education 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 national, regional/district and school/classroom level. Box 4.6 identifies a range of changes that are required to develop an inclusive education system and fit into the DREM model as outlined above. All these changes have already been put in place in different places in the world, but the issue is to generalise them and ensure they have sufficient specificity to be effective in their geographic context. Remember, inclusive education is an ongoing process and way of thinking.

Box 4.7 Characteristics of an inclusive education system at international, national, regional and school level

International policy

1. UN Convention on the Rights of Persons with Disabilities ratified and implemented with buy-in from world leaders.
2. All governments and UN departments of UN prioritise implementation of the UNCRPD.
3. Strong international monitoring – UNCRPD committee.
4. Education for All/World Bank prioritises disabled children.
5. Single and multi-aid donors prioritise support for the inclusion of disabled learners, e.g. through the Disability Rights Fund.
6. Promising practice is widely shared and analysed in policy documents.
7. International commitment to accessibility throughout education.
8. Barriers to copywriting alternative format materials are removed.

International activity

1. Continuing international practice sharing and discussion in UNESCO and 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 the Global Campaign for Education prioritise development of inclusive education 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 early childhood and secondary education is made inclusive.
4. Sufficient school places and teachers are 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 is made available for modification of school buildings.
9. A media and public awareness campaign is launched to establish a rights-based approach to disability and inclusive education (Article 8).

National activity

1. Develop means of making the curriculum accessible to all.
2. Parents and their disabled children are actively encouraged to enrol.
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 are found to expand support for learning.
7. Programmes are developed to mobilise communities to build new schools or adapt existing ones.
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, and reduce class sizes.
4. Support ongoing 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 that there are enough schools and that they are accessible.
7. Ensure sufficient specialist teachers for those with visual, hearing, physical, communication, learning or behavioural impairments to work with a range of schools.

Regional/ district activity

1. Ensure that 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 ongoing training on inclusive learning for teachers.
5. Run regular training courses for parents and community leaders on inclusive education.
6. Train and use local unemployed people 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.

School/ class policy

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.

School/class activity

1. Inclusion audit regularly and ensure barriers identified are 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 intentional building of relationships and positive transitions to adult life, learning and work.⁷⁹

The costs of inclusion

One of the biggest perceived barriers to the introduction of inclusive education is its cost. States in particular need to be clear about the benefits to disabled people, non-disabled people and the economy as a whole.

The financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. Yet a growing body of research asserts that inclusive education is not only cost-efficient, but also cost-effective, and that equity is the way to excellence. The research promises increased achievement and performance for all learners. Countries are increasingly realising the inefficiency of multiple systems of education administration, organisational structures and services, and that special schools are a financially unrealistic option.⁸⁰ For example, an Organisation of Economic Co-operation and Development (OECD) report estimates that the average cost of putting students with special educational needs in segregated placements is seven to nine times higher than educating them in general classrooms (OECD, 1994).

Despite the common experience of economic pressures and constraints among countries of the North and South, the literature related to economic issues in inclusive education takes strongly divergent paths. Most large-scale, cross-country studies undertaken by countries of the North typically focus on national and municipal government funding formulae for allocation of public monies. In countries of the South, the literature on resource support for inclusive education services focuses

instead on building the capacity of communities and parents as significant human resource inputs and on non-governmental sources of funding. This literature also tends to be case based on particular countries, regions or programmes, rather than large-scale multinational studies. Strategies for resourcing inclusive education in countries of the South are much more varied and broader in scope, and are characterised by a focus on linking and co-ordinating services.

Peters (2003) identifies three main financial education models, which have different impacts on inclusive education of disabled children:

1. **Child-based funding** – based on headcounts of disabled children, as outright grants to regions, pupil-weighted schemes or census funding, based on the total number of students and assumed proportion of disabled children. Internationally, this is the most frequently used model, as for example in the Sarva Shiksha Abhiyan (SSA) system in India. However, there are problems with this model, including: (i) concerns about the focus on the impairment category of the child as against their actual learning needs and costs; (ii) the model can be costly where individual diagnosis is required; and (iii) evidence from the EU suggests that inclusive outcomes for disabled children are worse than those from other approaches.⁸¹
2. **Resource-based (through-put) models** – where funding is based on the services provided rather than the number of disabled pupils. Typically, this model also mandates units of instruction. Overall, there is evidence of an OECD trend towards these models, which are found to encourage local initiatives in developing programmes for disabled children. There are, however, concerns on disincentives for schools when disabled children's progress and funding are reduced. To work well, this approach should be linked to outcomes.
3. **Output-based models** – these are based on student learning outcomes or some other output. While desirable in principle, there has to date been very limited experience with this approach (for example, the US 'No Child Left Behind' Act, which involves financial and accreditation sanctions for failure to meet student achievement standards and UK 'league tables'). There are concerns that this approach has a natural bias against inclusive education, because disabled children will be thought to drag down average school scores. Equally, the reasons for 'failure' are often beyond the school's control (for example, student absenteeism or an unadapted curriculum) (Peters, 2003).

A human rights perspective may be persuasive at the level of principle, but clearly something more is needed. The world at large is not persuaded by the human rights argument. Indeed, many in education are not convinced that the place for disabled children is with their peers, even if they accept that they should be educated. A different perspective comes from examining the role of education in development. This is argued most powerfully by Sen (1999). A Nobel laureate in economics, Sen turns conventional economics on its head. He marshals data and argument on a very broad canvas to demonstrate the central role of education in economic and social development, thereby providing an empirical underpinning for investment in education for all (Hegarty, 2003).

Sen's starting point is the centrality of freedom and his core argument is that development and freedom are intimately and inescapably linked at two levels: constitutive and developmental. First, freedom is an essential part of what we mean by development: in other words it constitutes development, and the expansion of freedom is the primary purpose of development. Indeed, he describes his book as

'mainly an attempt to seek development as a process of expanding the real freedoms that people enjoy' (Sen, 1999: 36). These freedoms can be couched in both negative and positive terms: freedom from poverty and hunger; freedom from ignorance; freedom from oppression; and also the freedoms associated with being literate and numerate and having access to cultural resources, being able to make choices in significant areas of life and enjoying political participation and uncensored expression. Without these freedoms a society and the individuals within it cannot be said to be developed. It is worth emphasising that this perspective rejects the narrow view of development that equates it with economic or industrial progress. A rich country which lacks due political process or a well-educated citizenry is not, in this view, a developed one.

There are many calls on public expenditure and if basic education is to secure an adequate share of finite resources, it is necessary to appeal to rational self-interest. This is precisely the thrust of Sen's position: countries will only achieve economic and other development if they secure certain freedoms for their people, especially the freedoms and human development that follow from mass basic education.

Most countries in the South cannot afford to have a dual education system of mainstream schools and separate special schools for disabled children. They have no choice if they are to meet the goal of Education for All and implement Article 24 of the UN Convention. The special school model was developed in the countries of the North, based on applying medical model thinking and has been shown to be educationally and socially ineffective. However, educating teachers, parents and the community about inclusive education, and mobilising their resources, has been shown to include disabled children effectively and improve the quality of education for all.

It is estimated by the World Bank that it costs between two and four times as much to educate a disabled child in an inclusive setting as a non-disabled child. This expenditure is still well worth it in any cost-benefit study if the lifetime contribution and benefits are taken into account for the disabled person. A study by Lynch (1994) on special educational needs in Asia enumerates the following economic benefits of inclusive primary education:

- Reduction of social welfare costs and future dependence;
- Increased potential productivity and wealth creation resulting from the education of children with impairments and disadvantages;
- Concomitant overall improvement of the quality of primary education, resulting in a reduction in school repetition and drop-out rates;
- Increased government revenue from taxation, which can be used to recoup some of the costs;
- Reduction of administrative and other recurrent overheads associated with special and regular education;
- Reduced costs for transportation and institutional provision typically associated with segregated services.

In addition, according to the OECD, the achievement of children with special educational needs in integrated settings is far superior to that of those in segregated settings.⁸²

Gender and inclusion

Between 1999 and 2008, the number of children not in school worldwide fell rapidly from about 100 million to 69 million. Gender differential access to school is usually



Girl included at school in Kenya.

CREDIT: LCD

caused by poverty, adverse cultural practices, schooling quality and distance from school. However, there are some emerging challenges that reduce girls' enrolment in primary, secondary and tertiary education. These are HIV/AIDS, orphanhood, conflict, emergencies and other fragile situations, gender-based violence and the information technology gender gap.

Gender disparities still remain in both primary enrolment and school completion rates. However, many low-income countries have registered improvements in primary school completion rates, with an average increase of 6 per cent (from 63% in 1999 to 74% in 2006) (World Bank, 2008a). The completion rate for girls rose by 13 percentage points, from 57 per cent in 1999 to 70 per cent in 2006, whereas the primary school completion rates for boys increased only from 63 percent to 70 percent during the same period in low-income countries (World Bank, 2008a).

The MDG goal of gender parity in primary and secondary education by 2005 was not met in most regions; however, there is substantial cause for optimism. Most developing countries are on course to close the gender gap in primary enrolment by 2015 if they continue at their present rates of progress. In order to achieve gender equality by 2015, more attention should be paid to access to secondary and tertiary education, retention, quality, learning outcomes and the relevance of education at all levels. Strategic directions for accelerating gender equality also include emphasis on monitoring and evaluation of the effectiveness of interventions as well as their impact.⁸³

Box 4.8 Pakistan: Empowering girls through the school system

Pakistan has some of the world's largest gender disparities in education. Young girls are less likely to enter the school system and are likely to drop out of primary school, and few make it through to secondary school. Interlocking gender inequalities associated with poverty, labour demand, cultural practices and attitudes to girls' education create barriers to entry and progression through school, and reduce expectation and ambition among many girls.

Developments in Literacy (DIL), an NGO formed 13 years ago and supported by the Pakistani diaspora in Canada, the UK and the USA, runs 147 schools in nine districts across all four provinces of Pakistan. Its goal is 'to provide quality education to disadvantaged children, especially girls, by establishing and operating schools in the underdeveloped regions of Pakistan, with a strong focus on gender equality and community participation'. Working through local groups, it delivers education to more than 16,000 students, 60 to 70 per cent of them girls.

Recognising the poor quality of teaching in most public schools, DIL has developed its own teacher education centre. Training in student-centred methods is mandatory for all DIL teachers, 96 per cent of whom are female. DIL has also developed its own reading materials in English and Urdu, designed to challenge stereotypes by showing girls exercising leadership and pursuing non-traditional roles and occupations. Innovative teaching methods have been developed to encourage critical thinking and to discourage passive learning.

As the programme has evolved, DIL has recognised the importance of helping girls make the transition to secondary school or work. Financial support is provided to girls graduating from DIL, enabling them to continue to government secondary schools. Transition rates from primary to secondary



Empowering girls in Pakistan.

CREDIT: EENET ASIA, PAVEZ PIRZADO

school have been impressive. In most schools over 80 per cent of students' progress to Grade 9. Many girls have gone on to university, with some entering teaching and healthcare, showing how education can create a virtuous circle of rising skills and expanding opportunity.⁸⁴

The above approach also benefits disabled girls and demonstrates some of the adjustments necessary to improve disabled girls' literacy and school achievement.

Despite the overall increase in girls' enrolment and completion, as a growing number of those not in school are disabled, disabled girls are still the most disadvantaged group. According to Miles (2002), disabled girls face particular problems:

- **Security and safety issues:** Disabled girls are more vulnerable to physical and sexual abuse. In addition to abuse at home, this can happen in school or on the way to school.
- **Lack of privacy:** This can be a problem if the girls need help with using the toilet or changing clothes.
- **Domestic work:** Anecdotal evidence suggests that disabled girls may be more exploited in the home than non-disabled girls. The 'pointlessness of education' argument further reinforces this.

A great deal has been written about the 'double discrimination' or 'multiple discrimination' faced by disabled girls and those who care for disabled family members. Girls are discriminated against from birth, have lower life expectancy and receive less care, especially if they are disabled. They may be considered an extra burden and their rights are less likely to be upheld. These problems are compounded for refugees, street or working girls, and girls from minority ethnic groups. For example, there is a higher rate of blindness among women in India than among men: 54 per cent of blind people are women. Yet there are fewer schools for blind and visually-impaired girls. In New Delhi, of the ten schools for blind children, only one is for girls and a second is for girls and boys, while eight out of ten special schools cater specifically for blind boys (Jones, 2001).

Cultural bias against women and rigid gender roles lead to preferential treatment and allocation of resources and opportunities to male children at the expense of their sisters. For example, in Kenya: *'African society places more value on boys than girls. So when resources are scarce, boys are given a priority. A disabled boy will be sent to school at the disadvantage of the girl.'* There are similar examples from Ghana and Tanzania (Rousso, 2005).

Middle and upper class girls may have an advantage. Girls with disabilities from middle and upper class families are much more likely to attend school than those from poor families, and may also have greater access to educational and vocational opportunities than their non-disabled counterparts. They are assumed to be unfit to fulfil the traditional female roles of wife and mother. A report on disabled women in the Raichur district of Karnataka, India, shows that their literacy rate was 7 per cent, compared to a general literacy rate of 46 per cent. Another study of disabled girls, in both special (usually residential) schools and regular schools, found that those in special schools were less proficient in basic literacy and numeracy skills, had lower expectations about their own capabilities and lacked confidence in social settings (Rao, 2004). Thus, it is obvious that mainstreaming girls with disabilities into society must begin at school.

Rousso (2005) identifies a range of barriers to disabled girls' participation in school. These include parental gender bias, lack of toilets, transport and supportive environments, and the threat of sexual violence and abuse, all of which discourage parents from ensuring that their daughters are educated.

In the North, an OECD report reveals a consistent gender effect in provision for special educational needs. An approximate 60:40 ratio of males to females appeared across all cross-national categories in special education systems. The report concludes: *'This robust finding is not easy to interpret, but its ubiquity makes it tempting to suggest that it reflects a systematic difference in the extent to which males and females are perceived to have special education needs'* (OECD, 2000: 102).

This consistent gender difference raises important policy issues related to the identification and treatment of girls and boys (Peters, 2003).

Proposed solutions to this gender imbalance include:

- More research on enrolment, outcomes and barriers to education for disabled girls;
- Explicit inclusion of disabled girls in all policies and programmes for girls and for all disabled children;
- A comprehensive approach to the prevention of violence against disabled girls, including widespread sex education;
- Targeted outreach to parents to ensure that disabled girls have access to education;
- Targeted scholarships for disabled girls;
- Teacher education that includes training on gender and disability;
- Recruitment of disabled women educators;
- More programmes specifically designed for disabled girls that include access to role models and self-advocacy skills, a focus on assets and parent involvement.

Even where financial incentives mean that more girls are entering and staying in schools than boys, as in Bangladesh, there remain problems of self-confidence and translating education gains into employment.

Box 4.9 BRAC's employment and livelihood for adolescents centres

More girls than boys now enter secondary school in Bangladesh, but adolescent girls and young women continue to face restricted employment opportunities. The Bangladesh Rural Advancement Committee (BRAC), well known for its microfinance expertise, includes disabled young people in its projects and has addressed this problem through an innovative programme (see Box 6.8).

BRAC's employment and livelihood for adolescents (ELA) centres aim to develop skills and self-confidence among young women, in and out of school. In 2009, there were over 21,000 centres where about 430,000 members can socialise, maintain their literacy skills and discuss health, child marriage and girls' role within the family. They offer training in income-generating skills, and a savings and small loans programme for women seeking to establish small businesses.

Non-formal programmes are seldom effectively evaluated, which limits the scope not just for identifying weaknesses, but also for drawing valuable lessons. An advantage of the BRAC programme is that it has been evaluated. The results show it has raised social mobility and income-generating activities. Participants reported that the programme had helped boost their self-confidence.

Adolescent girls in the programme were more likely to be involved in income-generating activities and to earn more than non-participants. In turn, increased earnings were a source of greater autonomy. Participants reported an enhanced role in family and community decision-making, with higher income enabling them to plan for the future and in some cases pursue further studies.

The ELA model is being adapted for other countries, with pilots in Afghanistan, Sudan, Uganda and the United Republic of Tanzania. Monitoring will be needed to ensure that the adaptation process is appropriate for local conditions, but BRAC's experience shows the potential for non-formal programmes.⁸⁵

The *2011 Global Monitoring Report* shows there has been considerable progress on reaching gender parity, but more needs to be done, especially in secondary education. It quotes a survey in India showing that for every extra year of secondary education a girl can earn 7 per cent more compared to a boy (4%). Gender parity has been achieved in primary enrolment in 113 out of 185 countries. The report states:

Viewed from a global perspective, the world is edging slowly towards gender parity in school enrolment. Convergence towards parity at the primary school level has been particularly marked in the Arab States, South and West Asia and sub-Saharan Africa – the regions that started the decade with the largest gender gaps. To put this progress in context, if these regions still had the gender parity levels of 1999, 18.4 million fewer girls would be in primary school.⁸⁶

How are Commonwealth countries doing?⁸⁷ Bangladesh, The Gambia and Rwanda achieved 51 per cent female enrolment in 2008; Kiribati, Malawi, Nauru, Nevis and St Kitts, and Uganda achieved 50 per cent. Most of the rest are at 49 or 48 per cent, which counts as gender equity. However the following states still have wider disparities: Pakistan (44%), Cameroon and Nigeria (46%), India, Mozambique, Solomon Islands, Tonga and Vanuatu (47%). The disparity for disabled girls is likely to be much higher, but the figures do not exist.

Indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonisation and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests ...

Preamble to the UN Declaration on the Rights of Indigenous Peoples

Inclusive education for disabled indigenous peoples

There is considerable evidence that indigenous peoples, who are often in a minority or disadvantaged, do not have equal access to measures put in place by governments to enhance the position of disabled people. The world's 370 million indigenous people received a big boost in September 2007 when the UN General Assembly adopted the Declaration on the Rights of Indigenous Peoples. The Declaration was adopted by a vote of 143 in favour and four against (Australia, New Zealand, Canada and the USA), with 11 abstentions, among them Kenya, Nigeria, Bangladesh and Russia. The UN Secretary-General called on governments and civil society to urgently advance the work of integrating the rights of indigenous peoples into international human rights and development agendas, and policies and programmes at all levels, so as to ensure that the vision behind the Declaration becomes a reality.⁸⁸

In education, attempts to forcibly 'integrate' indigenous peoples and assimilate them into the dominant culture, as happened to aborigine children in Australia⁸⁹ or native Americans in Canada, must be guarded against, while inclusive approaches are developed which value indigenous traditions and culture, and support disabled indigenous children in developing their full potential. Indigenous cultures may also have traditional views on disability which discriminate against disabled members of the community. These need to be addressed sensitively, but from a human rights perspective.⁹⁰

Box 4.10 The UN Declaration on the Rights of Indigenous Peoples

Article 14 states:

1. Indigenous peoples have the right to establish and control their educational systems and institutions, providing education in their own languages in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 22 states:

Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.

Box 4.11. New Zealand: A case study

Inclusion means that all people, regardless of their gender, socio-economic status, religion, capability, sexual orientation, ethnicity, culture or looks, have the right to be treated as equally valued members of society. An inclusive school is a place where every person supports and is supported by their peers, teachers and community members (Pearpoint *et al.*, 1992; Stainback and Stainback, 1990; 1996). Inclusive education is a process that concentrates on



Maori children.

removing barriers to learning for all children (Ainscow, 1999). Based on these definitions, the focus here is on the intersection of two aspects of inclusion in Aotearoa/New Zealand: the inclusion of Maori children with special needs.

Maori are the indigenous people of Aotearoa/New Zealand. They are of Polynesian extraction, forming around 15 per cent of the population – the largest 'minority' group. Much legislation, official documentation and guidelines testifies to the right of Maori learners with special needs to be included and receive a culturally appropriate, effective education (Bevan-Brown, 2006). Despite this, and the good intentions of many policy-makers and service providers, they are often overlooked, inadequately provided for and even excluded.

Research reveals a range of reasons why provision for Maori learners with special needs is inadequate. Sixty different barriers to providing and receiving culturally appropriate, effective services were identified in a three-year longitudinal evaluation of the country's special education policy (Bourke *et al.*, 2002).

In particular, the shortage of special education professionals with cultural and Maori language expertise disadvantages children who receive their education in *kohanga reo* and *kura kaupapa Maori*. These are Maori-medium early childhood centres and primary schools. The first *kohanga reo* was established in 1981 and the first *kura kaupapa Maori* in 1985. They were principally established to halt the decline and predicted demise of the Maori language. Approximately 10 per cent of Maori children are educated in *kura kaupapa Maori* and 33 per cent of those who attend an early childhood centre go to a *kohanga reo*. Only a very small number of educational psychologists, speech therapists and other special education professionals speak the Maori language. Principals report not bothering to apply for special education funding and services because they cannot access professionals who can deliver services in Maori. There is also a paucity of special education resources in the Maori language and a reported shortage of special education expertise among Maori-medium teachers. Parents of Maori children with special needs who want their children to learn the Maori language and traditions are being put in the intolerable position of having to choose between providing for their child's cultural or special needs (Bevan-Brown, 2006). At the individual level, the view that a child's culture is not relevant to their special education results in many

teachers making little attempt to incorporate cultural content in Maori children's individual education plans. Barriers arise from:

- Denial of cultural difference, resulting in the use of the same identification and assessment procedures for all children, regardless of their culture and language;
- Low teacher expectation, leading to self-fulfilling prophecies and the over-representation of Maori among children with behavioural difficulties;
- Negative and stereotypical attitudes toward Maori children and their parents;
- Abdication of responsibility for cultural input into education, e.g. Pakeha (white) teachers not addressing cultural issues in the belief that this is the sole responsibility of *kura kaupapa Maori* or Maori teachers in English-medium schools;
- Commercially driven values which result in a lack of services for Maori because they are not economically viable and because the relatively small number of Maori children with special needs is judged as not warranting the expense involved;
- Meritocratic and competitive ideologies that lead to practices that conflict with holistic, co-operative Maori values and with the establishment of a pluralistic society;
- Majority culture ethnocentrism, resulting in differences being perceived as deficits;
- Education and medical services and procedures being firmly based on Pakeha values and expectations, and Maori culture and ways of working being undervalued.

The reasons for these beliefs and attitudes are open to speculation. No doubt they include racial prejudice, economically driven decision-making and ethnocentric convictions about the superiority of majority values. Most Pakeha consider their culture to be the norm. Many are unaware of the influence it has on them and the education system. This 'cultural ignorance' means that for many Pakeha, the beliefs and attitudes identified by research may not be intentionally detrimental. Nevertheless, they still disadvantage Maori learners with special needs and lead to inadequate provision and exclusion.

How can these barriers be overcome?

A good first step would be the introduction of a range of initiatives to increase the number of people with cultural expertise available to work with Maori learners with special needs. These initiatives could include:

1. Recruitment measures and financial incentives to attract Maori to teaching and other relevant professions;
2. Cultural support and mentoring for people who work with Maori children with special needs;
3. Greater inclusion of Maori parents and whānau members in their children's special education;

4. Compulsory, bicultural in-service education for all special education personnel;
5. A teacher training curriculum that includes an examination of the way in which the dominant political ideology has increased material differences between ethnic and cultural groups through the deliberate creation of poverty;
6. The use of carefully selected non-fiction and fictional stories in teacher training that communicate complex issues, link thought and feeling, and stir people to confront detrimental policies and practices (Ballard, 2003; Bevan-Brown, 2006).

Stage 1. Bevan-Brown researched what Maori believed was a culturally appropriate and effective education. This turned out to be schooling that was based on eight important principles: partnership, participation, cultural development, empowerment, tribal authority, equality, accessibility and integration. Next, schooling was divided into eight areas and these, together with the eight guiding principles, became the framework of the cultural self-review with seven programme areas: personal, policy, process, content, resources, assessment and administration.

Bevan-Brown developed and applied a questionnaire and a 'filled in' framework with examples of good practice. For instance, in the 'content' area, a question under the principles of empowerment and tribal authority is: What involvement do Maori have in deciding curriculum content? The real life example for this question is: Tribal elders advise teachers about local versions of Maori stories and historical events, the use of tribal dialect and songs to be avoided because they are 'tribally offensive'. In the 'administration area', a question under the principle of cultural development asks: What administrative procedures support and promote Maori culture, language and values? The example provided is: The school's special needs register records children's tribal affiliations and their parents' wishes on cultural input into their children's special education programme.

Stage 2. A cultural self-review process was developed and trialed in 11 schools and early childhood centres. Over a two-week period teachers collected answers relating to themselves and their school. The answers were shared in a staff meeting, recorded on a large cultural self-review framework and analysed. The analysis might show that there were only a small number of entries in some grid areas, and that other areas had lots of answers, but they only came from the junior school, or perhaps there were no examples of policies being put into practice. Having analysed the information and identified areas of weakness, teachers then brainstormed and decided on improvement strategies. They developed an action plan in the format used for a special education individual education plan. Once the action plan was finalised it was put into practice and reviewed every six months. Then the whole cycle started again.

Does this cultural self-review actually work? Bevan-Brown had many reports from people who have conducted a review in their schools, and these were very positive. Unsurprisingly, they showed that the more time and effort teachers put into a review, the greater the benefits both for the school and for students. For example, one school with many failing Maori students and poor home-school relationships reported conducting a cultural self-review to improve this situation. As a result of the review, teachers and students increased their Maori cultural knowledge; parents become more involved in their children's education;

It is not the case that some countries have discovered the secret of inclusion and should be held up as shining examples for the rest of us to follow. Instead, we each have to maintain a constant vigilance in our own situations learning what we can from each other, offering help and guidance, but not imposing solutions that may have worked in different contexts.

Alan Dyson, 2004

family members and the community became more supportive of the school; relationships between staff and students improved; students' school work improved; and absenteeism dropped considerably.⁹¹

Key factors in the development of inclusive education

In a recent article assessing progress towards inclusive education around the world, Miles (2007) identifies ten key issues to be addressed in making progress in developing inclusive education in the South.

1. Conducting a situational analysis – identifying existing resources and initiatives and highlighting the way forward.
2. Creating an inclusive learning environment – learning environments are often not conducive to the inclusion of disabled children. The community and resources need to be mobilised to transform the situation.
3. Teacher education and ongoing development – teachers are the most valuable resource in the promotion of inclusive practice, but if they do not believe in inclusion they can be a major barrier. They often lack confidence and the basic knowledge to welcome disabled children. They need adequate training to change attitudes and develop good practice.
4. Child-to-child principles hold that children can play a vital role in their own education and the education of their peers.
5. Parents and the community are a valuable human resource and need to be mobilised and encouraged to lead change. This is particularly the case in relation to the disabled people's movement.
6. Inclusion through school improvement – there is a need to improve education for all; changes in practice and thinking that accommodate disabled children will lead to benefits for all.
7. Inclusive policy development is not often seen as a mainstream issue but a variant of special educational needs policy. It is important to make sure that disabled children's needs are part of general policy.
8. Early childhood development and education for disabled children can reduce the disabling impacts of impairment.
9. Economic empowerment and poverty reduction are directly linked to the progress of inclusive education. There are strong cost-effectiveness and economic arguments for education for all in inclusive settings.
10. The role of special schools is a historical reality, but ways need to be found to unleash their resources and the expertise of their staff for the benefit of the majority of disabled children who are not in school.

These and other factors impact in varying degrees at the three levels identified above. The following chapters will examine the situation at international, national, regional/district and school/classroom level and describe tools and examples from around the Commonwealth and elsewhere to develop a greater understanding of what is required. The examples should not be seen as blueprints, but rather as a source of inspiration and opportunity for reflection.

5 Developing and Implementing Policy Internationally

In this chapter a range of the key players in the development of inclusive education at an international level are introduced, and their roles and perspectives are examined. Important here is the growing role of disabled people and their representative organisations. The International Disability Alliance and the Disability Rights Fund are very important. The new United Nations Multi-Donor Trust Fund, which will commence in early 2012, should give a real boost to capacity-building projects and the involvement of disabled people in implementing the UNCRPD.

The Committee on the Rights of Persons with Disabilities⁹²

The Committee on the Rights of Persons with Disabilities is a body of independent experts which monitors implementation of the UNCRPD by the states parties. All states parties are obliged to submit regular reports to the committee on how the rights are being implemented. States must report initially within two years of accepting the Convention and thereafter every four years. The committee examines each report and makes the suggestions and general recommendations that it considers appropriate, and then forwards these to the state party concerned.

The Optional Protocol to the Convention gives the committee competence to examine individual complaints about alleged violations of the Convention by states parties to the Protocol. The committee meets in Geneva and normally holds two sessions a year. It comprises international experts with direct experience of disability, who are independent of government. At the Conference of States Parties held in New York in September 2010, 12 new members were elected, bringing membership up to 18; all except three of these are disabled people. There are currently members from Australia (Chair), Qatar, Jordan, Bangladesh, Chile, Germany, Hungary, Algeria, Republic of Korea, Tunisia, Denmark, Kenya, Spain, Guatemala, Mexico, Serbia, Ecuador and China.⁹³

The Committee has had six meetings to date. It has developed rules of procedure which include how agendas are developed, reports from states parties and how complaints and investigations under the Optional Protocol are addressed. The Committee also has the power to call general days of discussion. So far accessibility⁹⁴ and the implementation of Article 12 on the right to equal recognition before the law⁹⁵ have been covered. International NGOs, DPOs, national human rights and disability organisations, and individual experts can contribute to these discussions and a statement is then issued. The Committee has also produced useful guidance to states parties on the submission of treaty-relevant documents. The initial report made two years after ratification should consist of a common core and a treaty-specific document.

The common core document⁹⁶ contains general information about the reporting state, the general framework for the protection and promotion of human rights, disaggregated according to sex, age, main population groups and disability, and information on non-discrimination, equality and effective remedies, in accordance with the harmonised guidelines.

The treaty-specific document submitted to the Committee must not repeat the information included in the common core document or merely list or describe the legislation adopted by the state party (Article 3.1). Rather, it should contain specific

*Zanzibar:
Schools for all.*
CREDIT: LILLIAN MARIGA



information relating to the implementation, in law and in fact, of Articles 1–33 of the Convention, taking into account analytical information on recent developments in law and practice affecting the full realisation of the rights recognised in the Convention by all persons, with all forms of disabilities within the territory or jurisdiction of the state party. It should also contain detailed information on substantive measures taken towards the Convention's goals and the resulting progress achieved. Where applicable, this information should be presented in relation to policy and legislation applicable to persons without disabilities. In all cases, it should indicate data sources.

In relation to the rights recognised in the Convention, the treaty-specific document should indicate (Article 3.2):

- (a) Whether the State Party has adopted policies, strategies and a national legal framework for the implementation of each Convention right, identifying the resources available for that purpose and the most cost-effective ways of using such resources;
- (b) Whether the State Party has adopted comprehensive disability anti-discrimination legislation to put into effect provisions of the Convention in this regard;
- (c) Any mechanisms in place to monitor progress towards the full realisation of the Convention rights, including recognition of indicators and related national benchmarks in relation to each Convention right;
- (d) Mechanisms in place to ensure that a State Party's obligations under the Convention are fully integrated in its actions as a member of international organisations;
- (e) The incorporation and direct applicability of each Convention right in the domestic legal order, with reference to specific examples of relevant legal cases;

- (f) The judicial and other appropriate remedies in place enabling victims to obtain redress in the case their Convention rights have been violated;
- (g) Structural or other significant obstacles arising from factors beyond the State Party's control which impede the full realisation of the Convention rights, including details of the steps being taken to overcome them;
- (h) Statistical data on the realisation of each Convention right, disaggregated by sex, age, type of disability (physical, sensory, intellectual and mental), ethnic origin, urban/rural population and other relevant categories, on an annual comparative basis over the past four years.

The treaty-specific document is limited to 60 pages and should contain specific information on the implementation in law and in practice of the articles of the UNCRPD. The report should provide detailed information on substantive measures taken and progress achieved and an article by article analysis of the UNCRPD in accordance with the reporting guidelines. In October 2009, the CRPD Committee adopted treaty-specific guidelines for reporting.⁹⁷ DPOs must be consulted on the report, but should not write it. There are compelling reasons for maintaining independence from the state.

There is provision for civil society – 'the arena outside the family, state and the market, which is created by individual and collective actions, organisations and institutions to advanced shared interests'⁹⁸ – to make its own report to the Committee.

This includes a provision enabling DPOs to submit an independent report that evaluates the position of disabled people in their country.

Guidance on monitoring the implementation of the UNCRPD states:

One of the principle functions of the Committee on the Rights of Persons with Disabilities is to review periodic reports submitted by States parties under Article 35 of the CRPD. The Committee prepares for its dialogue with the State Party by requesting additional information in the form of a list of issues. The State Party report and the responses to the list of issues form the basis of the discussion with the State Party. Following the dialogue, the Committee issues concluding observations, which highlight key issues of concern and make recommendations for follow-up actions.

DPOs have the opportunity to provide input on how the CRPD is being implemented at national level at various stages including during the drafting of the State Party report, the list of issues and the concluding observations. DPOs also have a role to play in the follow-up to the concluding observations, during days of general discussion and in the drafting of general comments. Involvement and participation with national monitoring frameworks and other national implementation and monitoring bodies is a key component to ensuring the effective implementation of the CRPD.⁹⁹

There is also a facility for civil society organisations and others to address the Committee when it is considering their country's reports. This process is called 'shadow or parallel reporting'. Experience from committees set up to monitor other human rights treaties shows that it is far more effective to have one joint report from all parts of civil society. Articles 4 and 32 make it clear this process should be led by DPOs. The IDA provides guidance on shadow reporting.¹⁰⁰

DPOs are encouraged to prepare parallel reports on the implementation of the CRPD at national level in order for the Committee to effectively monitor the implementation of the CRPD in a country. DPOs are encouraged to establish or strengthen national CRPD coalitions and to produce a parallel report on the basis

of consultations and input received from members of the coalition. A comprehensive parallel report should cover all the articles of the CRPD, identify gaps, highlight key areas of concern and make concrete recommendations for change. A brief explanation of each article of the CRPD is provided below with a non-exhaustive list of issues that may assist DPOs in identifying gaps in the implementation of the CRPD at national level. Concrete suggestions to ensure the effectiveness of parallel reports are also provided.

To date, the Committee has only reviewed four reports from state parties – those of Spain, Tunisia, Peru and China. Other reports submitted to date are from Argentina, Austria, Hungary, Paraguay, Australia, El Salvador, Costa Rica, Sweden, Azerbaijan, Mexico, Republic of Korea, Belgium, Croatia, Czech Republic, Germany and the UK. As 109 countries and the EU have now ratified the UNCRPD, many more will soon join the queue.

The Committee was allocated an extra week by the General Assembly in 2011 to deal with the reports backlog and to receive written and oral evidence from shadow reports from DPOs and NGOs. The Office of the High Commissioner on Human Rights (OHCHR) supports the Committee and has issued guidelines on monitoring the UNCRPD.¹⁰¹

The right to education requires, inter alia, examining whether pupils and students with disabilities are not excluded from the general education system on the basis of their disability, that reasonable accommodation of the pupil's requirements is provided in the general education system and that effective individualised support measures are provided to maximise academic and social development consistent with the goal of inclusion.

The IDA has produced much fuller advice on monitoring and shadow reporting.

International Disability Alliance¹⁰²

Established in 1999, the International Disability Alliance is a network of global and regional organisations of persons with disabilities that promotes the effective implementation of the UNCRPD. The IDA currently comprises eight global and four regional DPOs; two other regional DPOs have observer status. With member organisations around the world, the IDA represents the estimated one billion people worldwide living with an impairment. This is the world's largest – and most frequently overlooked – minority group. The IDA was instrumental in establishing the International Disability Caucus, the network of global, regional and national organisations of persons with disabilities and allied NGOs, which became a key player in the negotiation of the UNCRPD. The IDA is now a major international player in support of the UNCRPD at international, national and regional levels.

In order to generate a wider coalition to promote the implementation of the UNCRPD, the IDA has established the IDA CRPD Forum, a structure open to any international, national or regional organisation which promotes the UNCRPD and accepts DPO leadership. The IDA governing body is composed of the chairs of all its member organisations. It meets at least twice annually, usually in Geneva or New York. The IDA, with its unique composition as a network of the foremost international disability rights organisations, is the most authoritative representative voice of persons with disabilities and is acknowledged as such by the UN system both in New York and Geneva.

Among other activities, the IDA is the key focal point for the disability rights movement in developing an ongoing relationship between the UN organs and civil society, including the UN Department of Economic and Social Affairs (DESA), the OHCHR,

the Conference of States Parties, UN Special Procedures and, most recently, the CRPD Committee. The IDA is also committed to building the capacity of national DPOs with special attention to the global South, in order to support national efforts toward ratification, implementation and monitoring of the UNCRPD.

The eight global and four regional organisations of persons with disabilities which are members of the IDA are:

Disabled Peoples' International (DPI) (www.dpi.org) – a network of national organisations or assemblies of disabled people, established to promote the human rights of disabled people through full participation, equalisation of opportunities and development in 140 countries.

Down Syndrome International (DSI) (www.ds-int.org) – an international organisation that promotes the rights of persons with Down syndrome.

Inclusion International (II) (www.inclusion-international.org) – a grassroots organisation of persons with an intellectual disability and their families. With its member societies in over 115 countries, it advocates for the inclusion of people who have an intellectual disability in all aspects of their communities, based on shared values of respect, diversity, human rights, solidarity and inclusion.

International Federation of Hard of Hearing People (IFHOH) (www.ifhoh.org) – an international non-governmental organisation of national associations of and for hard of hearing and late deafened people. IFHOH provides a platform for co-operation and information exchange among its members and interested parties. As an umbrella organisation and through its individual organisations, IFHOH works to promote greater understanding of hearing loss issues and to improve access for hard of hearing people worldwide. It currently has 47 general and associate members in 30 countries.

World Blind Union (WBU) (www.worldblindunion.org) – the sole voice speaking on behalf of approximately 160 million blind and partially sighted persons in 178 individual member countries, representing approximately 600 organisations. The WBU advocates for human rights of persons who are blind and partially sighted and seeks to strengthen their organisations and advance the participation of all persons who are blind and partially sighted, including women and youth.

World Federation of the Deaf (WFD) (www.wfdeaf.org) – an international NGO representing deaf people worldwide. A non-profit organisation, WFD works for human rights and equal opportunities for Deaf people everywhere.

World Federation of the Deafblind (WFDB) (www.wfdb.org) – a non-profit, representative organisation of national organisations or groups of deafblind persons and of deafblind individuals worldwide. The aim of WFDB is to be a forum for the exchange of knowledge and experiences among deafblind persons and to obtain inclusion and full participation of deafblind persons in all areas of society.

World Network of Users and Survivors of Psychiatry (WNUSP) (www.wnusp.net) – a democratic organisation of users and survivors of psychiatry that represents this constituency at the global level. In its statutes, 'users and survivors of psychiatry' are self-defined as people who have experienced madness and/or mental health problems or who have used or survived mental health services. Founded in 1991, WNUSP currently has members in over 50 countries, spanning every region of the world.

Arab Organization of Disabled People (AODP) – an independent non-profit organisation founded in 1989 in Cairo, Egypt. It is a regional organisation composed of DPOs operating in various Arab countries. AODP's main objectives are to promote the

rights of disabled people, empower disabled people and represent Arab disabled people in the world at large.

European Disability Forum (EDF) (www.edf-fehp.org) – an independent European non-governmental organisation (ENGO) representing the interests of 60 million disabled people in the EU. It was created in 1996 and is based in Brussels.

The **Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families (RIADIS)** (www.riadis.net) – a network formed by organisations of disabled people from 19 countries in Latin America and the Caribbean. Formed in 2002, RIADIS represents more than 60 national organisations, as well as several NGOs acting as technical collaborators.

Pacific Disability Forum (PDF) (www.pacificdisability.org) – the regional response to addressing disability issues in the Pacific. The PDF was established in 2002 and officially inaugurated in 2004 to work towards inclusive, barrier-free, socially just and gender equitable societies that recognise the human rights, citizenship, contribution and potential of disabled people in Pacific island countries and territories.

In its monitoring document, IDA (2010) asks some useful questions about implementation of Article 24. All disabled children and adults have the right to access education on an equal basis with others. This includes all stages and types of education, ranging from pre-school to basic education to university to lifelong learning. Moreover, all persons with disabilities should have the right to access inclusive education with adequate individualised support to enable them to take part. Article 24 pays special attention to the situation of children who are blind, deaf and deafblind.

Questions to be addressed

- Are there any disabled children who are considered 'ineducable' or who are forced to attend special schools due to the nature and severity of their disability?
- Does the general education law ensure that disabled children can access all stages of mainstream education and receive the support required within the general education system to facilitate their effective education, including reasonable accommodations, when they so require?
- Are any children required to use medication (including psychiatric medication) or undergo any medical treatment as a condition of receiving an education?
- Do blind, deaf and deafblind children have access to education in Braille, sign language and other methods of communication, including augmentative and alternative modes, means and formats of communication?
- Do deaf people have access to quality education in a sign language environment, including teachers who are fluent in sign language and teaching materials which are provided in sign language?
- Does education facilitate the learning of sign language and support the linguistic and cultural identity of deaf people?
- Do states facilitate the learning of Braille, alternative script, augmentative and alternative modes and means of communication, as well as orientation skills?
- Are mainstream teachers provided with adequate support to ensure that disabled children can take part in education on an equal basis with other children?
- Are there any barriers that prevent persons with disabilities from becoming teachers?

The Commonwealth

The Commonwealth is a voluntary association of 54 countries that support each other and work together towards shared goals in democracy and development. The world's largest and smallest, richest and poorest countries make up the Commonwealth and are home to two billion citizens of all faiths and ethnicities, over half of whom are 25 years old or under. Member countries span six continents and oceans from Africa (19) to Asia (8), the Americas (2), the Caribbean (12), Europe (3) and the South Pacific (10). Most countries used to be British colonies, but nations join on the basis of free and equal association and support of democratic principles. Recently, Cameroon, Mozambique and Rwanda, who have no past links to British colonialism, joined the association. Beyond ties of history, language and institutions, it is the association's values that unite its members: democracy, freedom, peace, the rule of law and opportunity for all. Ministers of Education meet every three years and the last meeting, held in 2009, focused on inclusive education. As well as the Commonwealth Heads of Government Meeting (CHOGM), which takes place every two years, ministers responsible for education, environment, civil society, finance, foreign affairs, gender affairs, health law, tourism and youth also meet regularly. This ensures that Commonwealth policies and programmes represent the views of the members and gives governments a better understanding of each other's goals in an increasingly globalised world.

The association has three intergovernmental organisations: the Commonwealth Secretariat, which executes plans agreed by Commonwealth Heads of Government through technical assistance, advice and policy development; the Commonwealth Foundation, which helps civil society organisations promote democracy, development and cultural understanding; and the Commonwealth of Learning, which encourages the development and sharing of open learning and distance education.

It has been hard to get the structures of the Commonwealth to acknowledge the role that disabled people's organisations can play in policy and development. The following statement was only included in the 2007 CHOGM Ministerial Statement because of the founding of the Commonwealth Disabled People's Forum¹⁰³ in Uganda in 2007. It has subsequently been poorly supported, but is still functioning.

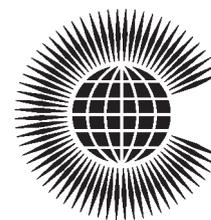
The Ministerial Statement from CHOGM in 2007 adopted the following as the statement from the Peoples Forum:

*64 **Emphasising** the importance of mainstreaming and recognising disability as an integral part of relevant strategies for sustainable development;*

*65 We **call** on Commonwealth Member States to **ratify** and **implement** the UN Convention on the Rights of Persons with Disability and its Optional Protocol, and adopt disability inclusive policies.¹⁰⁴*

The Commonwealth should be well-placed to take the development of inclusive education for disabled children and students forward, but there remains a political gap. For example, in the communiqué issued at the 2009 Conference of Education Ministers in Kuala Lumpur, 'Going Beyond Global Targets', there is no specific mention of disabled children or link to UNCPRD Article 24. The communiqué stated:

Ministers highlighted the need for all children to have equity of access to quality education, regardless of geographical location, resources, gender, ethnicity and ability, in order to equip them to interact effectively in a global community. Ministers committed themselves to working towards this end as a priority, while recognising the need to tailor approaches to take account of socio-economic and cultural diversity across different member countries.¹⁰⁵



The launch of the Commonwealth Disabled People's Forum, March 2008.

CREDIT: RICHARD RIESER



It is true there were some presentations on the position of disabled children in the education system,¹⁰⁶ but the ideas did not make it into the communiqué or subsequent policy statements.

This lack of focus perhaps explains why Commonwealth countries are lagging behind in the proportion adopting and ratifying the UNCRPD. In 2011 the Commonwealth Foundation funded a successful capacity-building project for DPOs in the countries of the South Pacific. This was a partnership between the UK Disabled People's Council and the Pacific Disability Forum delivered by World of Inclusion Ltd¹⁰⁷ and was reported to the UN Conference of States Parties as a model. At the same meeting at the 2011 Conference of States Parties in New York, the Commonwealth Secretariat held a side meeting to publicise two recent publications on Human Rights and the UNCRPD.¹⁰⁸

Disabled Peoples' International

Disabled Peoples' International is a network of national organisations or assemblies of disabled people that promotes the human rights of disabled people through full participation, equalisation of opportunity and development. DPI was set up in 1981. As in rich countries, the experience of social exclusion stimulated a growing radicalisation among disabled people in poor nations.

The conflict between 'old' and 'new' disability politics surfaced at the meeting of Rehabilitation International (RI), an organisation led by non-disabled professionals wedded to traditional 'apolitical' medical interpretations of disability, in Singapore in 1980. Because of their exclusion from RI's controlling body, dissident disabled delegates left to set up DPI, an international umbrella for national organisations run by disabled people (Driedger, 1989). The formation of DPI '*sent a clear message to bodies such as the RI that never again would it be acceptable for discussions about disabled people to take place without our full and equal participation*' (Flood, 2005: 184).

DPI's goals are to promote the human rights of disabled persons; to promote the economic and social integration of disabled persons and to develop and support disabled persons' organisations. According to its constitution:



Whereas disability has too long been viewed as a problem of the individual and not the relationship between an individual and his/her environment, it is necessary to distinguish between:

(a) Disability (impairment) is the functional limitation within the individual caused by physical, mental, or sensory impairment, and

(b) Handicap (disability) is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical or social barriers.

Over 25 years this formulation became the core of the UNCRPD and the shift from (a) to (b) embodies the paradigm shift at the heart of the Convention. The 2005 DPI position paper on inclusive education became the pillar on which Article 24 is based.

DPI is encouraged by the implementation of inclusive education policies in many countries that have resulted in positive changes in the lives of people with disability in those countries.

DPI recognises that if we are to achieve an inclusive society it is imperative that children with disabilities are integrated into their schools at the earliest possible opportunity so that this inclusion can benefit both disabled and non-disabled children ensuring that education for people with disability is:

- *Not segregated or in a 'special' school,*
- *A quality education that recognises the principle of lifelong learning,*
- *Develops all the talents of each learner to reach their full potential, and*
- *Accommodates the individual needs of each learner's disability.*

DPI believes that education should be accessible to all who desire to be educated, no matter their ability; people with disability should have the option to be integrated with the general school population, rather than being socially and educationally isolated from the mainstream without any choice in the matter. Students who are deaf, blind or deafblind may be educated in their own groups to facilitate their learning, but must be integrated into all aspects of society.

To help ratify and implement the UNCRPD, DPI has produced two useful tool kits: the *UN Convention Ratification Kit*¹⁰⁹ and the *DPI UN Convention Implementation Kit*.¹¹⁰

Disability Rights Fund¹¹¹

The UNCRPD places disabled people's representative organisations at the heart of implementing the Convention. The purpose of the Disability Rights Fund (DRF) is to build DPO capacity.

In DRF's understanding of the term, DPOs are representative organisations or groups of people with disabilities in which disabled persons constitute a majority of the staff and board, and are well-represented at all levels of the organisation. In addition, DPOs have an understanding of disability that accords with the social model.

The DRF is a collaboration between donors and the global disability rights movement to increase resources for disabled persons organisations in the global South and eastern Europe. The DRF focuses its grants on building the capacity of DPOs to be full and equal participants in the achievement of rights for the world's one billion people with disabilities. With modest grants, the DRF assists both national and local DPOs

to work on:

1. Advocacy to promote ratification, implementation and monitoring of the UNCRPD.
2. Proposing legislative amendments in line with the UNCRPD.
3. Raising awareness about the UNCRPD.
4. Promoting DPO involvement in the implementation of the UNCRPD.
5. Increasing skills in addressing the UNCRPD by building more inclusive organisations and building internal capacity.
6. Addressing Implementation of specific UNCRPD Articles.

So far grants ranging from US\$5,000 to US\$100,000 have been awarded. A total of US\$5 million has been awarded to DPOs in Ghana, Namibia, Uganda, Bangladesh, India, Indonesia, Ukraine, Ecuador, Mexico, Nicaragua, Peru, Federation of Micronesia, Fiji, Papua New Guinea, Solomon Islands and Tuvalu.

Donors who have joined the pooled fund are: American Jewish World Service, AusAID, the UK Department for International Development, Leir Charitable Foundation, Open Society Institute and Sigrid Rausing Trust.



Department for International Development, UK

The Department for International Development manages the UK's aid to poor countries. Its work is focused on achieving the Millennium Development Goals.

It works with international organisations, charities and the governments of poor countries to find lasting solutions to the global problem of poverty.¹¹²

Like some other donors, DFID has provided some support for equality for disabled people in its aid programmes, but until recently it did not try to include the issue in all its programmes. In 2010, 87 per cent of UK official development aid came from DFID. This amounted to £8,243 million (0.56% of UK GDP).

Disability, Poverty and Development, a DFID research paper published in 2000, focused on many important points regarding disability and development, such as the adoption of the rights-based approach, with specific focus on social exclusion, the use of the social model and the twin-track approach to disability in development policies. The latter encourages specific and targeted activities to support the empowerment of disabled people and enhance their capacity to claim their rights, and the mainstreaming of disability issues in all areas of work, ensuring that disabled people themselves are consulted about issues that affect them.

However, this twin-track approach was not mandatory. DFID then commissioned a major action research project, *Disability, Knowledge and Research* (2000–2004), with disabled people firmly in the driving seat. Yeo (2005), analysing the new role of the World Bank in promoting inclusion for disabled people, concludes:

There appears to be a widespread assumption in the disability sector that inclusion is necessarily good, with little assessment of the wider context. If the existing system is the cause of the problem, then inclusion within it cannot be the answer. Wider assessment of the context is urgently required and alliances need to be built between marginalised people, if there is to be any real chance of creating a more humane and just society.¹¹³

Illustrative disability programming supported by DFID includes both disability-specific initiatives and disability components within the framework of mainstream

programmes. DFID's 'targeted work on disability' supports DPOs, government partners and other CSOs in influencing disabled people's access to services and assets; the voice and agency of disabled people; the legal and policy framework; and discriminatory attitudes and behaviour. Two examples of this are work with the Southern African Federation of the Disabled (SAFOD) on a four-year research programme and thematic research on education and HIV/AIDS. The objectives of the programme are to build the capacity of DPOs to undertake research and influence policy development. DFID has also contributed to the Government of India's universal primary education programme and the reproductive and child health programme, both of which include disability-specific indicators which enable the government and donors to track progress for disabled people. DFID Malawi supported the Federation of Disability Organizations in Malawi in ensuring that disabled people are included in HIV/AIDS policies and have equal access to information.

Following the UK's adoption of the UNCRPD, a 'country desk note' was produced to try and mainstream disability issues.¹¹⁴ However, DFID was still criticised by DPOs and NGOs for failing to ensure that disabled children were made a priority. In 2009, Results UK was commissioned to evaluate the DFID programme for disabled children and education.

... The UK's Department for International Development (DFID) have established a policy environment that supports inclusive education, tackling the issue via two approaches – through 'mainstreaming' disability issues across their work, and through targeted projects that specifically aim at increasing the number of disabled children completing school. However, progress towards these goals is extremely slow, and in many countries almost non-existent.¹¹⁵

Results UK carried out research into the implementation of these policies during the summer and autumn of 2009. The research revealed serious concerns about the implementation of DFID's policy on education and disability. Only 11 per cent of respondents to the survey from countries included in DFID's Public Service Agreement (PSA) reported that disabled children were taught within an inclusive system in their countries. Good practice examples within DFID's education portfolio did exist, but there was little evidence of a sustained, consistent response to disability. Overall it was found that neither the 'mainstreaming' nor the 'targeted' side of the twin-track approach was properly implemented. In many cases country offices did not support any targeted programmes for disabled children, while in programmes that ostensibly mainstreamed disability, the level of resources that could be identified as supporting disabled children was worryingly low. For example, it was found that only 3 per cent of DFID India's support for the Sarva Shiksha Abhiyan programme (which aims to increase access to education for the most marginalised groups in Indian society) and only 0.25 per cent of DFID Tanzania's sector budget support was targeted at supporting disabled children.

The research also found that international financing mechanisms for education did not currently pay enough attention to the specific needs of disabled children. Although the EFA FTI has developed an 'inclusion tool' designed to ensure that marginalised groups are properly considered in the drafting of country education plans, this is not widely used. The majority of funding for education in the developing world comes from domestic resources, where disability often remains a neglected consideration. The research found, for example, that many countries did not comprehensively monitor data on disabled children in the education system. It argued that DFID could play a key role here through technical assistance and engagement, but it was appar-

ent that there was still a severe implementation gap between policy and practice in DFID's work on disability and education.

UK Results made the following recommendations to DFID:

1. As disabled children represent one-third of the world's out-of-school children, there should be a strong focus on disability and breaking down the barriers to learning faced by disabled children across all of DFID's core education work, with specific, targeted interventions progressively put in place.
2. The implementation of DFID's policy on inclusive education and the rights of people with disabilities needs to be far more uniform across the work of the department, but it is not widely applied, including at country level. For this to happen, specific individuals need to be identified in DFID's central and country-level offices to be responsible and accountable for ensuring the needs of people with disabilities are included in DFID's education work.
3. DFID should work much more closely with national Disabled People's Organisations at country office level, with specific named individuals responsible for ensuring that these partnerships are strongly forged.
4. DFID should make a commitment in its forthcoming education strategy to support countries in improving their teacher training systems, including the provision of in-service continuing professional development (CPD). Training supported by DFID should encourage teachers to employ inclusive pedagogic methods that empower them to support disabled children.
5. Policy interactions on education with partner governments and international institutions should routinely include reference to the needs of disabled people, and DFID should encourage and enable partners to address this issue.
6. DFID should advocate for inclusive education and the needs of people with disabilities at key international events such as the High Level Group Meeting on Education for All in Addis Ababa in February 2010, the G8 and G20 summits in Canada and the MDG Review in September.
7. DFID should support and encourage the work underway at the FTI and the UNESCO Institute for Statistics to ensure that national and international monitoring data includes specific indicators to: (a) identify the progress made in ensuring access to high-quality, inclusive education for all children; and (b) report on access to education for marginalised groups including disabled children. DFID should work towards ensuring that this data is collected in the countries in which they work, and use it to review the department's contribution to making education more inclusive and set targets for improvement where gaps are identified.
8. DFID can play an influential role in ensuring that the international financing architecture for education supports inclusive education and the needs of disabled people. Specifically, the department should advocate for the insertion of an indicator on inclusion into the FTI Indicative Framework, as well as the use of the FTI 'equity and inclusion framework' to assess all new education sector plans, and should use its influence as a major funder of the World Bank and the European Commission to ensure that their policies align with the Department's own.
9. DFID should work collaboratively at country level with national education coalitions, such as the Global Campaign for Education, to support the development and roll-

out of inclusive education planning tools and assist CSOs in advocating for sufficient domestic funding for inclusive education.

Since the publication of this highly critical report, DFID has commissioned a guidance note, 'Education for Children with Disabilities: Improving Access and Quality' (DFID, 2010a). This was produced by a contracted agency, Mott MacDonald, and not written by the disability movement. Since 2005 DFID has distanced itself from the disability movement, preferring to work with NGOs who put forward a view that it finds more palatable. Following the UK's adoption of the UNCRPD, the UK Disabled People's Council issued a manifesto, *Equalise It*, which asserts the primacy of disabled peoples' organisations in determining the goals and monitoring of aid projects (UKDPC, 2007). The manifesto was signed by many of the organisations DFID wants to work with, such as SAFOD, but DFID has not engaged with the manifesto in its dealings with DPOs.

Subsequently, eight UK-based international NGOs wrote to DFID calling on it to:

- *ensure that the development and annual review of national education policy effectively address issues of equity and inclusion;*
- *make a public commitment to inclusive education and further policy dialogue and commitment on inclusive education within the international community, especially the FTI;*
- *provide financial and lobbying support to ensure that critical knowledge gaps in inclusive education are filled through research initiatives.*

In supporting DFID to meet its commitments to the inclusion of disabled children in education, we as civil society organisations can:

- *provide DFID with details of DPOs and national federations of disabled people active in countries where DFID is present;*
- *partner with DFID in delivering on the measures listed in its 'How to Note' on disability through, for example, providing links to potential local partners;*
- *provide DFID with access to inclusive education programmes run by civil society in PSA countries;*
- *provide DFID with key resources on inclusive education and CBR;*
- *provide DFID with good practice examples in inclusive education programming;*
- *work with DPOs to support their capacity to engage in education policy-making and advocacy;*
- *mobilise civil society to advocate for strategies to promote inclusive education at national level with both donors and national governments; and*
- *work with DFID on the development and delivery of research to fill key knowledge gaps.¹¹⁶*

DFID is a big player on the international scene, but it has not so far pushed for the above objectives and there has been little sign of the hoped for improvements. Disability is still kept in its pigeon hole and neither part of the twin-track approach is mainstreamed. DFID is also a major contributor to the Disability Rights Fund and funds Action on Disability and Development (ADD).

The policy positions of international donors

Other international aid donors on education have similar problems, as is apparent from the analysis below carried out by Inclusion International (2009). As the goal of universal primary education is nearly reached, there is a danger that donors who do not have specific disability policies will move on to other priorities and the issue of the inclusion of disabled children will be ignored.

Table 5.1 shows the variability of policy commitment to disabled pupils.

Table 5.1. Development agencies, disability and education policies, 2009

Government agency	Disability policy	Disability in education policy	Education in disability policy
AusAID	X		X
CIDA			
DANIDA			
DFID	X		
European Commission	X	X	X
GTZ	X		X
JICA	X		
NORAD ¹¹⁷		X	
NZAID			
SIDA	X	X	X
USAID	X		X



Education International

Education International (EI) is a global organisation grouping teachers' unions and organisations all over the world. EI speaks up for over 30 million education staff. It supports quality Education for All, and the decent working and teaching conditions for qualified teachers that are essential to achieve that goal. It is supportive of moves to inclusive education, but wants this to be implemented by properly trained teachers, who are decently paid and respected.

EI views the privatisation and marketisation of education based on competition as the greatest threat to developing inclusive education around the world.

Gaston De la Haye, EI's Deputy General Secretary, made the following point at the closing of the 48th UNESCO International Education Conference in Geneva in November 2008.¹¹⁸

EI is supportive of the new concept, this new paradigm of inclusive education because it has developed from the concept of integration to the concept of inclusion. That is a very noble evolution but we need to be vigilant that this noble objective does not rub out differences and lead to assimilation. It is pedagogically a very interesting new concept because it is comprehensive, pursuing horizontal inclusion, (including all children whatever their origin, their differences, wherever they live) and vertical inclusion, in a Life Long Learning (LLL) perspective taking on board Early Childhood Care (ECC), basic education, secondary education, vocational education, higher education and adult education. It is a concept that has a strong link and reference to the Universal Declaration of Human Rights, the Convention on the rights of the child and the convention on the rights of disabled persons. This is important as the concept of inclusive education needs to be carried universally. It is a concept that opens the way for new pedagogical methods that are more multipolar (involving different actors in the classroom: peers, parents, social workers)

instead of bipolar (teacher-student) ... Inclusive education is also the better way to educate young people about inter-culturalism and tolerance, appreciating diversity and to prepare young people to live positively in a multicultural society. But inclusive education will only be possible if it is supported by an inclusive society and this might be the biggest obstacle to inclusive education.

Inclusive education is an ambitious project in terms of change, in terms of teacher education and thus also in terms of financial resources. Sure some resources can be redirected, but if we want the inclusive project to really create inclusion and not generate greater exclusion, we need to be aware that this will cost money, if it only were because teachers represent on average 70 per cent or more of the education budget. In 2000 the idea of a benchmark of 6 per cent GDP for education was tabled without really being taken up in the Dakar global framework for action. Very few countries reach 6 per cent of GDP for education and OECD studies show that in many countries the percentage of GDP for education is being reduced. It is also necessary to realise that decentralisation aiming at reducing inequalities does in some cases lead to greater inequalities because financial means are not properly distributed and channelled as it appears from the 2009 GMR. The marketing and commercialisation of education, privatisation of or in education are conceptually in opposition with inclusive education. Competition and research for profit will never lead to inclusion ...

Speakers in the workshops at the conference insisted that inclusive education will only be possible with high quality teachers. Recruiting even more unqualified teachers to address the teacher gap would create an immense problem for the future.

They argued that privatisation and competition would destroy team spirit; that teachers needed a high level of initial training and that inclusive education was an opportunity to develop better democratic governance at all levels. The key message of the conference was that good teachers, qualified and motivated, were essential for progress towards inclusive quality education for all.

Enabling Education Network

The Enabling Education Network (EENET) is an inclusive education information-sharing network, open to all. It helps a wide range of people to access information and encourages critical thinking and innovation on issues of inclusion, equity and rights in education. EENET takes a broad view of inclusive education, focusing on all excluded groups (Stubbs, 2008).

The main feature of its website is an extensive resources database, containing over 400 short articles, longer documents, posters, training manuals, videos and much more from around the world. It also carries information about regional networks on inclusive education. EENET-inspired networks exist in Asia, east African Portuguese-speaking-countries and Zambia. EENET is hosted by the Centre for Educational Support and Inclusion, University of Manchester, UK. The website is growing all the time and has a wide range of articles and tools about inclusive education around the world.

A participatory seminar held in Agra, India, in 1998 defined EENET's concept of inclusive education as follows:

Inclusive education:

- *Acknowledges that all children can learn*
- *Acknowledges and respects differences (age, gender, ethnicity, language, disability and HIV status)*



- *Enables education structures, systems and methodologies to meet the needs of all children*
- *Is part of a wider strategy to promote an inclusive society*
- *Is a dynamic process which is constantly evolving*
- *Need not be restricted by large class sizes or shortage of material resources*



European Union

The European Union, together with its member states, is the largest provider of development assistance. The legal parameters for European development co-operation are set out in a variety of legal instruments, including the Amsterdam Treaty. The touchstone for European development co-operation is poverty reduction as expressed in the MDGs. In 2004, the European Commission issued a *Guidance Note on Disability and Development* (European Commission, 2004). This document provides advice to EU delegations on how to address disability within the context of development co-operation and explicitly recognises that poverty reduction goals '*cannot be met without considering the needs of disabled people*' and, further, that '*disabled people are still not sufficiently included in international development work funded by the EU*'.

The *Guidance Note* articulates ten core principles intended to serve as a guide to European delegations and services, including: (1) understand the scale and impact of disability in the country setting and recognise the diversity of the population of persons with disabilities; (2) advocate and support the human rights model of disability rather than the charitable or medical approach; (3) pursue a 'twin-track approach', defined as the need to 'mainstream disability issues across all relevant programmes and projects and to have specific projects for disabled people'; (4) assess the extent to which country programmes are inclusive of persons with disabilities. In 2000–2009 280 projects specifically addressed disability, targeting people with both mental and physical disabilities. The main activities included capacity building, policy development, CBR, promotion of human rights, de-institutionalisation, social inclusion and improving the collection of data.

The EU ratified the UNCRPD in December 2010. Its strategy asks member states to:

... promote the rights of people with disabilities in their external action, including EU enlargement, neighbourhood and development programmes. The Commission will work where appropriate within a broader framework of non-discrimination to highlight disability as a human rights issue in the EU's external action; raise awareness of the UN Convention and the needs of people with disabilities, including accessibility, in the area of emergency and humanitarian aid; consolidate the network of disability correspondents, increasing awareness of disability issues in EU delegations; ensure that candidate and potential candidate countries make progress in promoting the rights of people with disabilities and ensure that the financial instruments for pre-accession assistance are used to improve their situation.

EU action will support and complement national initiatives to address disability issues in dialogues with non-member countries, and where appropriate include disability and the implementation of the UN Convention taking into account the Accra commitments on aid effectiveness. It will foster agreement and commitment on disability issues in international fora (UN, Council of Europe, OECD).¹¹⁹

In 2010, the EU adopted a Disability Strategy 2010–2020 to develop a barrier-free Europe – inclusive education and training is one of eight key areas.

Inclusion International



Inclusion International (II) is a worldwide federation of parent-driven associations advocating for children and adults with intellectual disabilities. It has worked with local and national associations in many countries. The associations explore the role they can play in influencing policy where education authorities have not yet addressed the issue of inclusive education. In Inclusion International's view the UNCRPD promotes the goal of full inclusion and guarantees the right of every child to attend regular school with the supports they require. Inclusive education requires that schools are supported to welcome all students with adaptations made for all special needs. Inclusion International believes that effective inclusive education requires the regular school system to respect the principles of non-discrimination; accessibility; accommodation to specific needs through flexible and alternative approaches to learning and teaching; equality of standards; participation; support for meeting disability-related needs; and relevance to preparation for the labour market.¹²⁰

In 2009, Inclusion International published a study of the global reality of inclusive education, *Better Education for All*. It draws on 75 country profiles, 270 personal stories, 119 focus groups with family members, self-advocates, government officials and teachers, and a survey of 750 teachers and 400 parents. The study evaluates progress towards inclusive education, mainly for those with intellectual impairments, and suggests strategies to make this a reality utilising the UNCRPD.¹²¹

The main findings were that, despite pockets of good practice, the global experience 15 years after the adoption of the *Salamanca Statement* is not encouraging. This is measured against the six goals of Education for All and concludes:

Our analysis makes clear that EFA is not yet making the difference it needs to make for people with intellectual disabilities. In fact, Education for All is failing us. Early Childhood Care and Education (ECCE), Goal 1 of EFA, is well recognised as essential to healthy childhood development and a good 'head start' for primary school, especially for children with disabilities. Yet the data gathered for this study suggests that programmes are inaccessible, young children with intellectual disabilities are not welcome, and those that do access some programming are not getting what they need to prepare them for primary school. A 'medical model' predominates, which often labels children with intellectual disabilities, posing one more barrier to an expectation that they would benefit from further education. Lack of programmes, and incoherent policy and programming all contribute to an ECCE system that leaves children and their families without the supports and interventions to be 'school ready.'

A number of barriers prevent children with intellectual disabilities from getting access to primary education, Goal 2 of EFA. Separate responsibility for children with disabilities, whether in social welfare departments of government or special education departments in schools and school districts, is a major barrier to children with disabilities accessing regular primary school. Add to this the fact that many children with intellectual disabilities are not registered at birth and so cannot enrol in school, lack of in-school supports and financial costs of access imposed on parents. The right to education is being systematically denied to this group in the majority of cases. Barriers to ECCE and primary schooling mean that children with intellectual disabilities who do enrol often do not complete programmes. This means an even smaller enrolment in secondary education and hardly any enrolment in post-secondary education or vocational training that give essential life and vocational skills – Goal 3 of EFA. Those who are lucky enough to go on to post-secondary



education usually find inflexible curriculum and lack of support for successful outcomes and completion. Many self-advocates shared stories of simply giving up, or finding themselves in sheltered workshops, that were presented as 'vocational training.' Or they find themselves completely isolated in their community.

Adult education – Goal 4 of EFA – is just as elusive for people with intellectual disabilities. With hugely disproportionate rates of illiteracy, self-advocates face limited access to the few programs available in most communities, and expectations that they are unlikely to benefit.

The barriers for girls and women with intellectual disabilities to ECCE, primary, secondary and adult education, are even greater. Their exclusion from education at all levels is one of the main factors that makes women and girls particularly vulnerable to poverty, ill-health and abuse. Goal 5 of EFA – gender equity in education – remains a distant hope for girls and women with intellectual disabilities.

With a few exceptions, quality education – Goal 6 of EFA – is simply not available for children, youth and adults with intellectual disabilities. We define quality in this study as having four main dimensions – **positive and enabling attitudes for inclusion, supportive and trained teachers, adaptable curriculum and assessment, and accessible and supportive schools.** The 'supply' of all these educational components is foundational to a good education. **Our study suggests that none of these factors are in place anywhere near the extent needed, and the consequence is entrenched educational exclusion.**

With such a comprehensive set of barriers to educational equality and inclusion, how do we develop and implement a global agenda where Education for 'All' means all children, youth and adults with intellectual disabilities? First we need a shared direction. Based on the findings from our global study, Table 5.2 provides such a direction. It shows how the EFA goals would have to be defined and measured to be inclusive of children, youth and adults with intellectual and other disabilities.

The Inclusion International study examines examples of good inclusive education at the **micro** level (individual, classroom); the **mezzo** level (school, community, education system; and the **macro** level (law, policy and cultural).

A categorisation that came out of the three North–South dialogues on inclusive education convened by India's National Resource Centre for Inclusion between 2001 and 2005 also used these three levels to reflect on the process of systemic change for inclusive education with advocates, educators, researchers, and policy-makers. Three volumes of papers from these dialogues provide a wealth of examples.¹²²

Table 5.2. How the Education for All goals can promote inclusive education

Education for All goals	An inclusive approach to meeting the goals
1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.	Early childhood care and education is inclusive of and accessible to children with disabilities, and provides transitions to inclusive primary education.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.	Children with disabilities are welcomed in regular schools and classrooms in the public education system, and have the supports needed to complete free and compulsory primary education.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.	Young people and adults with disabilities have the disability-related supports needed to participate in a full range of inclusive secondary, post-secondary, adult, literacy, vocational and continuing education programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.	Adults with disabilities have full access and needed support to literacy programmes to achieve literacy on an equal basis with others.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.	Girls and women with disabilities have equal access - to age appropriate and inclusive education from ECCE to primary, secondary, post-secondary and adult education.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.	Quality inclusive education is enabled in ECCE, primary, secondary, post-secondary and adult education through: <ul style="list-style-type: none"> • positive attitudes of educators and community • trained and supported teachers • accessible schools and an inclusive education infrastructure • individualised, differentiated and disability-positive curriculum for all students • learner-centred assessment strategies valued equally with standardised assessments.

Inclusion International points to three main findings:

1. **Inclusive education works, but success is ad hoc: only a minority of children with intellectual impairments are included in regular education with the support they need.**
2. **There is a growing commitment to build upon: 60 per cent of 75 countries had legislation, 95 per cent of parents wanted it. Teachers and international donors increasingly support inclusive education.**
3. **Systematic barriers – why commitments fail to transform into policy and practice. The study suggests eight barriers: (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.**

Inclusion International held an international conference to review inclusive education 15 years after Salamanca in November 2009. It issued the following declaration:

We the undersigned participants in the Global Conference on Inclusive Education – Confronting the Gap: Rights, Rhetoric, Reality? Return to Salamanca, held at the

University of Salamanca, Salamanca, Spain (21–23 October 2009):

- 1. Reaffirm the commitment of the Salamanca Statement (1994) and the Conclusions and Recommendations from the 48th Session of the International Conference on Education (ICE) and commit to develop an inclusive education system in every country of the world. We welcome the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and in particular Article 24 which gives new impetus to the Human Right of inclusive education for all people with disabilities.*
- 2. We understand inclusive education to be a process where mainstream schools and early years settings are transformed so that all children/students are supported to meet their academic and social potential and which involves removing barriers in environment, communication, curriculum, teaching, socialisation and assessment at all levels.*
- 3. We call on all Governments to ratify the UNCRPD and to develop and implement concrete plans to ensure the development of inclusive education for all. In addition we call on international agencies such as UNESCO, UNICEF and the World Bank to increase and prioritise their efforts to support the development of inclusive education.*
- 4. We commit ourselves to form an alliance to transform global efforts to achieve Education for All creating better education for all through the development of inclusive education and hereby launch INITIATIVE 24 as a vehicle to achieve our goal.¹²³*

Inclusion International went on to provide a useful framework for how to use all parts of the UNCRPD to bring about an inclusive education system, aimed particularly at governments, donors and Education for All.

Previous work by Inclusion International showed that parent groups can have an impact when they:

- Identify schools that are willing to move forward and are interested in staff development;
- Establish links and partnerships with ministries of education and local authorities;
- Organise information seminars and training workshops to introduce new thinking and practices;
- Facilitate school-based staff development, monitoring, support, evaluation and dissemination;
- Engage with educational authorities on policy development in support of inclusive education.

International Disability and Development Consortium

The International Disability and Development Consortium (IDDC) and its members aim to promote inclusive development. It has 23 full members, all NGOs involved in and committed to inclusive development, committed to a human rights approach. Most are international NGOs, with a few disabled-led organisations. They include Leonard Cheshire Disability (LCD), Sightsavers, World Vision, Save the Children UK, ADD International, Atlas Alliance, Handicap International and Voluntary Service

Overseas (VSO). A number of these international NGOs are based in the UK; they advocate for inclusive education for disabled children and support projects around the world. Some of these NGOs are good at involving the local leaders of the disabled people's movement in their projects.¹²⁴

Leonard Cheshire Disability

Leonard Cheshire Disability is a London based international NGO that runs homes for disabled people in many Commonwealth countries. In recent years it has become an advocate of disabled people's rights and inclusive education. It has developed successful inclusive education projects in Kenya (Box 7.10), Bangladesh and Pakistan, and projects in Kenya, Botswana, Zimbabwe, Sierra Leone, Liberia, Uganda, South Sudan, Zambia and the Philippines, some of whose governments are now interested in scaling up. At an international level, LCD is active in the IDDC and at the UN in promoting inclusive education. Its project, Young Voices (Box 1.2), has produced some powerful messages to decision-makers from young disabled people. LCD has also developed a research wing based at University College, London and has co-hosted a number of international conferences on inclusive development (<http://www.lcint.org/?lid=5060>).



Making It Work

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.¹²⁵ 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.

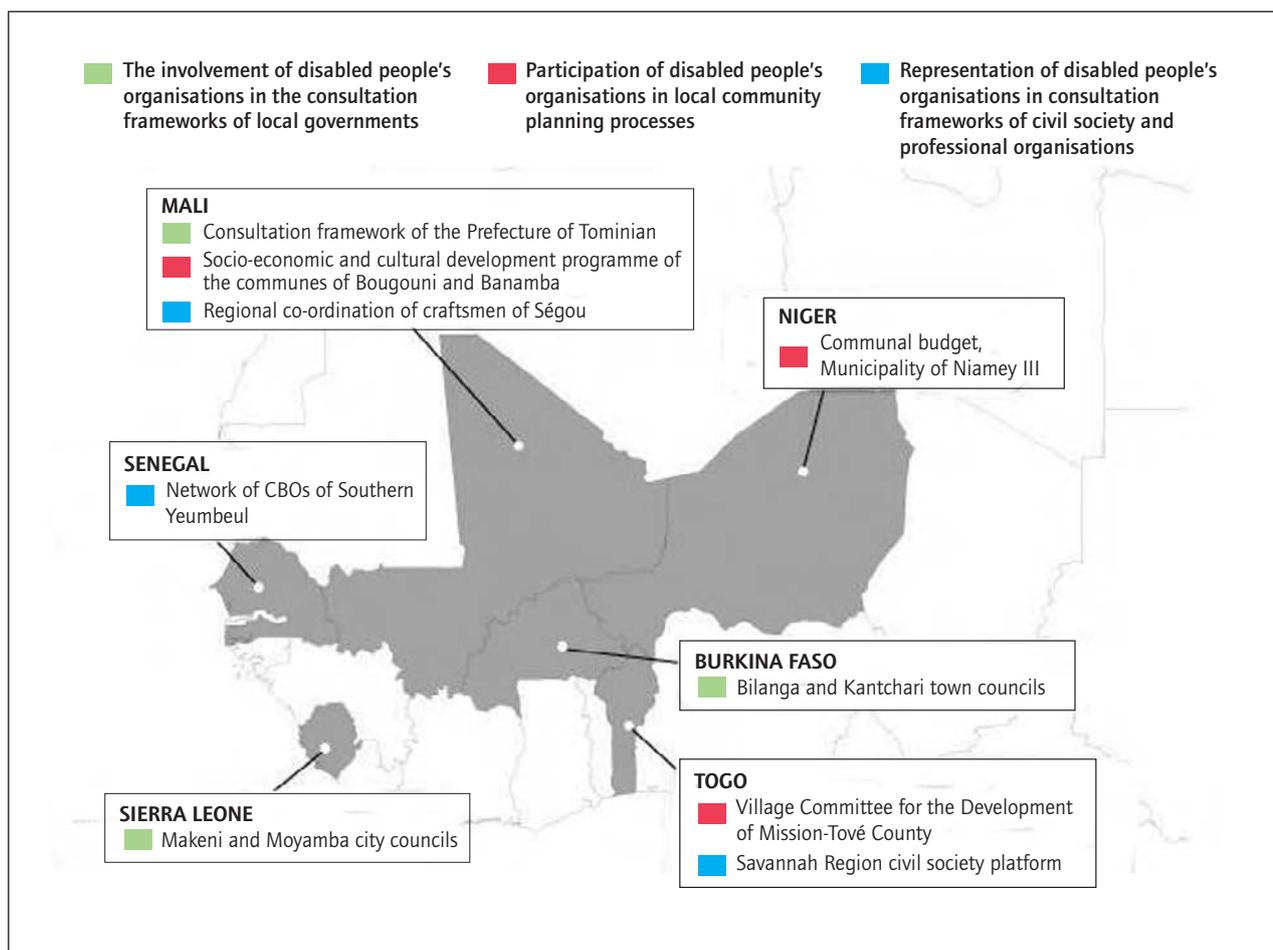
The primary objective of the 'Rights in Action' initiative is to promote practical, evidence-based recommendations on how to achieve inclusive local governance in



Disabled people's organisation meeting.

CREDIT: HANDICAP INTERNATIONAL

Figure 5.1. The Rights in Action initiative



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.¹²⁶ 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.



Save the Children

Save the Children has been a champion of inclusive education for many years and works as an international NGO in more than 100 countries. It states on its website:

Education has the power to transform children's lives, now and for generations to come. We're helping millions of children go to school. Education is many children's

route out of poverty. It gives them a chance to gain valuable knowledge and skills, and to improve their lives. And it means when they grow up, their children will have a much better chance of surviving and thriving. But millions of children today never see the inside of a classroom. Many others drop out, often because their class is overcrowded and the teachers poorly trained. That's why we're helping millions of children go to school for the first time, and improving the quality of the education on offer.¹²⁸

An early example of Save the Children's commitment was support for the development of inclusive education in Vietnam,¹²⁹ giving assistance with training, community-based rehabilitation and resource development. In 2006 Save the Children UK (SCUK) produced a comprehensive policy statement on inclusive education (Box 5.1).¹³⁰



Disabled people's organisation planning session.

CREDIT: HANDICAP INTERNATIONAL

Box 5.1 Save the Children UK's ten principles

1. Every child has the right to quality education: all children should have equal opportunity to access education.
2. All children can learn and benefit from education.
3. No child should be excluded from, or discriminated against within, education on the grounds of race, colour, sex, language, age, class or caste, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth, or any other status.
4. Inclusive education promotes changes throughout the education system and with communities, to ensure that the education system adapts to the child, rather than expecting the child to adapt to the system.
5. Children's views must be listened to and taken seriously as active participants in school and in their own learning.
6. Individual differences between children are a source of richness and diversity, and not a problem.
7. The diversity of needs and patterns of development of children should be addressed through a wide and flexible range of responses.
8. Regular schools with an inclusive orientation are the most effective means of combating discrimination, building an inclusive society and achieving education for all.
9. Simply placing excluded children within a mainstream setting does not of itself achieve inclusion: reform of mainstream education is usually necessary to ensure that the needs of all children can be met.
10. All aspects of education, including the curriculum, teaching methods, school culture and environments, present opportunities for promoting inclusion.

Miles (2002) recounts good practice in Save the Children projects in Zambia, Morocco, Nepal, Lesotho, Lao-PDR, Mali, India, Vietnam, UK, Papua New Guinea, Tajikistan and China. A Save the Children report, *Making Schools Inclusive*, records some of the many projects the organisation has been involved in around the world



'See me, hear me'.

DAN ALDER, SAVE THE
CHILDREN

and draws out lessons learned (Save the Children, 2008). It is a useful document with many hands-on examples.

In 2009, Save the Children commissioned Gerison Lansdown to produce a guide to using the UNCRPD. Lansdown is an international consultant on disabled children's rights and was largely responsible for getting Article 7 into the Convention. She has drawn on her years of work on the Convention on the Rights of the Child to produce a useful synthesis of the *See Me, Hear Me* guide, which is informed by workshops with disabled children and many examples from around the world. Lansdown links Article 24 with Articles 28, 29 and 23 of the CRC (Box 5.2).¹³¹

Box 5.2 Advocacy tips on the right to education from *See Me, Hear Me*

- Advocate for the introduction of legislation to ensure the equal right of every child to an education, without discrimination of any form, on any grounds.
- Advocate for an end to segregated 'special' education and for the right of all children to a properly supported inclusive education in the general system.
- Press the government to provide accurate data on the numbers of children with disabilities in and out of school.
- Advocate for strategies to achieve the Education for All goals and MDGs to make explicit provisions to realise the right of children with disabilities to education.
- Develop and promote models of good practice in inclusion and participation – how it can be done, what resources and facilities are needed, the impact on children and the educational outcomes.
- Develop and provide training resources for teachers on working in inclusive environments. Advocate for this training to be incorporated into pre- and in-service training for all teachers.
- Support groups of children with disabilities to become advocates for the right to education. Promote opportunities for them to speak to community groups, school governing bodies, media and government representatives.

Save the Children Norway supported the development of inclusive education in Laos from 1993 to 2009. In evaluating this project, Grimes (2010) points out how it began as an initiative in one mainstream school in Vientiane, aiming to provide access to the mainstream for disabled children. By 2009 it had expanded to 539 schools, including three special schools in 141 districts, covering each of the 17 provinces, ensuring that over 3,000 disabled children were educated alongside their peers.

The five-point star of child-centred pedagogy was used in most schools, but in none were all five points in regular use. The five points are:

- A range of different activities should be taking place during the lesson;
- Use of visual, tactile and audio resources to support learning;
- Student groupings using more able students to support least able students;

- A questioning style inviting responses from the pupils and groups discussing together;
- Relevance to real life and learners experience.

In evaluating inclusive education, a variant of the *Index for Inclusion* was drawn up. This demonstrated that for those with more significant impairments the specifics of support were not available in Laos. Schools had been good at including children with mild to moderate impairments, but this was leading to children with severe learning difficulty, autism and cerebral palsy not going to school. The authors' suggestion is that the Ministry of Education should train specialist advisory teachers in each province to support visual impairment, hearing impairment, communication impairment, learning difficulty and physical impairment. Their job would be to support schools in identifying children's support needs and developing effective interventions and resources, and to provide teacher training. In the longer term there needs to be a resource centre in every district. The authors point out that this strategy would be more cost-effective than setting up special schools, as has occurred in the countries neighbouring Laos.

Recently, Save the Children and Handicap International produced a report on sexual violence against disabled children, drawing on a world literature review and fieldwork in four African countries: Burundi, Madagascar, Mozambique and Tanzania. Based on interviews with 89 disabled adults and 150 carers and professionals, the report paints a bleak picture of abuse and vulnerability of disabled children. Articles 7, 15, 16 and 17 of the UNCRPD place legal obligations on states parties to eradicate such treatment, but much awareness raising (Article 8) will be necessary to ensure that this is done.¹³²

UNESCO

UNESCO is among the foremost proponents of inclusion and has produced some indispensable guides for teachers and administrators (see Chapters 2, 4 and 8).

UNICEF

UNICEF virtually ignored disabled children for more than ten years, but is now making the promotion of disability rights and inclusive education a priority. It states:

*Children with disabilities ... have the same basic right to education as everyone else. Promoting quality education to children with special learning needs and disabilities will also empower them, and help them achieve their full potential. We urgently need to correct the wrongs of the past and equip schools, teachers and learners to make their rights become a reality. Expanding our Child Friendly Schools modules and tools will enable us to do just that.*¹³³

A report published by UNICEF in 2007 concluded:

Children with disabilities and their families constantly experience barriers to the enjoyment of their basic human rights and to their inclusion in society. Their abilities are overlooked, their capacities are underestimated and their needs are given low priority. Yet, the barriers they face are more frequently as a result of the environment in which they live than as a result of their impairment.

While the situation for these children is changing for the better, there are still severe gaps. On the positive side, there has been a gathering global momentum



over the past two decades, originating with persons with disabilities and increasingly supported by civil society and governments. In many countries, small, local groups have joined forces to create regional or national organisations that have lobbied for reform and changes to legislation. As a result, one by one the barriers to the participation of persons with disabilities as full members of their communities are starting to fall.

Progress has varied, however, both between and within countries. Many countries have not enacted protective legislation at all, resulting in a continued violation of the rights of persons with disabilities. UNICEF, 2007

In a helpful synthesis of the UNCRPD and CRC, the report stresses the following as key next steps:

1. Undertake a comprehensive review of all legislation in order to ensure that consideration is given to the inclusion of children with disabilities. Prohibition of discrimination on grounds of disability should be included in all legislation.
2. Provide for effective remedies in cases of violations of the rights of children with disabilities and ensure that these are accessible to all children, families and carers.
3. Develop a national plan for action framed by the relevant provisions of the CRC and UNCRPD, together with the Standard Rules. Action plans should specify measurable targets, evaluation indicators and timetables and should be monitored accordingly.
4. Create a focal point for disability in each relevant ministry, as well as a high level multi-sectoral co-ordinating committee, with members drawn from all relevant ministries and from organisations of persons with disabilities. This committee should be empowered to be proactive in initiating proposals and policies.
5. Develop independent monitoring mechanisms, such as an ombudsperson or children's commissioner, and ensure that children and families are fully supported in gaining access to such mechanisms.
6. Create an earmarked budget to ensure that funds are targeted at agreed areas of need, such as financial support for families, income maintenance, professional development and the promotion of access to buildings and services.
7. Conduct awareness-raising and educational campaigns targeting the public at large, as well as specific groups of professionals.
8. Have particular regard to the additional vulnerability of girls and women to discrimination.

UNICEF, 2007

Following the review of the EFA Flagship, 'The Right to Education for Persons with Disabilities: Towards Inclusion', held in Paris in May 2011, it has been suggested that UNICEF will now lead on co-ordinating a network of partners around the world to take forward the Flagship. This results from a lack of progress with UNESCO's generic approach to inclusive education; the withdrawal of the Finnish Government as lead funder; and the need to co-ordinate and not duplicate efforts by INGOs, DPOs and donors.

World Bank



From 1995 to 2005 under the leadership of its President, James Wolfensohn, the World Bank transformed itself. There was a change of emphasis from what could be done to what should be done and recognition that without the inclusion of the poor, including disabled people, nothing would change. With dwindling resources, the World Bank became more ambitious in wishing to tackle issues of social justice and not just growth.¹³⁴

The World Bank's approach to disability focuses on inclusive development and human capital development as necessary to achieve the MDGs. In operational terms, it finances disability-related projects (e.g. in the fields of education, health, infrastructure and employment). It capitalises on knowledge by supporting surveys and research, and documenting good practice. In addition, the Bank supports accessible infrastructure in relevant projects.

In 2002, together with development partners, the World Bank launched the Education for All Fast Track Initiative. The FTI is a global partnership to help low-income countries meet the education MDGs and the EFA goal that all children should complete primary education by 2015. It is a platform for collaboration at the global and country levels. Through the FTI compact, developing countries commit to designing and implementing sound education plans, while donor partners commit to harmonising additional support around these plans. Funding is channelled through existing bilateral and multilateral channels and also through the FTI Catalytic Fund (CF), which supports countries with insufficient resources to implement their sector plans.¹³⁵

The Fast Track Initiative was renamed the **Global Partnership for Education**, with a launch at the UN General Assembly on 21 September 2011. This change builds on the initiative's successes over the last ten years and is part of a redoubled commitment to making sure all children in low-income countries have access to quality education and opportunities to learn.¹³⁶

How the Global Partnership for Education works

The Global Partnership for Education is built on the principles of country ownership and local-level empowerment, as well as mutual accountability and donor harmonisation rooted in the Monterrey Consensus and Paris Declaration principles. Its vision encompasses:

1. Country preparation of a sound education sector plan addressing policy, capacity, data and funding gaps, as well as a poverty reduction strategy paper (PRSP);
2. Endorsement of the plan by the country's local donor group, to signal to bilateral and multilateral financiers that the plan is investment-ready;
3. Alignment and harmonisation of donor support around this country-owned, investment-ready plan.

The World Bank plays a significant role in the partnership: as well as launching the partnership, in collaboration with other donors, it hosts the Global Partnership for Education Secretariat and serves as trustee for Global Partnership for Education trust funds, including the new Education for All Fund. The Bank is also the supervising entity for most allocations provided to Global Partnership for Education countries. Collaborating with developing country and donor country partners at country and global levels to realise the promise of the Partnership is a high priority for the Bank.

The Partnership is much needed because it:

- Supports the Bank's overall objectives for education, which are a vital contribution to economic and human development and poverty reduction;
- Helps countries address the large gaps they face in meeting Millennium Development Goal 2 on education in the areas of policy, capacity, data, finance;
- Helps countries accelerate progress, which requires more effective aid and more external funding;
- Assures improved efficiency and lower transaction costs for donor assistance because donors come together around a single country plan rather than engage in fragmented efforts – this is especially important in the context of substantial donor interest in primary education;
- Helps to extend the Bank's reach and leverage in support of education through the partnership;
- Recognises that progress must be country-driven – more money at the global level alone is not enough.

The World Bank's involvement is essential because it:

- Has historically been the largest external financier in education and has a strong presence in most low-income countries' education sectors;
- Brings unique strengths to the table that can benefit recipient countries and strengthen the effectiveness of aid;
- Can use its convening power to take forward the Paris Declaration agenda of donor harmonisation and alignment around each country's own education sector plan.

In April 2009, the UNCRPD Secretariat,¹³⁷ in collaboration with the World Health Organization, organised the Expert Group Meeting on Mainstreaming Disability in MDG Policies, Processes and Mechanisms: Development for All.¹³⁸ The meeting reviewed existing policy frameworks, resources and tools, together with mechanisms for mainstreaming disability in MDG processes, and made policy recommendations. Including a disability perspective in MDGs would also serve as benchmarks to implement a number of the specific substantive provisions in the CRPD. For example, CRPD Article 24 would be bolstered by including disability as a target under MDG 2 on universal primary education. Empirical evidence from across the world indicates that disabled children tend to have lower enrolment rates than children without disabilities. therefore, achieving MDG 2 is not possible as long as disabled children are not specifically targeted in an effort to reach universal primary education. The importance of formulating development policies and programmes in accordance with agreed international commitments, including on disability, was acknowledged in the 2008 Accra Agenda for Action.¹³⁹

The review examined the policies of major multilateral and bilateral agencies on the inclusion of disability in development aid. It also provided, whenever possible, examples of their programmes. The review did not assess the merits or impact of any of the policies or practices presented. It provided a preliminary mapping of existing policies and practices to present a summary overview of developments and emerging trends in an attempt to include disability-related issues in development aid.

The review identified and described the programmes of the organisations that support the inclusion of disability in their development programmes and funding. The organisations are:

UN Inter-Agency Support Group on the Convention on the Rights of Persons with Disabilities

CRPD Secretariat

United Nations Department of Economic and Social Affairs

Office of the United Nations High Commissioner for Human Rights

United Nations Development Programme

Food and Agricultural Organization

International Labour Organization

UNICEF

UNESCO

United Nations Population Fund

UN High Commissioner for Refugees

UN Human Settlements Programme

UN Mine Action Service

UN Industrial Development Organization

World Health Organization

World Intellectual Property Organization

Global Initiative for Inclusive Information and Communication Technologies

World Bank

Regional organisations and structures

UN Regional Commissions and Decades

Council of Europe

European Union

Inter-American Development Bank

Bilateral development agencies

Australian Agency for International Development (AusAID)

Austrian Development Agency

Canadian International Development Agency (CIDA)

Department of Development Policy, Ministry for Foreign Affairs (Finland)

Gesellschaft für Technische Zusammenarbeit (Germany)

Irish Aid

Direzione Generale per la Cooperazione allo Sviluppo (DGCS) (Italy)

Japan International Cooperation Agency (JICA)

New Zealand International Aid and Development Agency (NZAID)

Norwegian Agency for Development Cooperation (NORAD)

Swedish International Development Cooperation Agency (SIDA)

UK Department for International Development (DFID)

United States Agency for International Development (USAID)

World Health Organization

In 2011 WHO and the World Bank produced the *World Report on Disability*, which suggests how all stakeholders, including governments, civil society organisations and disabled people's organisations, can create enabling environments, develop rehabilitation and support services, ensure adequate social protection, create inclusive policies and programmes, and enforce new and existing standards and legislation, to the benefit of disabled people and the wider community. Disabled people should be central to these endeavours. The *World Report* states:



Our driving vision is of an inclusive world in which we are all able to live a life of health, comfort, and dignity. We invite you to use the evidence in this report to help this vision become a reality.¹⁴⁰

JICA has made funds available for countries to submit disability inclusion projects for World Bank funding. The President of the World Bank has taken note of the *World Report* and asked for a briefing about mainstreaming disability. The visibility of the *Report* will open a window, however briefly, where good things can be achieved.¹⁴¹



World Vision

World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. It serves all people regardless of religion, race, ethnicity or gender. Financial support is received from the UK Government, the EU, charitable trusts, corporate supporters and more than 100,000 individuals, who sponsor children in poor communities overseas. World Vision works to change the root causes of poverty through campaigning, church partnerships, education and influencing policy-makers. In 2006/2007, concerned about the small number of disabled children in school or touched by EFA initiatives in less developed countries, World Vision commissioned Hazel Bines to look at how the Education for All FTI is tackling the challenges of disability and inclusion (World Vision, 2007). Its purpose was to:

- Assess the disability responsiveness of FTI processes and education sector plans;
- Formulate recommendations to strengthen current processes, tools and partnership mechanisms; and
- Identify new opportunities through which the FTI can better address the issue of disability and education.

The study comprises:

- A review of the FTI endorsement guidelines and processes with reference to disability and inclusion, including donor assessments of plans;
- Analysis of the 28 country education sector plans endorsed by the FTI between 2002 and 2006;
- Two detailed country case studies in Cambodia and Ethiopia; and
- A review of policies and practices in other selected countries, some of which are now preparing for FTI endorsement.

The study also looks at the extent to which the FTI Education Program Development Fund (EPDF) focuses on disability and inclusion, and at donor perspectives and harmonisation in relation to disability and inclusion. It states:

In reviewing country plans, the study took as its starting point that plans should:

- *Reflect international commitments to the rights of disabled children to be educated;*
- *Identify the number of disabled children and assess their needs;*
- *Have strategies on key aspects of provision, such as making school buildings accessible and the development of curriculum, teaching methods and materials to meet a diversity of needs, with appropriate management arrangements;*

- *Aim to develop capacity, through scaling up provision and training programmes;*
- *Acknowledge the importance of parental support and community involvement;*
- *Include appropriate and sufficient financing;*
- *Address monitoring and evaluation, including improvements in student data and other information.*

No country met all the above criteria. This was expected given the many other challenges countries face in improving their education services. However, a number of FTI-endorsed countries, particularly those which are approaching universal primary education, do now have education sector plans which address the inclusion of disabled children. Most of these plans focus on making regular schools more inclusive, through improvements in teacher training and provision of additional learning materials and support, although some retain some special provision. Of the 28 country reports analysed, eight were from Commonwealth countries. Five – Ghana, Guyana, Kenya, Lesotho and Mozambique – made positive mention of disability and included it in their plans. Two – The Gambia and Rwanda – had some mention and Cameroon none. Even if disability is mentioned, there is still a need for measures to be implemented to change the lives of disabled children (Table 2.1).¹⁴²

A few countries are setting targets for enrolment and instituting financial and other incentives to encourage schools to become more inclusive. Some link disability to other initiatives to increase equity and reach excluded children. However, in a number of countries, policies and provision for disabled children remain cursory or have not been implemented. Key gaps include:

- Lack of data on the total number of disabled children, the proportion who do not attend school and the range of provision;
- Insufficient planning across a range of measures to improve provision, respond to the diversity of learning needs and increase capacity;
- Few financial projections of costs, or use of funding mechanisms and incentives to encourage and support inclusion;
- Limited approaches to partnership with parents, communities and NGOs;
- Weak inter-ministry/sectoral/services links.

There is also insufficient clarity on policy approaches, particularly the differences between 'integration' (location of individual children in current provision) and 'inclusion' (systematic change to accommodate diversity).

However, there are some examples of promising practice at local level, many of which have been initiated by international and national NGOs, which demonstrate both the benefits and the practicalities of inclusion. In relation to FTI processes and support, the FTI is concerned with the participation of disabled children as part of its focus on universal primary completion, and its endorsement process guidelines refer to disability as one of the areas which education plans should address.

Having an explicit policy on disability is not identified as a critical aspect of education sector plans. Some country donor partner assessments evaluate whether countries' education plans address disability, but others do not. There are considerable differences between donors as to policies and levels of advocacy and support in relation to disability and education. The EPDF, which has supported a number of countries to develop plans and capacity, has not included disability as a priority. There has

been some fostering of information exchange on policies and strategies in relation to disability and inclusion in education.

The main conclusion of the World Vision study is that:

... taking together both FTI endorsement processes and funding support, and country plans and donor assessments, the FTI Partnership could be considered as not yet being responsive enough to disability.

As pointed out in Chapter 2, this report had a direct impact on donors and international agencies in their efforts to include disabled children, but because they are starting from a generalist inclusion model, rather than the specifics required to successfully implement a social model approach, the problems identified are continuing.

All teachers do have inset training on child friendly teaching methods and most promising practice is NGO initiated. On visits to six schools designated as inclusive, the authors found children who could cope with unmodified schools such as visually impaired or post-polio impaired pupils and a reliance on peer support, but little evidence of reasonable accommodation. At national and provincial level they found some positive features, such as political commitment in Cambodia and widespread support for inclusive education, but there were a number of key concerns:

- The lack of co-ordination and no clear delineation of roles and responsibilities between NGOs and government ministries;
- Too many priorities and too few resources makes it hard to prioritise disability issues;
- A lack of data on prevalence rates of disabled children, due in part to difficulties in identifying and screening them, impacts on policy planning;
- The shortage of teachers, especially those trained to work with disabled children, and a lack of incentives and skills;
- The lack of clarity on the meaning of inclusive education, with some seeing it as the education of disabled children, while others take it to mean education for all;
- Discrimination in communities means that despite verbal support for inclusive education from teachers and school directors, many do not allow disabled children to come to school if modifications are needed;
- Widespread poverty means that many families have no access to health care or assistive devices and cannot afford to pay the informal costs associated with education.¹⁴³

In 2010 World Vision produced a training pack, *Travelling Together*, written by Sue Coe and Lorraine Wapling and funded by DFID.¹⁴⁴ The pack is based on exercises developed by disabled equality trainers,¹⁴⁵ but not credited to them. It underlines one of the weaknesses of international NGOs working in the area of disability equality. Disability equality training must be led by disabled people who subscribe to the social model and see disability as a common oppression, as it relies on their life experience to inform participants. Remember 'Nothing About Us Without Us!'.



*Deaf students at
Maemba School,
Tanzania.*

CREDIT: MTAJU

Conclusion

There is no doubt that the adoption of the UNCRPD has changed international attitudes towards the systematic disadvantage and discrimination to which disabled people are subject. There is also a less strong trend among international, regional and bilateral donors towards understanding that disabled people and their representative organisations need to be involved in designing and developing the delivery of programmes aimed at disabled people. The setting up and operation of the Committee on the Rights of Persons with Disabilities, the annual Conference of States Parties and the support provided by the UN Department of Social and Economic Affairs and the Office of High Commissioner for Human Rights is slowly increasing awareness of the need to include disability issues in the work of all international agencies.

Currently, the Committee is only mandated by the UN General Council to meet twice a year for a week, although it has asked that this should be doubled. This is woefully inadequate and there is an ever lengthening queue of country reports. The guidance produced on the presentation of reports and the general discussion days are a very valuable source of information to states parties and DPOs and NGOs in the field. However, this is a very slow process and there is a risk that disability equality issues will be overtaken by other issues that are perceived as more pressing. The push for Education for All and the implementation of MDG 2, which cannot now be reached by the target date, shows signs of donor fatigue. The main focus on achieving gender equality has disguised the large percentage of disabled children who are not in school or who are not progressing with their education. Recently, a growing awareness of these issues at the UN has led to agreement on convening a High Level Meeting on Disability and Development at the 2012 UN General Assembly and a flurry of activity from UN agencies, including DESA, to gather examples of promising practice from around the world.

The strengthening of the International Disability Alliance with offices in Geneva, New York and Madrid provides a conduit for the views of the international disability movement, but it is chronically under-resourced for the huge job it has to do. The Disability Rights Fund and the Making It Work project are two small but very useful



Inclusive play.

CREDIT: BILL ARON

sources of funding for the development of the capacity of DPOs and for their involvement in local projects to implement the UNCRPD.

The UK, Swedish, Norwegian and Finnish Governments have made a point of including DPOs in their projects, but too often these are of limited duration and do not make a long-term improvement in the position of disabled people. In recent years, AusAid and New Zealand Aid have concentrated on supporting capacity building of DPOs and have focused on disability issues in the South Pacific countries. The ratification of the UNCRPD by the EU holds out possibilities of mainstreaming disability issues across the aid programme, especially because of the Commission's close collaboration with the European Disability Forum. The US State Department has recently taken a strong position, influenced by the appointment of Judith Heumann as an adviser on international disability rights. The Inter-American Bank has focused on inclusive education projects in Central and South America.

The role of international NGOs can be important as a catalyst for changing government practice. Subsequent chapters cite many examples of this from Handicap International, Leonard Cheshire Disability, Light of the World, Save the Children, Sightsavers, VSO and others. The main problem is how to scale these up and to get governments to prioritise the good practice learned. UNESCO and UNICEF should play an international co-ordinating role. By publicising promising practices, they can pose the right questions to countries, but as demonstrated in Chapter 2, UNESCO in particular, by adopting a very wide definition of inclusive education, often blunts the focus on disability and the rights of disabled children. Information exchange such as those provided by EENET can be invaluable, as is seen in the many examples quoted here.

Education International, representing trained teachers around the world, supports the development of inclusive education, but argues for proper professional training and remuneration and points out that an education system increasingly based on competition undermines the collaboration necessary to deliver it.

Inclusion International and to a lesser extent Disabled Peoples' International can play a valuable role as international DPOs in organising campaigns for inclusive education for disabled children and young people, and keep their issues on the international agenda.

It is to be hoped that the WHO *World Report on Disability* will lead to a renewal of efforts to fund attempts to tackle the huge disparities identified and put DPOs and disabled people firmly in the driving seat of initiatives for disability equality and the inclusion of disabled learners in education. The UN General Assembly's decision to hold a High Level Forum on Disability and Development in 2012 will focus attention on current barriers and gaps.

In terms of the international layer of the disability rights in education model, there is some promising practice, but much more urgently needs to be done to develop the capacity of DPOs and provide training in disability equality for all those involved in decision-making about development funding and the implementation of projects.

6 Developing National Inclusion Policies

A number of countries, such as India, South Africa, Lesotho, Uganda and the UK, and provinces that have responsibility for education policy, such as New Brunswick, Canada and Queensland, Australia, now have well-developed policies on inclusive education. Others, such as Pakistan, are only just developing policies. Sri Lanka and Bangladesh already have policies, but these appear to have little impact on the ground. Quite a few countries have policies that amount to integration, but not inclusion as defined here and in Article 24, for example Malaysia and Singapore.

To implement Article 24 of the UNCRPD, states must develop effective inclusive education in schools, backed by the changes indicated by the UN Special Rapporteur on the Right to Education and UNESCO. The UN Special Rapporteur states clearly that transition from segregated, special education to inclusive education is not a simple matter, and the complex issues it raises must be squarely faced. For example 'integration', often in the guise or in the place of true inclusion in education, has created its own difficulties. Attempts at integration into mainstream schools without accompanying structural changes in organisation, the curriculum, and teaching and learning strategies, have failed to meet the educational rights of disabled persons. Integration may simply lead to exclusion in the mainstream rather than in special schools. Education policy must therefore identify and remedy all structural biases that lead to potential exclusion in the mainstream system. Policies and resources aimed at developing genuinely inclusive practices must take precedence over the old ways.

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.¹⁴⁶ 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 the translation of legal norms into practical programmes. At a minimum, these frameworks should incorporate the suggestions made by the UN Special Rapporteur (Box 6.1).

Box 6.1 UN Special Rapporteur's suggestions on how to develop inclusive education

- (a) Legislation.** Eliminate legislative or constitutional barriers to the inclusion of children and adults with disabilities in the regular education system. In this regard States should:
- Ensure a constitutional guarantee of free and compulsory basic education for 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.
- (b) 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.
- (c) **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 promote the 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 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 for 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:



'We know inclusion works' – former UK Education Minister Lord Andrew Adonis with Tara Flood, Richard Rieser and campaigners for inclusive education.

CREDIT: ALLIANCE FOR INCLUSIVE EDUCATION

- 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.

Considerable efforts are being made by the World Bank, UNICEF and international NGOs to develop inclusive education, linked through the UNESCO Flagship on Education for All. These are now operating through regional groupings such as the Asia Pacific Forum. Some of these regional collaborations are far more developed than others. However, states themselves must take the lead in planning, funding and implementing the range of policy changes and initiatives outlined in this chapter.

Involving disabled people's organisations

Disabled people and their organisations are key partners in this national process. Those who have experienced isolation and exclusion and attempted to achieve in a system not designed to meet their needs are best placed to ensure that the necessary changes of attitude come about. Without the involvement of disabled people, there is a danger that policy implementers will fail. Disability movements in every country need training to understand these complexities, so that they can become advocates for inclusive education at all levels. A recent training collaboration between the Southern African Federation of the Disabled and Disability Equality in Education showed the powerful effects of such training, with participants from all the eight countries that were involved increasing their understanding and developing strong national action plans (Box 6.3).¹⁴⁷

Involving the parents of disabled children

Parents have often been in the vanguard of struggling for inclusion and full human rights for their disabled children. Often it is only parents who see the essential humanity in their children, through their love for them. All too often that relationship is broken by outside interventions. States should work in alliance with these parents and their organisations. However, many parents share the negative attitudes to disabled people current in their culture, as well as experiencing guilt. Parents need training, support and empowerment so that they can become allies of their children in their struggle for human rights. The organisations Parents for Inclusion (Box 6.5), Inclusion International and CAMRODD (Box 6.6) demonstrate how effective such empowered parents can be in advocating the development of inclusive education for disabled children.



Box 6.2 The Alliance for Inclusive Education

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.

In 1994, in collaboration with Save the Children, it organised the Invisible Children Conference, to get the makers of TV programmes and books for children to represent disabled children in non-stereotyped ways. This highly influential conference led to a number of authors including disabled children in stories and illustrations, the founding of the One in Eight Group, that influenced the mainstream media in its portrayal of disabled people, and indirectly to the publication of *Disabling Imagery* (Rieser, 2004), an online resource and schools pack challenging the portrayal of disabled children in film.¹⁴⁸

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.¹⁴⁹

Alliance for Inclusive Education, info@allfie.org.uk

Box 6.3 Involving disabled people's organisations in Southern Africa

The Southern African Federation of the Disabled is a regional body that brings together disabled people's organisations in ten countries in Southern Africa. SAFOD has a long history of self-organisation and advocacy for disabled people's rights. Recognising that there was a gap in its advocacy of inclusive education, SAFOD worked with the UK-based organisation Disability Equality in Education to raise funding from DFID for a pilot training week.

The course was designed to give participants an understanding of the rights contained in the UN Convention and how to campaign for them; examine different models of disability and how these can be applied to education; develop an understanding of how inclusive education can work in different contexts around the world; examine the barriers to inclusive education and the actions necessary to bring about inclusion; and design a country-wide action plan. There were participants from eight countries: Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe, comprising 18 disabled activists and leaders, 11 parents and three government representatives.

The workshop was interactive and participative. Surprisingly, much of the thinking developed in the UK was applicable to Southern Africa, when adjusted for poverty and cultural contexts. Many participants changed their thinking over the five-day course, including seven blind and deaf participants who had been educated in special schools. Participants from all the countries represented now want national training and produced national implementation plans to take back to their governments. As Alexander Phiri, then Director General of SAFOD and sadly deceased, said in an appeal for further funding to DFID:

A SAFOD training session.

CREDIT: RICHARD RIESER



'All participants found the course valuable and extremely helpful. ... As SAFOD we urge DFID to please release more funding so that with the help of DEE we can really get inclusive education under way in Southern Africa.' Sadly, their appeal was not answered, as DFID has changed track away from centrally involving DPOs (see Chapter 5).



Box 6.4 World of Inclusion: Training for inclusion led by disabled people

Disability Equality in Education was an organisation run by disabled people, which from 2002 to 2009 developed training for educationists on how to develop inclusive education from a disability rights perspective. All the training was delivered by a network of disabled equality trainers. The work grew out of a ground-breaking collaboration between a disabled teacher, Richard Rieser, and a disabled parent of a disabled child, Micheline Mason, which produced *Disability Equality in the Classroom: A Human Rights Issue* (1990). The book was published by the Inner London Education Authority and sent to all local authorities in the UK and to schools in inner London.

The focus was on changing from a deficit special education model to a rights-based equality model based on the thinking of the disabled people's movement.

Other groundbreaking publications followed: *Altogether Better* (Mason and Rieser, 1994) with Comic Relief; and *All Equal All Different* (Rieser, 2003), raising the issue of disability with teachers of 4–7 year olds. This included posters, story books written and illustrated by disabled people and many activities to use in the classroom to raise understanding of disability as social oppression. *Disabling Imagery* (2004), produced in collaboration with the

British Film Institute, brought disability and the moving image into the school curriculum (www.bfi.org.uk/disabling_imagery). In 2006 a pack was produced for the UK Government that examined best practice in making reasonable adjustments to include disabled children in the mainstream (DCFS, 2006). The 5.5 hours of film clips of 41 schools are still the most comprehensive exemplars of inclusion, working with children with every type and degree of impairment (see DVD 2 and Chapter 9).



A Year 1 pupil at St Matthias School, Hackney, London.

CREDIT: RICHARD RIESER, WORLD OF INCLUSION

Over 600 disabled people from England, Scotland, Wales and Northern Ireland attended 34 courses over 12 years. This led to a change in the thinking of the UK disability movement so that it supported inclusive education and to a network of 150 freelance DEE trainers. More than 120,000 educationists have attended DEE training sessions and this has been shown by independent evaluation to have substantially changed both attitudes and practices. Sadly, in 2009 DEE was wound up due to lack of government and donor support, but the model of training it developed stands as an example to be replicated.¹⁵⁰ DEE also trained governors, parents, local authorities, educational psychologists and government departments. This type of capacity building needs to occur in every country.

In more recent years, trainers from DEE and its successor from January 2009, World of Inclusion, have delivered training in Mumbai, India, Egypt, Morocco, Argentina, Russia, Southern Africa (with SAFOD), Uganda, Ethiopia, Malaysia, Ukraine, Serbia, Saudi Arabia, Dubai and many European countries. The model developed relates individuals' experiences of education to the historical oppression disabled people have experienced, relating to traditional, medical and social models of disability. This is fused with the person-centred pedagogy developed by the inclusion movement in Canada and the USA. DEE materials are available on World of Inclusion's website, www.worldofinclusion.com

In 2007 DEE produced a film for the South African Government showing ten primary schools with promising inclusive practice in four provinces. This is available and can be viewed online.¹⁵¹

In 2008 DEE was commissioned by the UK Department for Children, Schools and Families (DCSF) to assess what impact the new public duty to promote disability equality was having in schools. Working with a youth organisation, Helping Empower Youth Activists (HEYA) and involving 140 disabled young people from over 40 secondary, primary and special schools, DEE ran 11 regional focus groups. The outcomes of this and an analysis of school disability equality schemes – a statutory requirement from 2006 to 2011 in England – was given to the Secretary of State. The report demonstrated high levels of bullying and a lack of any consistent approach to disability in the curriculum.¹⁵²

This led to World of Inclusion being commissioned by the Qualifications and Curriculum Authority to carry out action research with 25 schools on ways of bringing the social model approach to disability into the mainstream curriculum. Sadly, the Authority has been closed by the government, but the work the schools did, nine films and over 60 lesson ideas, are all online.¹⁵³ This work led to the founding of UK Disability History Month (UKDHM) which ran for the first time in November/December 2010. UKDHM is not only aimed at schools and colleges but also trade unions, workplaces and the community.

Its aims are to:

- Help disabled people celebrate their struggles and achievements with their allies, including parents, friends, professionals, colleagues and neighbours;
- Create a greater understanding of the barriers in society that disable people, looking at the history of how such barriers are fuelled by negative attitudes and customs, while recognising this as oppressive disablism;
- Develop and campaign on what needs to be changed for disabled people to achieve full equality in all areas of life;
- Make equality a daily reality: the UK Government has passed the Equalities Act 2010 and ratified the UNCRPD. Much has to happen to make these rights a daily reality for the 12 million disabled children and adults in the UK;
- Recognise the multiple identities of disabled people and cover the full range of impairments, and link with disabled people who are also struggling against sexism, racism, homophobia and other forms of discrimination.

UKDHM is already supported by the main teachers' organisations, the TUC, UKDPC and over 80 UK organisations.¹⁵⁴

Training session for young people in the South Pacific.

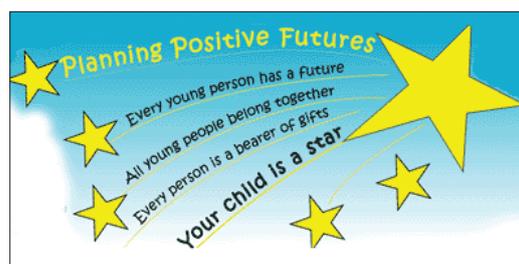
CREDIT: WORLD OF INCLUSION



On behalf of the UKDPC, in 2010/2011 World of Inclusion carried out a capacity building project in the South Pacific in collaboration with the Pacific Disability Forum, funded by the Commonwealth Foundation. The training was targeted at two disabled leaders and one disabled youth leader from each of the eight Commonwealth South Pacific island countries. The participating countries were: Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu. The project consisted of a situation analysis, training pack, training materials and final report. Participants particularly liked the fact the training was led by disabled trainers with a focus on gender and youth equality. See www.worldofinclusion.com

Box 6.5 Parents for Inclusion

Parents for Inclusion was formed in the 1980s by parents who wanted inclusion for their disabled children and disabled activists – a fusion which led to an entirely new perspective, so that parents became allies in their children's struggle.



Parents for Inclusion's mission statement says: *We believe that it is physical and social barriers that stop disabled children from being included, rather than the disabled children themselves. Children often have little power to ask for what they want. They say they want to be able to make friends and be involved in their local community. They want to be able to get out and about, meet new people, enjoy their leisure time and go to their local school.*

Parents and professionals have great influence over these children's futures. So we work with them to help them see children as individuals first, with human rights and preferences and a right to an optimistic and self-determined future.

Training: *All our training is designed and delivered in partnership with experienced trainers. One trainer is a disabled person and the other is the parent of a disabled child. Listening to disabled people allows parents to see the world from their child's point of view. The disabled trainers use their own life stories to illustrate the training and present a positive role model of how a disabled child can grow up into a successful adult. We help parents to ensure that their child has access to transport, play, mainstream education, leisure and friends. We also introduce parents to disabled people in their own area.*

Inclusion groups: *Our inclusion group work puts co-operation between schools, parents and young people into practice. We started the first ever inclusion groups in schools in 1989. Meetings are open to anyone who has concerns about their child in school. We work closely with each school and invite all the parents to take part in an inclusion group meeting at the school. On average, eight parents attend each meeting. The facilitators are independent of the local education authority and the school. Only parents attend the first part of the meeting, so it is possible to talk very openly. The school's special educational needs co-ordinator (SENCO) is invited in at the end of the meeting and then everyone tries to come up with solutions. Headteachers are very satisfied with our work. Teachers tell us these groups prevent exclusions, and improve communication between teachers, parents and children. The number of inclusion groups rose rapidly to 180 (1,492 parents) in 2004.¹⁵⁵*

Many of these parents have joined disabled campaigners in the UK to challenge a new threat to inclusion from the UK Government – its determination to remove the 'bias to inclusion'. As many have already said, the bias is all the other way if one wants to choose mainstream education for one's disabled child. A rapidly growing campaign has been launched to counter government thinking – remove the 'bias to segregation'.¹⁵⁶ The government's stance is ideological and breaks a 30-year political consensus in the UK.

Box 6.6 Developing a regional organisation in the Caribbean

The Caribbean Association for Mobilizing Resources and Opportunities for People with Developmental Disabilities (CAMRODD) was launched in Jamaica in 1970 with parent groups from eight Caribbean islands. CAMRODD's members now include Antigua, Aruba, The Bahamas, Barbados, Belize, Bonaire, Cayman Islands, Curaçao, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Montserrat, Puerto Rico, St Kitts and Nevis, St Lucia, St Vincent, Suriname, Trinidad and Tobago, Turks and Caicos Islands and Venezuela.

In its first 20 years, CAMRODD organised conferences every two years and campaigned for services. Themes included early detection and stimulation, vocational training, integrated childcare, special education, counselling programmes, parent-to-parent support and speech therapy. The training included portage, job counselling and placement, organisational development, public and parent awareness, advocacy and parent training.

In the late 1980s, CAMRODD shifted its focus to rights, based on the UN Declaration of Human Rights and the CRC. Slowly, its focus moved from parents working in isolation to collaboration between families, professionals and governments. A leadership training programme, SCOPE, was delivered in a wide range of member countries. The programme was designed for parents, family members, teachers, nurses and other professionals, so that communities could create opportunities for people with disabilities through equality. The training was sponsored by CIDA and the Canadian Association for Community Living, and was conducted by the then Director of the Roeher Institute, Marcia Rioux.

The goals of the programme were to:

- Explore a common vision of human rights based on equality;
- Link this vision to the UN Declaration of Human Rights and countries' obligations as signatories;
- Examine social policy development and its role in social change so that new approaches would be put into practice.

During the SCOPE course, participants design and implement a community development project.

From Enabling Education Network (EENET)

What progress are states making in implementing inclusive education?

A very mixed picture emerges from an examination of a cross-section of Commonwealth countries. First, no coherent survey exists which compares like with like, so we have drawn on case studies in reports and on the worldwide web. Having a national policy is the key to inclusion. Following the 1994 *Salamanca Declaration*, a number of countries committed themselves to developing an inclusive education system. They included India (Box 6.14), Lesotho (Box 6.16), Mozambique (Box 6.20), New Zealand (Box 6.21), Papua New Guinea (Box 6.23), South Africa (Box 6.26), Sri Lanka (Box 6.27), Uganda (Box 6.30) and the UK (Box 6.31). Having a plan without allocating

resources, as in Nigeria or Mozambique, does not help much. Cyprus has a policy that requires every child to be offered a mainstream place and gives strong legal backing to the development of inclusion (Box 6.12). However, having a policy does not mean that it is implemented unless the government takes active steps to do so. Training programmes for teachers have proved a key determinant, as in India, Lesotho, New Zealand, Papua New Guinea, South Africa, Tanzania and Uganda.

Very often NGOs take the lead in initiating conferences and policy development, as the Norwegian agency, International Development Partners (IDP), did in Pakistan (Box 6.22), or in launching projects that include disabled pupils, as in Bangladesh (Boxes 6.8 and 6.9), Jamaica (Box 6.15) and Mongolia (Box 6.19). In Oriang, Kenya (Box 7.10), inclusion started with community-based rehabilitation identifying disabled children not in school and devising a programme in a few schools as a model to be rolled out to 300 schools in Kisumu Province. Crucial to this approach by Leonard Cheshire Disability is making links with a local university to provide longer-term training for teachers in meeting the needs of children with various impairments. LCD has extended this approach to Uganda, India, Sri Lanka and Bangladesh. A similar approach has been initiated by the Norwegian Association for Development Research (NFU) with the Tanzanian and Zanzibar Ministries of Education (Box 6.29), working with local disabled people's organisations.

Disability rights legislation in Queensland, Australia (Box 7.3), New Brunswick, Canada (Box 6.11 and 7.2), New Zealand (Box 6.21), India (Box 6.14), UK (Box 6.31) and South Africa (Box 6.26) has prompted challenges to the existing special educational needs system. School improvement for all lies behind approaches in New Zealand (Box 6.21) and Queensland (Box 7.3). Malaysia (Box 6.18) and Singapore (Box 6.25) are starting from a mixed approach of special and resourced mainstream under the strategy of 'many helping hands'. The central involvement of DPOs has been key in Lesotho (Box 6.16), Malawi (Box 6.17), Rwanda (Box 6.24) and Tanzania (Box 6.29).

There is much room for innovation in developing inclusive education. School-based and district-based support groups in South Africa (Box 6.26) have significantly enhanced to inclusion. Brazil (Box 6.10) is constitutionally committed to challenging inequality and is redistributing funding from richer to poor areas. It is planned that every school should have an inclusion multifunctional resource room. Already 30,000 schools have these with resources for Braille, sign language and Easy Read. In the Amazon basin there are now schools on barges which follow nomadic people. A similar innovation is also taking place in Bangladesh.

International agencies are beginning to have an impact in moving states forward by exchanging good practices and developing conceptual frameworks. UNESCO Bangkok has been particularly proactive. International co-operation is clearly very important in the development of inclusive education (Box 6.32). In looking at how to develop inclusive policies, states should apply Article 32 of the UNCRPD:

States parties recognise the importance of international co-operation and its promotion, in support of national efforts for the realisation of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organisations and civil society, in particular organisations of persons with disabilities.

Such collaborative measures to enhance disability equality include training and capacity building, making the development process accessible and facilitating research and knowledge exchange.



Learning to write in a primary school in Bangladesh.

CREDIT: GURU

Box 6.7 Bangladesh: Situational analysis

The Centre for Services and Information in Bangladesh was commissioned in 2005 as part of a knowledge and research project funded by DFID. Special, integrated and inclusive educational methods are being used to educate disabled children. The Government of Bangladesh has established a special and integrated education service and NGOs are implementing the system. The Department of Social Services (DSS) runs five special schools for blind children, seven for deaf children and one for intellectually disabled children. It also maintains 64 integrated schools for blind children in 64 different districts. NGOs operate many special and inclusive education centres, but no reliable data are available.

There are major shortfalls in the existing educational system for disabled children.

1. In the special education system:

- The number of government special and integrated education institutions operated by the Ministry of Social Welfare is inadequate;
- The non-governmental special education system is very costly;
- Insufficient government resources are allocated;
- Teachers receive low salaries and benefits, causing a lack of interest in teaching children with special needs;
- Early detection and intervention programmes are inadequate: each school has 60–70 places, but there is no system for identifying disabled children or encouraging them to enrol, so many places are not filled;
- Teacher training facilities are inadequate;
- Teachers have an interest in training to enhance capacity and develop skills, but the authorities (government and NGOs) are not interested;
- Most schools are not physically accessible;
- There is no uniform curriculum in the schools run by NGOs to accommodate different types of disabled children;
- Sign language used in special schools for hearing and speech-impaired children is in English, so they cannot communicate with others in their families and communities. Bengali signing has been developed recently, but is not yet widely practised;
- There is a lack of relevant support systems, and of therapeutic and assistive technology;
- The emphasis on vocational training is insufficiently geared to enabling pupils to go on to higher education;
- Children do not have the option of applying for inclusive education.

2. In the integrated education system:

- An integrated education system is only being operated by the government and then only for blind boys;
- The supply of Braille books and equipment is inadequate;
- There are low remuneration and benefits for teachers;

- Resource teachers have no opportunities to develop further skills;
- Integrated schools receive insufficient resources for the proper support of blind children.

3. *In the inclusive education system:*

- The inclusive education system has only been introduced very recently and is operated by NGOs in non-formal education settings and primarily in rural areas;
- Most of the schools are pre-primary level;
- Teachers are not adequately qualified and trained;
- Only marginalised children with mild degrees of disability are enrolled in inclusive schools;
- Classrooms and premises are not accessible and seating arrangements are not comfortable for disabled children;
- The classroom environment is not suitable for accommodating different types of disabled children;
- Supply of teaching and learning materials and equipment is inadequate.¹⁵⁷

A evaluation of inclusive education in Bangladesh (UNICEF, 2003) made the following further points:

- There are many misconceptions concerning disability – even when people with disabilities have the required qualifications, they are discriminated against in the job market.
- Although school enrolment is increasing fast, the enrolment of disabled children is extremely low. Children with disabilities are often marginalised in mainstream schools as a result of negative attitudes. A lack of child-centred approaches in education and the physical inaccessibility of schools are other reasons for low enrolment.
- The curriculum lacks the required flexibility to cater for the needs of children with disabilities.
- There are limited developmentally appropriate teaching and learning materials for children with and without disabilities.
- Special schools lack assistive devices for children with disabilities. The teaching–learning process does not address the individual learning needs of children.
- There is little scope for children’s participation in creative activity or critical thinking.
- Bangladesh still practises corporal punishment. The classroom environment is such that students are afraid of teachers, and there is a one-way teaching–learning process in which teachers lecture and children listen.
- However, there is a growing interest among educators and policy-makers in providing education for all children in an inclusive setting.

Many government primary schools are running a ‘double shift’; the number of students per class is unacceptably high – often 80–100. Teachers are poorly

trained with little supervision or support. The Primary Education Development Plan II (2004–2010) has been designed to tackle many of these problems. However, progress so far has been slow. Even if the plan reaches its targets, it may do little to address the problems of access and large classes.

The success of non-formal programmes in Bangladesh, such as BRAC, needs to be given much greater consideration by government if it is to achieve the Education for All targets.

6.8 The Bangladesh Rural Advancement Committee Education Programme¹⁵⁸

Primary schools remain the largest component of the BRAC programme. The target groups are the poor, those living in remote areas, girls who have dropped out or never enrolled in school, children from ethnic minority groups and disabled children. To date, 3,115,031 children have graduated from the BRAC primary system and 2,876,472 have made the transition to the formal system. Each phase has contributed to the overall aim of providing educational opportunities for children who are not served by the mainstream educational system. The programme is NGO based and aims to eventually dovetail with the government primary education system and become a resource provider.

In recent years, the BRAC Education Programme has expanded to include continuing education and life skills training for adolescents. In close co-operation with the Government of Bangladesh it has provided pre-primary education and in-service teacher training for primary and secondary school teachers. In 2006 there were more than 32,000 primary schools serving just under a million children and an additional 20,000 pre-primary schools serving more than half a million children. A total of 25,000 disabled children are catered for in these schools. The expansion to Grades 4 and 5 in 1999 posed challenges, especially in maintaining the child-friendly environment and stopping a drift to traditional teaching methods. However, unlike in government primary schools, the full cycle is covered in four years and the same teacher remains with the class for all subjects through the full cycle.

According to the baseline survey conducted for the Primary Education Development Plan II, the net enrolment rate in the primary education system for the baseline year 2005 was 87 per cent (gross enrolment of 95%), with a survival rate to Grade 5 of about 54 per cent. When compared to government primary schools, there is a very low drop-out rate in BRAC schools. In 2005, for example, the survival rate to Grade 5 in BRAC primary schools was 94 per cent. In 2006, 98.6 per cent of BRAC primary school Grade 5 leavers went on to secondary school, compared to less than half from government schools.

When setting up a new primary school, BRAC ensures there are sufficient poor children (30–33%) in the area; that 65 per cent are girls; that pupils with special educational needs are not in school in the area; that there is no other school within 1.1 km; that there is a suitable person to become the teacher – a female aged 20–35 years with SSC (Grade 10), preferably married; that a certificate of non-enrolment is signed by the local government primary school; and that there is a suitable building or land on which to build a school.



Girl with learning difficulty included.

CREDIT: LCD

Over the years, all the numerous reports on the BRAC Education Programme praise its capacity to maintain high standards; to offer in-service training; 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. These accomplishments are all the more amazing considering that the students in BEP's schools come mainly from families with little experience of education. The 2007 review notes that these characteristics remain key features of the programme.

At the end of 2006, the education support programme (ESP) was supporting 624 NGOs in providing education from Grades 1 to 3 for 164,838 children in 5500 non-formal primary education (NFPE) schools. The coverage extends to 63 of the 64 districts in Bangladesh. The materials and methods used in the ESP schools are the same as those used in BRAC Education Programme schools with a few modifications, and a number of studies have confirmed that children achieve similar levels in the two programmes at the end of Grade 3. This also empowers local disabled people's organisations and NGOs. Including schools that are to be opened with new funds approved by the European Commission, the ESP expects to have 7,000 schools in 2007 with over 200,000 pupils.

In 2003, BRAC set out to include disabled children in its schools. With four central staff and 14 regional trainers, staff were trained, assistive devices supplied and materials produced to develop positive attitudes. By 2006, 24,565 children with some form of special need had been enrolled in BRAC primary schools and pre-schools. In the Bangladesh context the mere enrolment of such a large number of children with special needs and their integration are major achievements, particularly considering that a few years ago there were no disabled children in BRAC schools and that even today there are very few in mainstream government schools. Training has been provided for 1,861 teachers and staff, medical support (surgery and/or treatment) for 2,324 children and



Celebrating inclusive primary education.

CREDIT: EENET

assistive devices for 2,300 disabled children. Where needed, 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, an awareness poster, a video on children with special needs and story books.

One of the most notable recent initiatives undertaken by ESP is a joint programme with Sightsavers International (SSI) to integrate sight-impaired children into ESP schools. SSI has provided training for staff of BRAC and partner NGOs as well as for teachers, including in the use of Braille. A number of sight-impaired children are now enrolled in ESP schools. Discussions are underway with SSI on setting up a Braille production centre. The additional costs are not high, and the initiative represents a major step forward. The initiative is at a pilot stage and issues such as the additional resources required will be considered before scaling up the programme.

6.9 Bangladesh: Sightsavers Programme

In Bangladesh, disabled children are among the most marginalised groups in the mainstream education system, especially children with visual impairment. The education of people with disabilities is still administered by the Department of Social Services under the Ministry of Social Welfare (MoSW).

Since late 2004, Sightsavers Bangladesh Country Office, with its NGO partners Centre for Disability in Development (CDD), Action for Blind Children (ABC) and Gram Bikash Sangstha (GBS), has put in place an inclusive education programme for disabled children (especially blind and low vision children) with permission from the Ministry of Primary and Mass Education in Narsingdi and Bogra districts. The programme includes capacity-building initiatives, provision for supply of educational materials, and school adaptation and awareness-raising. At the same time, advocacy initiatives at local and national levels have continued, creating significant changes for disabled children in selected mainstream schools.

The ultimate aim of Sightsavers' 'education change theme' under the Sightsavers strategic framework 2009–2013 is that governments will ensure that all disabled children can receive a quality education within the wider education system. The short- to medium-term aim is that: *'Sightsavers will demonstrate approaches to delivering high quality education for visually impaired children in their local context which are scalable, adaptable and cost-effective'*. Sightsavers' programme has meant that:

- 517 visually impaired children are studying in 105 mainstream primary schools (214 children) and 36 GIEP schools (303 children);
- 182 government primary school teachers received training in inclusive education and Braille;
- 38 mainstream schools were adapted for visually impaired learners;
- 23 instructors at Cox's Bazar Primary Teachers Training Institute have been trained in inclusive education;
- 48 self-help group members have been provided with training in Braille;

- 18,896 students were tested, diagnosed, received treatment or were referred to eye care services for refraction. 698 students were prescribed spectacles through a schools sight testing programme;
- Nine resource centres were established at Narsingdi, Gaibandha, Chuadanga, Moulvibazar, Dhaka, Khagrachari, Barisal, Lalmonirhat and Laxmipur schools under the Government Integrated Education Programme (GIEP);
- 441 Braille books and 275 Braille equipment were supplied to GIEPs;¹⁵⁹
- 58 resource teachers and house parents/GIEP teachers received training on inclusive education and mathematics for visually impaired children;
- 48 general GIEP teachers attended a one-day orientation course on inclusive education;
- 14 DSS instructors and trainers received orientation on inclusive education, 30 November–2 December 2010.



An itinerant teacher of blind students.

CREDIT: SIGHTSAVERS

Despite many NGO initiatives showing how disabled pupils can be successfully included, the Government of Bangladesh has not yet developed a comprehensive plan to scale up inclusive education. This needs sufficient political will and funding to make it a reality, as required under the progressive realisation provisions of Article 24 of the UNCRPD. There are many DPOs in Bangladesh and they need to be systematically trained and involved at all levels.

Box 6.10 Brazil: Whole country change

Inequalities in access to education and educational performance are very evident among Brazilian children, young people and adults. This particularly affects some ethnic groups, poor people, rural populations, disabled students, and youth and adults who have not concluded compulsory education at the conventional age. However, a firm commitment from President Lula and his successor, Dilma Rousseff, to social equality, a steady economic growth of 10 per cent and support from donors is leading to the development of real social change and inclusive education in Brazil.

The 1988 Federal Constitution defined education as a social right for all Brazilian citizens and an obligation on the state and family. The responsibility for enforcing this right falls on the federal government and the states. The federal districts and the cities divide this responsibility between them. The federal government organises the system, finances public education institutions and exercises a redistributive function to guarantee equalisation of educational opportunities and a minimum quality standard. The cities have the main responsibility for early years and primary education. Since 2008, this covers all

Children learning together in Brazil.

CREDIT: UNESCO



6–14 year olds, together with pre-school children from birth to 5 years old. From 2001 the National Education Plan's objectives have included special education partnerships, health and social care providers in all cities; adequate educational interaction in early childhood; transport, spoken textbooks, large print, Braille and Brazilian sign language, and access to buildings. In the same year,

national guidelines on special education provided for the enrolment of all students in basic education and made schools responsible for providing quality education.

Article 7 required the care of all students with SEN to be realised in regular classes,¹⁶⁰ drawing on Law 10.098 of 2000 and 10.171 of 2001. This provides that education systems must 'ensure access for students who show special educational needs, through the elimination of urban architectural barriers, in buildings – 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, 56 million children out of a population of 170 million were enrolled in early years and school education. Primary net enrolment was 96 per cent, compared with 90 per cent in 2000. However, the census identified 28 million disabled people, so there is still a long way to go to get all into basic education. Traditionally, special education was organised as a parallel system with strong private sector involvement. The proportion of pupils with special needs who attend ordinary schools rose from 21 per cent in 2000 to 47 per cent in 2006.

*'A cornerstone in Brazil's economic and social development has to embrace all Brazilians, especially disabled children who can escape lives of poverty and blunted opportunity by getting the education that others in the community take for granted', says Vinod Thomas, World Bank Country Director for Brazil.*¹⁶¹

In 2007, the Ministry of Education launched the Educational Development Plan (PDE). This includes 40 programmes or actions to reduce social exclusion and cultural marginalisation. A big focus is on improving literacy and preventing drop-out by guaranteed minimum wages and hours for teachers, guaranteed one-third non-contact time, libraries and books. Most crucially for disabled students, the PDE provides for the installation of multifunctional resource rooms, equipped with television, computers, DVD and software for accessibility, furniture and educational material specific to Braille, sign language LIBRAS, and augmentative and alternative communication.¹⁶² At the Conference of States Parties on the UNCRPD held in September 2010, it was reported that 22,000 such rooms had been installed and Brazil would meet its target of 30,000 by 2011. At the same meeting it was reported that the Brazilian Government was also supporting mobile classrooms on barges in the Amazon basin to reach out-of-school indigenous children.¹⁶³

Infrastructure is only part of the picture and since 2001 there has been a major programme of training administrators and teachers in the methods of inclusive education on a trickle-down, diffusion model, from federal government to the cities. The themes developed include the fundamentals of inclusive education; specialised education services for mentally handicapped people; assistive technologies in the educational process; the inclusion of deaf and hearing-impaired students and blind and visually-impaired students; and the inclusion of autistic students.¹⁶⁴

Independent assessments of the development of inclusive education identify teacher training and training for administrators as the two largest barriers.¹⁶⁵ Improvements in the training and quality of the teaching are key and since December 2009 a national minimum salary came into force and representative committees of different stakeholders oversee teacher training.

There is still much unevenness in the development of the education system in Brazil, but the clear resolve of the government is leading to innovative practice in various municipalities.

Brazil's FUNDEF programme devotes 60 per cent of its resources to recruiting and training more teachers in poorer states. Qualified teachers help students to avoid grade repetition and drop-out.¹⁶⁶

Changes are still being made, but there have been major advances with new values and beliefs being internalised after questioning of the milestones and objectives imposed by the political commitment to overcome exclusive practices.

Box 6.11 Canada: Profile of inclusive education

In far too many Canadian schools, pupils who fall outside the norm are sent away to segregated special education services. Over 40 per cent of children with intellectual disabilities in Canada aged 5–14 are in special classes or segregated schools. Gordon Porter, Director of Inclusive Education at the Canadian Association for Community Living (CACL), argues that it is time to end this archaic practice. Canadian children should be educated in heterogeneous classrooms where the diversity of students is welcomed, celebrated and nurtured, and Canada's schools must become inclusive and reflective of the values of the society they serve (Porter, 2004).

CACL is a national association with over 40,000 members, 400 local, family-led groups and 13 provincial and territorial associations. It campaigns for people with intellectual impairments to:

- Have the same access to choice, supports and services as other people;
- Have the same opportunities as others to live in freedom and dignity, and receive the support they need to do so.

One of CACL's key demands is for full inclusive education for all disabled young people, but particularly those with intellectual impairments.

In 2009 CACL provided a useful overview of the state of inclusive education in Canada.¹⁶⁷ Due to Canada's federated structure, the provision of education rests almost exclusively in the jurisdiction of provincial and territorial



*Eager to learn –
inclusive education in
Canada.*

CREDIT: CAACL

governments. There is no federal education department and no national education system. The federal government does, however, provide financial support through transfer payments for post-secondary education.

Each of Canada's ten provinces and three territories have departments or ministries of education; in some cases there are two ministries – one for elementary and secondary education and one for post-secondary. While there is some consistency between provincial and territorial education systems throughout the country, each jurisdiction has a separate legislative and policy framework and practices guiding the delivery of education.

Generally, all jurisdictions have legislation protecting the right to a free public education for all between the ages of 5 and 18. There is, however, no consistent legislative provision regarding the education of disabled children. The Yukon, Nunavut and Northwest Territories, as well as the province of New Brunswick, have strong policies on inclusive education. The policies of most other provinces, while allowing and even encouraging inclusion, are based on the special education model. From a legislative perspective, the province of New Brunswick remains the sole jurisdiction that explicitly mandates inclusion.

Canada's broader legal framework, at both the provincial/territorial and federal level, offers protections for disabled students. The Canadian Charter of Rights and Freedoms and the Canadian Human Rights Act secure equal rights for disabled people. Similarly, equality rights protections are entrenched in provincial and territorial human rights acts. Provincial and territorial courts and human rights tribunals, as well as the federal courts, provide parents and students with mechanisms to mount legal challenges to discrimination in education on the basis of disability.

Education in Canada is provided in public, private and separate schools. Separate schools are predominantly based on religion. According to the Council of Ministers of Education, public and separate school systems that are publicly funded serve about 93 per cent of all students. Historically, disabled students did not receive equal benefit from public education: exclusion from any form of public education was the norm.

Early efforts relating to the education of disabled students were largely confined to a special education/segregated model. In the late 1950s and throughout the 1960s and 1970s, a growing community living movement, led by families, pushed for change and called for the provision of special education. By the 1970s, separate special education classes located in regular schools were increasingly the norm (Hutchinson, 2007).

The history of inclusive education in Canada can be traced back to Hamilton, Ontario, when in 1969 the Hamilton-Wentworth Separate School Board changed from a special education model to an inclusive model (Box 7.4). It was not until the 1980s that the demand for including disabled children in regular schools and classrooms took off. This call for reform was supported by the equality provisions of the Canadian Charter of Rights and Freedoms in 1985.

Currently, educational settings for disabled students typically include: full-time education in the regular classroom and part-time or full-time special education. While segregated schools are relatively uncommon in Canada, they do still exist in most jurisdictions.

*Reading together.*

CREDIT: EVERYDAY FOR LIFE

A report published by the Roeher Institute (2005) explains:

The special education model has grown from roots in the medical/psychological approach to disability. It is based on the belief that academic and social differences between students with and without disabilities are of such significance that separate educational provisions are required for many individuals. Students are clustered according to type and degree of disability (e.g. developmental delay, learning disabilities, giftedness, etc.) and are often set apart from other students through special settings, special teachers, special pedagogical approaches and formal identification and categorisation (i.e. 'labelling').

In a special education framework, disabled students may sometimes be integrated in regular classrooms on a full- or part-time basis. However, there is always the chance that the inability of a disabled student to keep up with the other students will lead to an alternative placement because this inability is typically framed as the failure of the student, rather than the shortcomings of the teaching methods or resources. Once designated as a learner with 'special needs' and assigned to special education, it can be difficult for the student to overcome this status.

The inclusive education model challenges the cornerstone of the special education model, notably the belief that differences in academic or social achievement between students with and without disabilities cannot be accommodated in a regular educational setting and that special settings are more effective than regular classroom environments for disabled students.

The most recent data relating to the education of disabled children in Canada can be found in the 2006 *Participation and Activity Limitation Survey (PALS)* (Statistics Canada, 2008). According to PALS, 56.7 per cent of disabled students aged 5–14 are in regular education; 26.9 per cent are in part-time special education; and 16.2 per cent are in full-time special education.

A closer look reveals that inclusion in regular education is more common for younger students. 63.6 per cent of students aged 5–9 are included in regular education; this falls to 51.7 per cent for students aged 10–14.

In its 2008 *National Report Card on the Status of Canadians with Intellectual Disabilities*, CAACL reveals that:

- In most schools there is a separate budget for the education of disabled students;
- Nearly 70 per cent of adults with intellectual disabilities have less than high school graduation;
- Only 15.5 per cent of adults with intellectual disabilities have participated in any form of post-secondary education;
- 22.5 per cent of children with intellectual disabilities have had to leave their community to attend school;
- Two-thirds of school-age children with intellectual disabilities are segregated in special classes or schools some or all the time, or do not attend at all;
- Students with intellectual disabilities are half as likely as students with other disabilities to be only in regular classes and four times more likely to be only in special education;
- Parents report that regardless of placement, the overall level of interaction with other children is less than satisfactory;
- Only 33 per cent of the Canadian public is fully supportive of inclusive education of children with intellectual disabilities;
- While more and more teachers value inclusive education, they report that in-class supports, preparation time and teacher training are lacking.

Despite a clear shift towards inclusive education over the past 50 years and compelling evidence for the effectiveness of inclusive education, there are still disabled students, in particular with intellectual disabilities, who do not have access to quality inclusive education.

Porter (2008a) asserts: 'creating inclusive schools is not a one-time job. Successful inclusion requires persistence and innovation to sustain the effort and to develop approaches to meet the new challenges that emerge over time'.

Gordon Porter was a school leader in New Brunswick, who pioneered the development of an inclusive school from 1982 to 1985 and is currently Chair of the New Brunswick Human Rights Commission. Looking back over the last 20 years, from a position where 99 per cent of disabled children in New Brunswick now attend their local school, Porter suggests the following steps:

1. Drawing up a plan for transition and change – and accepting that it will take at least 3–5 years to do this properly;
2. School staff must know how to make their schools and classrooms effective for diverse student populations – so there is a need for investment in training for existing teachers and school leaders, as well as for new teachers;
3. Understanding that teachers need support to meet this challenge, we need to work with them and their associations to develop supports they need;
4. The creation of positive models of success – classrooms, schools and communities that do a good job and can share their strategies with neighbours;

5. Identifying a cadre of leaders and innovators at all levels and helping them build networks where they can share knowledge unique to their communities;
6. Sharing best practices from research and knowledge that is already available and that can be enriched and enhanced by local experience;
7. Understanding that innovations and changes that will make a difference will require resources – this means money and people (Porter, 2008a).



Outcomes

Lifelong patterns of inclusion are established in early childhood education, pre-schools, in the classroom and on the playgrounds of neighbourhood schools. Research reveals that children who are included in their early years have better outcomes for inclusion as adults. When disabled children and young people grow and learn alongside their peers, they are more likely to continue in education, get a job, and be included and valued in their communities. Research has shown that inclusive education is better for all children. Children learn from their experience: inclusive education enables non-disabled children to learn about diversity, and to respect and value everyone.

Wagner and Timmons (2008) find *'a clear association between inclusive practices and positive health, social and academic outcomes'*. Crawford (2008b) concurs and states that the research has found *'a fairly consistent, positive relationship between the inclusiveness of educational arrangements and a range of social and economic states that are generally considered desirable and to be preferred'*.

Regardless of the type or severity of impairment, people in a high inclusion group are more likely to be employed and have a history of paid work; to have incomes above the 'poverty line'; and to have graduated from high school. Those most likely to have incomes below Statistics Canada's 'low income cut-off' (the unofficial 'poverty line') are in the low inclusion group.

Outcomes also include increased social capital. Disabled students who attend regular classes are more likely than their counterparts in other educational arrangements to:

- Socialise with other children at school during recess or lunch hours;
- Interact with schoolfriends at home and elsewhere after school;
- Take part in extra-curricular activities.

Lastly, inclusive education is found to be a positive benefit for all students, and not just for disabled students. Willms (2000; 2006) found that academic and social achievement is higher in regular education with groupings of students with mixed ability and from diverse backgrounds. Similar findings have been documented by the Roeher Institute (2005).

In 2008 a forum on 'Defining a Rights Based Framework: Advancing Inclusion of Students with Disabilities' brought together over 200 people knowledgeable about human rights, disability, education and, in particular, inclusive education.¹⁶⁸ Participants provided their views of the current state of inclusive practice in Canada. They found that while there are pockets of excellent practice, overall the situation is very uneven. Progress towards more inclusive educational practice is hampered by unsupportive perceptions of disability,

conflicting demands and a lack of consistent demand for inclusion, inconsistent definitions of inclusive education and a lack of clarity about whether there is in fact a clear right to inclusive education. Decentralised governance of education in Canada means that inclusive education is a low priority in some areas of the country and that in some areas there is even movement away from inclusion. Parents who wish to use the human rights and judicial system to challenge the exclusion of their children from regular classrooms face a range of difficulties. Funding in education that is nominally allocated to support inclusive practice can be diverted to cover other priorities. Educators typically lack knowledge of the principles behind effective inclusive practice. The result is that many families feel beleaguered, unsupported and exhausted.

Box 6.12 Cyprus: An effective legal framework for inclusion¹⁶⁹

There has been some progress on integrating disabled children into a common learning environment in Cyprus. The 1999 Act of Parliament on the Education and Training of Children with Special Needs 113(1)¹⁷⁰ established a legislative framework that regulates the identification of, and support for, children with educational needs. The state is responsible for safeguarding the right of disabled children to an inclusive education at all levels of the education system. The legislation foresees the early identification of children with special educational needs, stating that it is the duty of the parent, the director or any other member of the education staff at a school (nursery, elementary, secondary or higher) to notify the district committee for special education and training that a child may have special educational needs. The committee then has responsibility for conducting a full multidisciplinary team assessment and must provide all necessary measures in terms of curriculum adaptation, technical and staffing support for the effective education of the child in an ordinary school.¹⁷¹ The law provides that all children with special educational needs must be accepted in the regular school system and if necessary receive extra after-school education from specially trained teachers assigned to the school.¹⁷² Specifically, Section 4(1) states that the attendance of a child with special educational needs at a special unit of an ordinary school, or a school for special education and training, or anywhere else, shall be prohibited 'except to the extent and for the period the training in such places is determined under the law'.¹⁷³ Finally, the law requires evaluation of the child's progress at least once a year.

The Cypriot experience demonstrates positive ways of implementing Article 24 of the UNCRPD and should be considered as good practice.

Box 6.13 Ghana: Evaluating provision for children with autism and intellectual impairment¹⁷⁴

No provision for disabled children existed in Ghana before 1936, when missionaries set up an institution. Due to parental advocacy this became the first special school in 1970. Anthony (2009) identified 12 state special schools for those with mental impairments, and 23 units and 129 inclusive schools that

enrolled children with less severe mental impairments. However, there was also evidence that around 1 million children with minor impairments were enrolled in basic education primary schools. There was also private provision for 80 children at the Autism Care and Training Centre, 20 at Horizon Special School and 80 at Operation Hand in Hand. Government statistics on prevalence rates are unreliable, but a recent survey of carers of 2–9 year olds suggests that around 4 per cent may have learning difficulties, including autism.

In a young population of 23 million the numbers must be significantly greater than the 101 children who the Ministry of Education has screened as autistic. Estimates of the prevalence of autism vary greatly, but a conservative figure from the USA is 1 in 150, which would give an estimated 150,000 people with autism in Ghana.

The Ghanaian Government has a policy of inclusive education in line with Education for All, but in recent years the proportion of the education budget spent on special needs has fallen as efforts to reach the EFA goals have intensified. There are only four regional assessment centres for disabled children and these focus mainly on hearing impairment. An analysis of policy statements suggests that units in mainstream schools are considered to meet the criteria for inclusion of children with autism and other mental impairments. Ghana adopted the UNCRPD in 2007, but has not yet ratified it. There is comprehensive national legislation, but it is often not applied.

1. The 1992 Constitution provides for the protection of persons with disabilities from discrimination and abusive treatment (Article 29); mandates the legislature to enact appropriate laws (Article 37); and requires access to free compulsory universal basic education (Article 38).
2. The Government of Ghana's Education Strategic Plan (ESP) 2003–2015 embodies its commitment to Education for All and provides that all schools must become inclusive environments for children with 'non-severe' disabilities by 2015.
3. Ghana's national disability policy, adopted in June 2000, secures specific rights for people with disabilities. The policy was largely a response to the 1993 *UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities*. It legislates for rights for people with disabilities in regard to education, transport, community acceptance, housing and employment.
4. The 2006 Persons with Disability Act fulfils Ghanaian constitutional requirements and incorporates suggestions from ratified human rights conferences.
5. The Special Educational Needs Policy Framework (2005) is based on key policy objectives indicated in the ESP. The framework addresses the challenges of marginalisation, segregation and inequality that have previously constituted barriers to the education of disabled students.

Autism is a pervasive intellectual impairment characterised by difficulties in social and communicative interactions, together with a restricted repertoire of interests and activities – known as the 'triad of impairments' from a medical model point of view. From a social model point of view, with difficulties in dealing with social situations, emotions and communications, many individuals



Visually-impaired students learning together.

CREDIT: CMS

with autism rely on routine, particularly individual support and repetition, but there is much evidence that people with autism can develop and achieve educationally. They need teachers, peers and school communities that understand their needs and who do not create barriers. Given this, educational progress in mainstream classes is feasible (Biklen, 2005).

There is evidence from interviews with teachers, government officials and families of negative attitudes and traditional views towards people with autism (Anthony, 2009). In Ghana, religious and spiritual beliefs have a big influence on conceptualisations of disability and these views are widespread. The following are typical comments:

'... if they are deaf or blind ... they look normal. People would not know and they have come to be perceived as people who can and should work in society. But with the mentally retarded, especially the severe, they are seen as the ones not to waste the resources on ... CP, autism, MR, they are taken as the most severe, and the most associated with curses and other spiritual causes' – Teacher

'It was the behaviour that I found very abnormal. They are always jumping and spinning and can't stay in one place' – Teacher

'If there is anything abnormal in our society, we attribute it to witchcraft' – Parent

'They are thought to be not whole, not normal, sick. They are thought to be cursed by the gods, bewitched if you will. Also it is thought that they [families] are being punished. ... There are a lot of misconceptions. It is felt by many that they are not needed. [But] the old ways are dying out. They are no longer as shy to come out. People no longer always believe they are cursed. They are beginning to learn it is the result of a medical condition' – Senior professional

'We have a saying in Ashanti – literally it means "I have cared for you for all your teeth to grow so now you care for me for all my teeth to drop out". So if you have a child who is not going to be successful or they are not going to be able to do that then that is a massive loss' – Professional

'... [people believe] you must have done something in your past, or the family did something' – Mother

All these cultural attitudes create a massive barrier that must be seriously addressed if the rights of people with autism and intellectual impairments are to be respected. This will require a training and in-service programme for teachers, run together with disabled people's organisations, and a significant increase in resources. Only in this way will Ghana be able to implement Article 24 of the UNCRPD and implement existing constitutional rights to education.

Box 6.14 India: National planning and training for inclusive education

There are up to 50 million disabled children in India and fewer than 10 per cent attend elementary school (Peters, 2003). In 1998, India's National Council of Educational Research and Training reported that 20 million children require special needs education, but as the enrolment of disabled children is 5 per

cent, compared to 90 per cent for non-disabled children, this is a big underestimate. Tembon and Fort (2007) show that the gender difference in school attendance rates is lower for disabled children, reflecting low attendance levels. Illiteracy is 52 per cent for disabled people, compared to 35 per cent in the general population, and in India as a whole the proportion of disabled children who do not attend school is 5.5 times that for the general population. Even in the best-performing states, a significant proportion of out-of-school children are disabled (27% in Kerala and over 33% in Tamil Nadu). Disabled children rarely progress beyond primary education. (See Box 2.1 for barriers to inclusion in India.)

Unprecedented economic growth and a strong desire for equality and the development of inclusive education have characterised the Government of India's approach to education. Singal (2008) points out that there are huge variations in the statistics on the prevalence of disability. In terms of the percentage enrolment in primary education, these vary from less than 1 to 67 per cent. The variations are caused by differences in the definition of disability; stigma and shame among responding families; variation in the training and skills of enumerators; and political sensitivities now that inclusive education has become a major policy objective. Nevertheless, despite statistical problems, in recent years there has been a big push to establish inclusive education in India.

Singal (2006a,b) suggests there is growing evidence that the focus in the field continues to be on identifying and assessing disabled children, and responding to their needs through the provision of assistive appliances. This focus on changing structural issues, rather than reviewing the teaching and learning processes in the classroom, is limiting. The perception of disability as a problem located in the child which must be corrected still dominates, and little attention is paid to examining the environmental factors that might impact on the child's ability to participate. Overall, the emphasis is on giving access to children with disabilities, with little regard to their participation in the classroom, its culture or the curriculum.

Indian society, although inclusive in accepting and valuing diversity in many ways, has a social construct of disability which is negative, discriminatory and exclusionary. Until recently the Indian government has tried to develop services through voluntary agencies. The 2010 Right to Education Act took a step in the right direction by including disabled children in its remit. Mainstream schools are now mandated to include 'disadvantaged children', among whom disabled children are included.¹⁷⁵

Historically, NGOs established special schools on the European model. There are now 3,000 special schools – nearly all in urban areas – but such schools can only cater for a small minority of disabled children. An integration programme has gradually developed, but without any training or support in the mainstream. The government is committed to universal elementary education and this was given new impetus by the 86th amendment: 'The State shall provide free and compulsory education to all children aged six to fourteen years in such a manner as the State may, by law, determine'.

In 1994, the government launched its district primary education programme (DPEP). Starting in one or two blocks in each state, with one or two clusters of



*Hands up for inclusion
– pupils in Coimbatore,
Tamil Nadu.*

CREDIT: CBM/ARGUM/
EINBERGER



Learning to write in a school in Mumbai.

CREDIT: INCLUSION INTERNATIONAL

districts, the DPEP has now reached the majority of districts, especially in the most backward areas.

In 1997, disabled children were explicitly included in the DPEP. Initially, the focus was on children with mild or moderate learning difficulties. Recently this was extended to the full range and severity of impairments. In the first six years, 877,000 disabled children were identified across India and 621,760 were enrolled. Through a combination of state, regional and district resource centres and widespread in-service teacher training, practice has begun to change significantly. By 2003 over one million teachers had received a day's training, 171,000 had attended three- to five-day orientation courses and over 4,000 had attended a 45-day orientation course to become master trainers. Different states have adopted different training models, some relying on NGOs, some on consultants and others on full-time district officers. The project has identified the following key aspects of training for inclusive education:

- Awareness generation
- Community mobilisation – especially of parents
- Early detection of impairment
- In-service teacher training
- Resource support
- Curriculum adaptation
- Multi-sectoral convergence
- Provision of essential assistive services, aids and appliances
- Removal of barriers to access

Because many children do not attend school, the DPEP has set up an alternative schools programme. This provides schools for children aged 6–14 years old, organised flexibly to meet local conditions, which open for four hours a day in single or double shifts. Each school has two teachers, one of whom must be female so that girls are encouraged to attend and their particular needs are met. 200,000 such schools have been built (UNESCO, 2001a: 78).

In 2005, India's then Minister of Human Resource Development, Shri Arjun Singh,¹⁷⁶ made this important statement to Parliament:

My Ministry has formulated a comprehensive action plan for inclusive education of children and youth with disabilities. The need for inclusive education arises precisely because it is now well understood that most children with disabilities can, with motivation and effort on the part of the teaching institutions, become an integral part of those institutions. The government is committed to providing education through mainstream schools for children with disabilities, in accordance with the provisions of the Persons with Disabilities Act, 1995. Non-specialist schools, whether at elementary or secondary or higher levels can, with appropriate support within the education community adapt themselves to work with children with disabilities. Worldwide there is a conscious shift away from special schooling to mainstream schooling of education for children with disabilities. It should, and will be, our objective to make mainstream education not just available, but accessible, affordable and appropriate for students with disabilities. I also believe that if we make our schools

Table 6.1. Progress on inclusive education in India under Sarva Shiksha Abhiyan, January 2010¹⁷⁷

State	Total no. of children with special needs identified	No. enrolled	No. of children with special needs given appliances	Teachers trained (intensive short course)	Teachers trained (20-day course)	Teachers completed (90/45-day RCI course)	Resource teachers appointed	Schools provided with ramps, handrails, etc.
Andaman and Nicobar Islands	815	815	100%	40 (1 day)	150 (3–6 day)			24 (5.6%)
Andhra Pradesh	181,999	159,266 2500 S	197,282		22,0871 (3–6 day)	633	856	31,559 (39.4%)
Assam	97,801	72,084 5,405 S 19,197 ht	28,023	167,267	91,624 (3–6 day)	4,135		37,659 (86.8%)
Bihar	31,3500	241,995	94,296	179,499 (1 day)	139,557 (3 day)	6,449		33,246 (34.6%)
Chattisgarh	46,153	45,196 517 ESG 187 ht	33,788	71,168 (1 day)	38,867 (3 day)	612	30	15,617 (33.9%)
Chandigarh	3,704	3,532		896 (3 day)		289	15	37 (18.1%)
Daman and Diu	141	70 33 ht		11				50 (59.52%)
Delhi	8,015	6,504	6,371	47,792			50	3,475 (100%)
Goa	2,140	1,393 4 ht				95		653 (42.6%)
Gujarat	78,900	64,944 1,250 S	158,179	191,044		9,823	1,193	32,123 (52.27%)
Haryana	25,075	20,431	39,625	660,000 (1 day)	42,850 (3–6 day)		70	9,391 (64.27%)
Himachal Pradesh	22,040	19,643 10 S 2,387 ht	62.98%	45,319 1 day	32,716 (5 day)	1,172	120	43.64%
Jammu and Kashmir	25,906	20,117	52.43%	41,797 (1 day)	1,067 (3–6 day)	415		3,160 (10.9%)
Jharkhand	47,312	35,695 213 ht 105 S	30,855	42,260 (1 day)	11,838 (3–6 day)	348	25	20,001 (37.1%)
Karnataka	135,301	121,153 14,148 ht	59,593	69,846	185,894	29,352	606	38,021 (52.7%)
Kerala	157,147	145,476 2,544 S 809 ht	13,793	100,545	132,000		730	14,157 (100%)
Madhya Pradesh	111,492	102,567 2,126 ht	90,450	18,264	75,204	13,533	162	59,943 (52.9%)
Maharashtra	414,277	380,723 11,412 ht	191,553	380,000		19,446	1,417	85,211 (80%)
Orissa	124,741	115,344	131,033	164,004		5,293	253	43,393 (63%)
Punjab	114,473	86,696 4,174 ht	84749	108		970 (59%)	220	11,513

Table 6.1 (continued)

State	Total no. of children with special needs identified	No. enrolled	No. of children with special needs given appliances	Teachers trained (intensive short course)	Teachers trained (20-day course)	Teachers completed (90/45-day RCI course)	Resource teachers appointed	Schools provided with ramps, handrails, etc.
Puducherry	2,926	2,816 110 ht	1,602	130			3	343 (58%)
Tamil Nadu	118,151	90,976 459 S 26,716 ht	96,677	201,604			826	35,408 (67%)
Uttarakhand	21,577	18,483 59 S 1,248 ht	9,441		43,629	13,622	8	9,494 (52.8%)
West Bengal	219,075	133,662 7,613 S 21,733 ht	46,377	149,116	258,533	1,013	1,023	49,589 (83.4%)
Total	2,264,682						7,607	

ht = home tutored; S = special school.

Note: The table omits ten territories, tribal areas or states.

Not all disabled children of school age have been identified.

accessible to children with disabilities, we will be improving the quality of education for all our children, a key objective of Sarva Shiksha Abhiyan.

The main objectives of the plan will be

- (i) To ensure that no child is denied admission in mainstream education;*
- (ii) To ensure every child would have the right to access anganwadi and school and not be turned back on ground of disability;*
- (iii) To ensure that 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;*

Outdoor school in Orissa, India.

CREDIT: NRCIE, MUMBAI





A blind girl joins a mainstream class.

CREDIT: CLAUDIA JANE, SIGHTSAVERS

- (iv) *To facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels;*
- (v) *To provide home-based learning to persons with severe, multiple and intellectual disability;*
- (vi) *To promote distance education for those who require an individualised pace of learning;*
- (vii) *To emphasise job training and job oriented vocational training;*
- (viii) *To promote an understanding of the shift from charity to development through a massive awareness, motivation and sensitisation campaign.*

The promised action plan has been developed and is now part of the *Eleventh National Plan for India 2007–2012*. The main implementation mechanism is Sarva Shiksha Abhiyan (Education for All), which was started in 2001 to bring about universal elementary education by 2010. Extended as a vehicle for introducing and spreading the inclusive education of disabled children, SSA is a decentralised planning process with an emphasis on participatory planning approaches to ensure full participation.¹⁷⁸ How well is it doing?

SSA was launched by the government with the aim of providing eight years of elementary schooling for all children in the 6–14 age group, including disabled children, by 2010. The programme provides an additional Rs1,200 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 made available to disabled students. 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.¹⁷⁹

However, overall, the spending share on inclusive education in SSA is low – only 1 per cent. There is a wide variation in inclusive education spending between states, ranging from 5 per cent of total spending on education in Kerala to

*Learning to lip read.*CREDIT: MIMI MOLLIKA/
LEONARD CHESHIRE DISABILITY

under 0.5 per cent in Madhya Pradesh, Jharkhand, West Bengal and Rajasthan. Overall funding is too low, based upon inaccurate census data. This will improve with different questions and better trained enumerators and more reliance on door to door visits.

The Ministry of Human Resource Development is currently in the process of developing a comprehensive action plan on the inclusion in education of disabled children and young people by consulting with experts, NGOs, disability rights groups, parents' groups and government bodies.

In June 2008, as part of its inclusive education programme, the government increased resources to help a range of disabled pupils complete four years of secondary education. They include students with learning difficulties, mental illness, autism, cerebral palsy, blindness, low vision, leprosy, hearing impairment and loco-motor impairments. The programme includes a child-specific support allowance for teachers in specialised teaching styles and identification.¹⁸⁰ Despite the variety of methods employed, for example home tuition, distance learning, and special classes and special schools for disabled learners, which would not fit within a definition of inclusive education, there is no doubt that progress towards inclusive education is well underway across the huge demographic, linguistic and cultural diversity that is India. This can be seen in Table 6.1 above, drawn from a presentation by Dr Anupriya Chadha, Chief Consultant on SSA at a National Workshop in November 2009.¹⁸¹

A considerable number of resource teachers have been trained and appointed, but there is a tendency for class teachers to defer to the resource teacher on teaching disabled children. The issue is to get all teachers to feel confident about teaching the disabled children in their class. A considerable amount of building adjustment has occurred, with several states now having 100 per cent adapted buildings. From 2001 to 2006 the number of elementary schools grew by 22,000; these are all built to accessibility standards and enrolment went up by 28 million in Classes 1–8. The pupil–teacher ratio remained at 1:41 despite an increase of 630,000 elementary teachers. Drop-out rates have fallen by 10 per cent. Identification of disabled children has been carried out by door to

door visits; this leads to placement in school to varying degrees, based on the capacity of local schools and teachers. Too many children appear to receive education at home because of lack of readiness of their local school to include them. More teacher training is required. The curriculum has moved towards a more child-friendly model, though it is still dominated by assessment and needs further reform to support a more flexible approach conducive to full inclusion. Aids and appliances have been issued, but these are often delayed and do not work as well as they should. Many more disabled children are now progressing from elementary school to lower secondary, as eight years of education is now compulsory, but more work is needed to prevent drop-out on transition. Considerable progress has been made, but much more remains to be done.

6.15 Jamaica: Working in partnership

The Jamaican Ministry of Education and the Jamaica Association for Persons with Mental Retardation (JAPMR) are co-operating to address the educational needs of a group of children who have not been achieving success in school. Children with 'moderate to profound levels of learning difficulty' are sent to schools operated by JAPMR with government funding. Children with 'mild learning difficulty' are catered for in the regular public school system. Founded in 1956, the private and segregated School of Hope (SOH) programme has 29 units all over the country. They serve a total of 1,250 students. JAPMR estimates that between 3,000 and 4,000 children qualify for their programmes (Duncan, 2001). So for every child who receives a place, two or three others who are eligible do not.

Since 1996, the Primary Intervention Program (PIP) has been assisting schools and teachers to educate children designated as slow learners or children with 'mild mental handicaps'. They are not eligible for SOH special education programmes, and they are not doing well in the regular classrooms in which they have been placed. Traditionally they have been enrolled in school, but as their learning problems have developed, many of these children have dropped out – in many instances to the relief of their teacher. The PIP was set up as a consequence of JAPMR staff being inundated by requests from principals of regular schools for assistance in dealing with children who were not coping.

The PIP started with staff from the educational programmes operated by JAPMR providing direct assistance to Grade 1 students in two regular schools. In the first year, they assessed the learning needs of 144 students in Grade 1. They found that 50 of them met the readiness criteria jointly established by the Ministry and the Association. The other 94 children were deemed to be at some risk. The process led the teachers to be much more aware of the diverse learning needs of students entering Grade 1.

The agency staff noted that classroom teachers wanted these children removed from the classroom because they felt they were unable to teach them. Over time, the programme led to agency staff providing training for the teachers and supplying materials, as well as sharing strategies for meeting students' needs.

The programme was built on the underlying principle that all children can learn and that teaching styles must be matched with learning styles. The programme's



Nursery class in Jamaica.

CREDIT: INCLUSION INTERNATIONAL



Alia Clement has passed the Common Entrance exam.

CREDIT: THE SUNSHINE FOUNDATION, GRENADA

key objective is to allow students to stay in their community schools and yet achieve their fullest potential. Workshops were held to educate teachers about how to identify a child's special needs and how to work with the student even when resources are limited.

During the pilot, many of the children missed many days of school. Nonetheless, post-testing showed that all the students made gains, and 52 of the 94 attained a reasonable level. The exam results at the end of the year were even better. At the end of the pilot project, the classroom teachers '*... realised that these children could be taught*'.

The PIP pilot experience indicated there was a need to:

- Revisit the primary school curriculum and ensure that the first term is dedicated to exploring student differences and providing experience in school readiness skills;
- Acknowledge that children with mild impairments can achieve in the regular school system.

JAPMR continues to practise principles of inclusion. It has recently started to refer children in the 12- to 15-year age group from the School of Hope to regular community schools. It reports that '*... the demand is overwhelming, and the greater part of our involvement is a result of requests from regular schools that continue to struggle with these children for whom very limited provisions are being made*'. The pilot project was considered successful and the number of schools in the programme was increased from two to four. Many more would welcome a place in the project, but resources are limited.

Disabled children are at even greater risk, as limited national resources reflect the government's inability to address the needs of this group even in the regular schools. The provision of education for children with special needs, including disabled children, continues to receive national attention. JAPMR will continue to support the government programme to provide inclusive education for children who are at risk.¹⁸² Jamaica, having been first country to ratify the UNCRPD, needs to give serious attention to how to bring this and similar projects to scale across all schools.

Box 6.16 Lesotho: Situation analysis and national training

Lesotho is a mountainous country surrounded by South Africa, with a population of 1.8 million people. A study in 1987 showed that very few disabled children were receiving education. Prompted by the 1990 Jomtien Declaration, the Ministry of Education has stated that it will promote the integration of children with special educational needs at all levels of the regular school system.

To implement this policy, the Unit of Special Education has developed the following strategies:

1. Provide special education for all children who need it;
2. Create awareness in the whole society about children with special needs and the services available;



Pupil at Leseli School, Lesotho.

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*Learning together at
Leseli School, Lesotho.*

CREDIT: RICHARD RIESER

3. Conduct a study to determine the feasibility of integration and identify children with special educational needs in regular primary schools;
4. Develop in-service teacher training materials;
5. Conduct in-service teacher training;
6. Develop and conduct parent training programmes.

From 1990 to 1992 the Unit of Special Education carried out an investigation with the following objectives (Mariga and Phachaka, 1993):

- To create awareness among primary school teachers of the integration policy;
- To determine the number of children with special needs in regular primary schools;
- To investigate the attitude of teachers, pupils and parents towards integrating children with special needs into their schools;
- To identify schools in which integration could be introduced on a pilot basis.

In 1992 about 371,950 pupils were enrolled in 1,201 primary schools with a pupil teacher ratio of 1:54. Visits were made to 26 per cent of schools and all teachers were interviewed; classes were observed and pupils informed. A sample of Year 5, 6 and 7 pupils and three parents per school were interviewed. This showed that 17.4 per cent of pupils had some form of impairment. The lack of appropriate teaching was thought to account for a high drop-out rate and a high incidence of repeated years.

A multi-sector committee was established prior to the development of a national inclusive education programme. The committee was made up of representatives from the Ministries of Education and Health and Social Welfare, the National Disabled People's Association, parents of non-disabled children,



College students
studying accountancy
in Lesotho.

CREDIT: RICHARD RIESER

and later the National Organisation of Parents of Disabled Children. It discussed the implementation of the new programme and the development of a new in-service teacher training curriculum. This ensured that there was full co-operation from all professionals and stakeholders. Fifteen years later this programme is still supporting inclusive education at national level.

Short in-service training courses in schools gave teachers the confidence to respond to the individual needs of disabled children, even though they were sometimes teaching large classes of over 100 pupils. Teachers from schools for the deaf and the blind were involved in training teachers in Braille and sign language. The involvement of the specialist teachers helped to reassure them about the valuable role they could play in implementing inclusion. Previously they had been resistant to inclusive education as they feared losing their jobs.

The teachers were trained to do simple assessments of children with learning difficulties and in how to meet their needs. They began to see the children as individuals, rather than as a class, and they felt they had become better teachers as a result. The Ministry of Education produced a training package and video material which was piloted in ten schools and then rolled out across the country.¹⁸³ Despite promising practice in the 1990s, Lesotho has not made the expected gains in inclusive education. Greater leadership, better funding, teacher training, and involvement of the community and DPOs are necessary.

Box 6.17 Malawi: Support from DPOs and NGOs

The umbrella organisation Federation of Disability Organisations in Malawi (FEDOMA) has a strategy to enable local communities to identify and address the needs of disabled community members. Since 2004, the Norwegian Association for the Disabled, in collaboration with Malawi's Ministry of Social Development and People with Disabilities (MSDPWD) and the Malawi Council for the Handicapped (MACOHA), has operated in three pilot districts working across sectors to promote inclusion. FEDOMA collaborates with international agencies, including UNICEF, European voluntary organisations, NAD, NORAD, Firelight Foundation, CIDA, ILO, DFID, USAID, AusAID and Development Co-operation Ireland (DCI). Effective partnership resulted in the launch of a community-based rehabilitation programme in the late 1980s by the government, through MACOHA, with financial and technical support from the United Nations Development Programme (UNDP) and the ILO.

From the 1970s to the mid-1980s the disability sector in Malawi was based on charity. Activities and care-givers for disabled persons came mostly from churches and missions. Disability issues were the responsibility of the Ministry of Health, Ministry of Community Services and other social ministries. In December 1998, the Ministry Responsible for People with Disability was formed. Today it is called Ministry of Social Development and Persons with Disabilities. In November 2005, a national policy paper on the equalisation of opportunities for persons with disabilities was adopted. Its aim is *'to integrate fully persons with disabilities in all aspects of life'*, and *'to promote equal access and inclusion of persons with disabilities in education and training programmes'*.¹⁸⁴ The barriers to the implementation of this policy are similar to those in Lesotho.

Box 6.18 Malaysia: Developing integrated education

Malaysia is a signatory of the *Salamanca Statement* and for the last 16 years has been implementing it following UNESCO initiatives. In 2003 free compulsory primary education was introduced and in 2008 all school fees were abolished. Also in 2008 a free text book loan scheme was extended to all five million school students.

There is a standard curriculum and also a special curriculum for those with special educational needs. Learning modules for indigenous people such as the Orang Asli were piloted in 2007 and have now been disseminated. However, those in the interior are still viewed as 'unreachable children'. Malaysia has 32 special schools and 1,282 integration units which have separate classes for visually and hearing impaired students and students with learning difficulties. Most of these offer boarding facilities and 29,169 pupils attended them in autumn 2008. Physically disabled pupils are integrated into mainstream education if they can manage the system as it is: otherwise they stay at home.

Hearing impaired pupils in vocational secondary schools are integrated for 90 per cent of the time; in academic secondary schools they have separate lessons. There are no special schools for pupils with learning difficulties, so students from units are integrated in the mainstream if they can manage without help and their behaviour is not a problem.¹⁸⁵ An academic study in 2006 examined teachers' attitudes to disabled pupils and their perceived knowledge of inclusive education. The respondents were the mainstream and special education teachers in the public primary and secondary schools. Data from a questionnaire were analysed using descriptive statistics such as frequency and percentages. The main finding was that in general teachers have positive attitudes towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students and thus minimises negative stereotypes about special needs students. The findings also show that collaboration between the mainstream and the special education teachers is important and that there should be clear guidelines on the implementation of inclusive education.¹⁸⁶

The Malaysian Government appears to view placement as inclusion and the general practice is not to adjust current practice to accommodate disabled pupils. Teachers will need considerable in-service training and new teachers should have a compulsory module on inclusion. The government will need to back this up with the necessary resources and make it a political priority if Malaysia is to implement Article 24 of the UNCRPD.

Box 6.19 Mongolia: Changing attitudes towards teaching disabled children¹⁸⁷

During the crisis in Mongolia sparked by transition to a free market economy, early primary school attendance collapsed from over 90 per cent in the mid-1980s to 7 per cent 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



Tent school in
Mongolia.

CREDIT: SAVE THE CHILDREN

special schools, but as funding was reduced, very few special schools remained. 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.

Save the Children ran in-service inclusive training sessions for teachers and parents of young children in Dornod, Khovd, 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 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 was provided in almost every school in the pilot *aimags*.
- Regular sharing of learning between schools was promoted.

A 2005 review indicated that teachers who were trained were convinced of the difference they can 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 school. There was an increase in the number of disabled children enrolling in pre-school and primary school – from 22 to 44 per cent in *aimags* where the approach was used.

Four teaching resource centres were established by 2005 at *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. The 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. Previously, 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 move to a different school, teachers who have done the training tend 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.



Learning to walk in Mongolia.

CREDIT: SAVE THE CHILDREN

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. 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.

6.20 Mozambique: Has success in Education for All impacted on disabled children?

Mozambique has been a success story for the EFA Fast Track Initiative, with a high proportion of GNP (20–22%) spent on education in the last five years.¹⁸⁸ This has provided 20,000 new teachers. Sixty-two per cent of new recruits to primary education are girls and from 2004–2009 girls' completion rates doubled. Overall, the number of children in primary education has doubled in the last ten years – an increase of 3.4 million. There has been a massive school building programme. During the last ten years the pupil–teacher ratio has increased from 61 pupils per teacher in 1998 to 73 pupils per teacher in 2008.¹⁸⁹ However, it must be remembered that Mozambique is a very poor country with a long history of social dislocation caused by colonialism and civil war.

What is the position of disabled children?¹⁹⁰ Every child has a right to free education. Mozambique's National Education Plan foresees meeting the needs of pupils with special educational needs through integration into special classes and into regular schools. This envisages all children with different impairments being integrated in regular schools. The policy requires differentiation and work against the stigmatisation of disabled children. In policy terms this sounds promising.

What has been achieved?

- Rehabilitation of 46 classes for hearing impaired students in regular schools in Maputo;
- Launch of the inclusive schools programme;
- Integration of special educational needs and psycho-pedology into basic teacher training;
- A training programme for teachers in sign language and Braille, set up with NGO support
- Reform of the basic curriculum, leading to a more outcomes-based approach;
- Twenty-three disabled teachers have been trained, offering role models to pupils;
- Inclusion of 62,357 disabled children out of a total population of 4,844,077 in mainstream schools.

Constraints and barriers still exist and may mean that targets for inclusion are not met. The Commonwealth Education Fund (CEF) was set up in 2002 to co-ordinate international NGO funding for education in 16 Commonwealth countries. A partnership with the Association of the Blind and Partially Sighted in Mozambique (ACAMO) has initiated innovative work on advocacy for the education of blind and visually impaired children.

According to ACAMO, for a population of around 720,000 visually impaired people there exists one special school for the education of visually impaired children; less than 200 children and young people are studying in this school, other mainstream schools or in further and higher education institutions. It is estimated that only 300 people have knowledge of Braille. The only place that offers formal rehabilitation for newly blind people has a maximum capacity of six people each year. Fewer than 60 blind people are in paid employment, and most of these work in government institutions as teachers or telephonists.¹⁹¹

In Beira province, ACAMO has trained teachers to work with disabled children and promote inclusive teaching. Meanwhile, with support from the Commonwealth Education Fund, ACAMO aimed at developing a curriculum for children with special needs and bringing it to the attention of the Ministry of Education. CEF supported ACAMO in sharing this work with a neighbouring country, Malawi. Unfortunately, the work on a new curriculum was not completed due to CEF's lack of funding. ACAMO received only half of the approved budget. At policy level, ACAMO participated in the preparation of Mozambique's annual plan for special needs education.

A study commissioned by the Secretariat of the African Decade of Persons with Disabilities (SADPD) has explored effective strategies for the incorporation of disabled children into future education plans in Cameroon, Rwanda and Mozambique.¹⁹² Although based on focus groups and visits to five schools, it is rights based and carried out by disabled people. There are only five special schools in the country and this should be used as an opportunity to develop inclusive education, not build more, as in donor aid programmes. Pilots on inclusive education are running in mainstream schools in eight provinces.

Charawa (2010) found many barriers to inclusion:

- 80 per cent of disabled children are still not in school;
- Negative attitudes and stigma are widespread;
- Special education methodologies dominate, rather than rights-based principles;
- The laws and policies on inclusive education are not generally implemented;
- Not enough teachers have been trained and those who have been move on;
- In Zambezia, only five teachers were trained in 2000 and only one was still in post in 2007;
- Class sizes are increasing and teachers do not know how to meet the needs of disabled pupils so in the main they are ignored;
- Transport and buildings, including toilets, are inaccessible for disabled pupils;
- Curriculum and syllabuses ignore inclusion and disability rights.

Recommendations

- Allocate money to relevant ministries specifically for inclusion initiatives;
- Incorporate inclusion issues into all Ministry policies;
- Consult DPOs, disabled children and their parents, using a rights-based approach;
- Prioritise measures to eradicate poverty and ensure there is a focus on disabled children, e.g. in feeding programmes and transport to school;
- Carry out a survey to ascertain the number of disabled children and their impairments;
- Analyse the conditions required to implement inclusive education;
- International NGOs and other donors should fund projects that incorporate disability issues into the mainstream;
- DPOs should have a programme to raise disability equality in the community.

Mozambique has shown its willingness to engage actively with Education for All. Now it and other governments in similar positions need to shift gear to implement inclusive education by building the capacity of the school system and engaging with DPOs along the lines of the disability rights education model (Chapter 4) in order to firmly establish inclusive education.

The Forum for Mozambique Associations of Disabled People (FAMOD) is an umbrella organisation of disabled people's organisations. It has found it very useful to work with other DPOs in the region to develop its capacity. It also says there is a great difference in working with disabled people's organisations in the North compared to NGOs, with the latter being too rigid, wanting to set the agenda and bring in non-disabled experts. DPOs are more flexible and usually offer long-term support. This is much more useful in overcoming the barriers against working in rural areas and developing a leadership that goes further than rehabilitation issues.¹⁹³



Pupils at St Francis School, New Zealand.
CREDIT: IHC NEW ZEALAND

Box 6.21 New Zealand: The challenge of equality

New Zealand has a range of policy and legislative initiatives that aim to increase the participation and achievement of disabled students in an inclusive education system. People who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education in state schools as people who do not (1989 Education Act). All children have the right to *'quality education that meets their specific needs as learners'* and schools have a legal and ethical obligation to cater for all students, irrespective of age, gender, ethnicity and ability.¹⁹⁴ As stated in New Zealand's *Special Education Policy Guidelines*,¹⁹⁵ young children and students with special education needs have the same rights to a high quality education as people of the same age who do not have special education needs.

The New Zealand Disability Strategy (2001) outlines 15 objectives that would help New Zealand progress towards becoming a non-disabling society (New Zealand Office for Disability Issues, 2001). While they are all indirectly related to the inclusion of disabled students in mainstream schools, the third objective – *'to provide the best education for disabled people'* – is especially relevant.

The New Zealand Children's Commissioner¹⁹⁶ has examined how well the current system of inclusive education is meeting the needs of disabled children and has found many causes for complaint. These are mainly about attitudes and the way resources are allocated. To support the country's Education Review Office in implementing a schools disability strategy, eight to ten young people, aged between 12 and 17 years, are selected to be members of their Young People's Reference Group (YPRG). They come from diverse backgrounds and represent rural and urban communities. Their role is to provide advice about issues concerning young people; assist in the strategic direction of the office; facilitate consultation with children and young people; and inform the Children's Commissioner of regional issues. Making inclusion happen is a key concern of the YPRG.

Neilson (2005) considers the New Zealand Disability Strategy to be *'an illustration of the rights discourse in action'*. Eight actions are associated with the education objective:

1. Ensure no child is denied access to their local school because of their impairment;
2. Support the development of effective communication by providing access to education in New Zealand sign language, communication technologies and human aids;
3. Ensure that teachers and educators understand the learning needs of disabled people;
4. Ensure that disabled students, families, teachers and other educators have equitable access to the resources available to meet their needs;
5. Facilitate opportunities for disabled students to make contact with their disabled peers in other schools;
6. Improve schools' responsiveness to and accountability for the needs of disabled students;

7. Promote appropriate and effective inclusive educational settings that will meet individual needs; and
8. Improve post-compulsory education options for disabled people, including promoting best practice, providing career guidance, increasing lifelong learning opportunities and better aligning financial support with educational opportunities.



*Does all mean all?
Including children
with intellectual
impairments.*

CREDIT: IHC NEW ZEALAND

According to the New Zealand Office for Disability Issues, the UNCRPD will provide greater impetus for New Zealand's disability strategy because it makes explicit that states must ensure the full realisation of all human rights and fundamental freedoms for all disabled people, without discrimination of any kind on the basis of disability. Courts can choose to use the Convention as an international legal framework for their decision-making.

Yet despite the policies and legislation already in place, the nature and extent of complaints to the Office of the Children's Commissioner suggest that some students with diverse needs continue to be denied access to an inclusive education. The following examples of exclusion have been regularly reported:

- Students with disabilities are being sent home whenever they 'misbehave';
- Students with behavioural difficulties are not allowed to go on school camp;
- Parents are asked to keep 'difficult' children home during Education Review Office visits;
- Students with diverse educational needs have faced Board of Trustees disciplinary hearings and are regularly suspended or excluded for behaviour that is a recognised symptom of a medical condition or disability;
- Students with high physical and intellectual needs are not taken on school outings because they require too many resources;
- Children with diverse needs are often the targets of bullying by their peers.

These complaints mirror a study by Kearney (2009) that investigated the nature of school exclusion in relation to disabled students. Kearney categorised a wide range of exclusionary practices. The complaints and a consultation led to a four-year strategy to improve the quality of inclusive education.¹⁹⁷

'Success for All – Every School, Every Child' (2009–2014) is the government's four-year plan of action to achieve a fully inclusive education system. The plan builds on the views of more than 2,000 people from across the country who made submissions to the government's review of special education. 'Success for All' is a plan for everyone – the Ministry of Education, school boards, principals, classroom teachers, specialists, children and their families. Its aim is to make New Zealand's world class education system even better by building on what is working well and improving what is not. It aims to create a fully inclusive system of 'confident schools, confident children and confident parents'.

To achieve this objectives the government is increasing resources for in-service teacher training. It will increase flexibility and support for deaf and blind children, and those with significant learning difficulties through the mechanism of the ongoing and reviewable resourcing scheme (ORRS), greater collaboration between agencies and more support for struggling families and children with

behavioural difficulties. It will improve accountability for tracking and monitoring the progress of all children's learning and improve the transition to tertiary education.

The government aims to turn 80 per cent of mainstream schools into effective inclusive schools by 2014 and get the other 20 per cent well on their way. In 2010 the Education Review Office carried out audited inclusion in New Zealand mainstream schools and found that 50 per cent operated an effective inclusion policy, 30 per cent did so in some areas and 20 per cent did nothing at all.¹⁹⁸

In effective schools, the Education Review Office found that staff demonstrated good practice in teaching students with high needs and in ensuring that they took a full part in the social, cultural and sporting life of the school.

Positive points were:

- Commitment in the face of challenges, e.g. a 'can do' attitude that ensured that the school made adaptations to cater for students with high needs and for their families;
- A caring culture – creating a welcoming and supportive environment;
- An experienced leadership and staff, who drew on a wide range of strategies and networks to support students with high needs and their families;
- The ability to manage the available funding and use it to enhance inclusion, even in challenging circumstances;
- Teamwork, systems and relationships – constructive relations with family and outside agencies taking a problem-solving approach;
- Working with families and whānau, e.g. focusing on issues the family and student identify as important;
- Use of information, e.g. good SEN register data and evaluation of all initiatives or systematic review of lesson observations;
- Managing school transitions, e.g. several staff, working together with a student and their family, so that the specific needs of a student were taken into account in making a transition as effective as possible;
- Innovative and flexible – an inclusive pedagogy involves understanding what a student can achieve and designing a programme that engages that student, e.g. using learning styles, differentiation and parallel activities;
- Using strengths and interests to develop a curriculum for students, for example selecting what works best from different curriculum documents;
- Developing networks of students around students with high needs to promote their social inclusion in the school, e.g. buddy systems and circles of friends;
- Specific adjustments for particular pupils, e.g. visual signs for autistic student or yellow lining playground for visual impaired student.

Areas for improvement at inclusive schools

Despite good practice in inclusive schools, there were still ways in which many of them could further include students with high needs. ERO's concerns included:

- Teachers at a secondary school having insufficient knowledge of formative assessment and/or differentiated teaching to specifically meet the needs of students;
- Teachers having insufficient time to plan for students with high needs;
- Little Māori or Pacific presence in the school although several of the students with high needs were Māori or Pacific;
- Some individualised education programme goals lacking in detail, making it difficult to identify progress;
- Teacher aides doing too much of the programme planning with too little input from the teacher;
- Weaknesses in writing ORRS applications, which meant that some students with high needs might not have received funding to which they might have been entitled;
- The principal of the school also operating as the SENCO;
- Physical access difficulties (including a split site and some two-storey buildings);
- Evidence of teasing/taunting by other students in some contexts;
- A shortage of teacher aide cover;
- Too heavy a workload for the SENCO.

There are still special schools and many separate classes in New Zealand for blind and deaf children and for those with learning difficulties. The plan is to integrate these into the system with more children on outreach, but there is no end date for transfer to a mainstream inclusive system. Local DPOs, particularly those for people with learning difficulties, are critical of these plans.

Criticising both New Zealand's draft report to the CRPD committee and 'Success for All', an advocacy organisation for people with intellectual impairments says:¹⁹⁹

- It is not acceptable to have 20 per cent of schools not operating any inclusive practice.
- When will the government bring forward a plan to close the remaining special schools as this counters Article 24's requirement for an inclusive system at all levels?
- There should be comparable outcome data for disabled children in mainstream and special education.
- There needs to be more effort and resources to make mainstream schools inclusive.
- Special school teachers should not provide the main support and training for inclusive education; this should be provided by those with expertise in inclusion.
- All teaching students should do mandatory modules on SEN inclusion.

While parents and DPOs are entitled to, and do, criticise the inadequacies of New Zealand's inclusive provision, there have been great changes in pedagogy



Onslow Secondary School, New Zealand.
CREDIT: IHC NEW ZEALAND

in the last 20 years, which have undoubtedly supported the development of inclusive education in those 50 per cent of schools with promising practices.

MacArthur (2009), in concluding an excellent booklet on developing inclusive education in New Zealand schools,²⁰⁰ argues:

Change has been a long time coming. Many of the issues about segregation and 'special' education described in this book have been raised in the research literature of the past three decades. There is now an overwhelming body of research that supports an end to segregation and 'special' education thinking.

While the field of 'special education' has provided much debate, it has led to little action toward social change for disabled people (Connor and Ferri, 2007).

In contrast, inclusive education has been scrutinised, conceptualised, described and explored in the research literature to a point where there has been a remarkable maturing of ideas. In particular, the research that explores inclusion through the day-to-day practices of teachers and other school staff, and research that gives priority to the views and experiences of disabled students, provides a rich foundation from which to move forward.

There are some sticking points (Slee, 2005: 159), with the research recognising that regular schools still have some way to go before all children are welcome and included as fully participating members. Some of the remaining barriers come from policies that do not yet commit to inclusion and hamper the progress

of teachers and schools working on an inclusion agenda. Other barriers come from values, school structures and practices that still associate diversity with negative interpretations of deviance and difference. Yet others come from a failure to listen to disabled students as they negotiate their school lives.

However, as Slee (2005: 157) points out:

Many of our neighbourhood schools are not good places even for those children whose right to a desk therein is never questioned. Clearly, the solution to the sticking points is not to return to the flawed system of special education, or to keep channelling more and more children who are considered as 'not fitting' regular schools into segregated places. Sticking points are an impetus to do better for all children and young people in our regular neighbourhood schools.

Box 6.22 Pakistan: Education for All in an inclusive setting

'Persons with disabilities are mostly unseen, unheard and uncounted persons in Pakistan. They are the most marginalised group.' So wrote the Japanese International Cooperation Agency in 2002.²⁰¹ Have things changed?

Interpreting a wider set of data for the Disability Education and Poverty Project (DEPP), Singal and Bhatti (2009) set out to examine the connection between poverty, disability and education in two areas of Pakistan, focusing on 15–30 year olds, an often overlooked group. In a stratified random sample of households in nine districts in Punjab and North-West Frontier with around 9,000 respondents, questions were based on functional limitation, following the WHO and UN Statistical Division interactional approach, rather than

previous medical approaches. The survey found an overall impairment rate of 20 per cent, far higher than the 2.5 per cent found in the 1998 census, and 9 per cent of the target group, young people. Despite a constitutional right to education, over one-third of children had not attended primary school and only 25 per cent had attended secondary school. The UN Economic and Social Commission for Asia and the Pacific (UNESCAP) estimated that only 4 per cent of disabled children are enrolled in school (UNESCAP, 2006).

At federal level, the Directorate General of Special Education within the Ministry of Social Welfare and Special Education runs 51 institutions for children with various impairments as single disability schools. Provincial governments run over 200 institutions. There are about 230 private special schools with a total enrolment of about 13,122 disabled children.²⁰² More than 30,000 children with disabilities are already in ordinary schools. This amounts to less than 4 per cent of the total number of school-age disabled children being in school.²⁰³

The researchers found that young disabled women are less likely to enrol in school than young disabled men, and that even if they do acquire some primary education they are much less likely to complete secondary school than their male peers. The disabled boys are less likely than their non-disabled peers to attend school. If the impairment involves learning or requires personal care they are much less likely to attend school. 35 per cent of girls have no schooling compared to 44 per cent of girls with moderate or severe impairments. For boys, the comparable figures were 12 and 29 per cent. The data suggest casual integration, with 97 per cent of those who went to school attending mainstream classes. A higher proportion of the disabled young people had been privately educated, 19 per cent compared to 11 per cent of non-disabled. There are many low fee private schools in the villages and the proportion went up for secondary school students, perhaps due to distance to state secondary schools from the villages. Parents, contrary to stereotypes, seemed prepared to spend money on their disabled children's education. Koranic education is chosen more often for disabled boys than for non-disabled boys.

There are some examples of change. In the Punjab, the provincial government has established an independent department for special education and there has been a substantial increase in financial allocations. Ninety new special education centres have been established at tehsil level and special education teachers receive double pay. There are also incentives for disabled students.

In 2005, the Secretary of Education and the Secretary of Social Welfare signed the Islamabad Declaration on Inclusive Education on behalf of their respective ministries. The Declaration was drafted during a comprehensive national consultation process, involving federal ministries, provincial departments, universities, DPOs, UN agencies and international organisations. This was followed up by a national conference in February 2007, where a pilot scheme was launched.

In the run-up to the 2007 conference, ten schools in Islamabad were selected by the Federal Directorate of Education as pilot schools for inclusive education. This initiative was supported by IDP Norway and Sightsavers International. There are now 16 pilot schools, in both rural and urban areas. In July and August 2007, teachers from the pilot schools went out into their communities



A helping hand in Pakistan.

CREDIT: SIGHTSAVERS



Pakistan: community-based rehabilitation.

to find children who were out of school. Hundreds of children were identified. The majority had never been enrolled in school or had dropped out. Many parents were sceptical about sending their disabled children to school – some were worried that their children would be bullied, some were embarrassed and others needed their children to beg on the streets. Most of these children are now enrolled in school.

Waleed, aged six, had enrolled in a kindergarten when he was five years old, but was asked to leave because he had a physical and developmental impairment. He could not speak and showed no interest in interacting with other children. However, the teachers in the nearby pilot school persuaded his parents to send him to their school. After four months he can speak, knows his name, enjoys playing with his classmates, and his mobility has improved. He is just one success story among many.

However, the rigidity of the curriculum, the lack of resource teachers in schools, poor quality paediatric health services and lack of specialists to help assess the special needs of children are some of the main barriers to inclusion in Pakistan.

The American Institutes for Research's (AIR) report on the USAID-funded programme in the Bagh district of Azad Jammu and Kashmir is known as ENGAGE (Caecers *et al.*, 2010). ENGAGE selected an existing teacher programme, 'Revitalising, Innovating and Strengthening Education' (RISE), to show the benefits of integrating inclusive education curriculum and materials. 7,000 teachers were trained with these materials. It was introduced to selected areas after the 2005 earthquake. Teachers undergo a 12-day training course, which is focused on student-centred learning methods. After completion, RISE brings together teachers to support each other in monthly cluster meetings. A further three-day follow up workshop is provided at the end of the two-year cycle.

After the first cohort of teachers had completed the two-year cycle in Bagh district, ENGAGE initiated a pilot inclusive education project providing extra training so that 25 teachers would be able to educate disabled children in their classes. Bagh consists of 230 villages in the Himalayan foothills. There are 123 primary schools, Grades 1–5. Teachers were selected by RISE and the District Education Office, taking into account gender balance, location and whether they already taught disabled pupils. Most disabled children in the district were not enrolled. The teachers enrolled 48 disabled children. Nineteen schools were involved, mostly with multigrade classes. Four local teachers who had completed a Master's course in inclusion were taken on as mentors. The mentors, professors and trainees had regular meetings and training sessions throughout. Teachers' attitudes, knowledge and skills were recorded as becoming more pro-inclusion with increased confidence. The trainee teachers changed their classroom environment and made it much more conducive to inclusion and more interactive, project work and peer tutoring was witnessed. As a result, some of the disabled children showed improvement in school assessment, parental involvement increased dramatically and more resources were provided, such as audiology and hearing aids. The positive change demonstrates that inclusive methods can succeed in rural Pakistan. Such projects need to have a longer timescale and to be built into the administrative structure of the whole country.

To develop a pilot on inclusive education the Federal Directorate of Education

(FDE) and IDP Norway have:

- Published a compendium on conventions, agreements and laws guaranteeing all children equal rights to quality education in an inclusive setting;
- Received guarantees from the Ministry of Women's Development, Social Welfare and Special Education that it will make a special educator available to each of the 16 pilot schools;
- Held extensive training for headteachers and class teachers in managing inclusive and child-friendly classrooms. This programme ran from February 2007 to the end of 2009; 200 teachers were trained;
- Collaborated with the Pakistan Disabled Foundation to provide a team of disabled young people who will tutor children and assist their class teachers with the orientation and mobility activities needed for daily living and Braille literacy;
- Trained school counsellors, because many children (with and without impairments) experience social and emotional difficulties;
- Worked with activists within the deaf community to assess different sign languages used in schools and communities throughout Pakistan, to ensure that the use of indigenous sign languages is promoted in the inclusive schools (complementing the use of the standard Urdu sign language);
- Developed a glossary of terminologies (in English and Urdu) related to disabilities, inclusion, barriers to learning, development and participation to reduce the 'disabling' labelling of children.

These initiatives, combined with the strong motivation of teachers in the pilot schools, will ensure that the implementation of inclusive education is successful and replicated in schools throughout the country. Pilot implementation of inclusive education started in four schools in Quetta, Balochistan in April 2008. By 2010, 843 children with moderate impairments had been successfully included in the 16 schools in the Capital District. This initiative was financed by the Norwegian Government (Rs30m) and implemented in collaboration with the Provincial Education Department in Balochistan, IDP Norway, the FDE and the Pakistan Disabled Foundation.

Following the success of these 16 pilot schools, President Zardari introduced an education policy, approved by the Federal Cabinet in September 2009, to achieve Education for All. This focused on the building of two inclusive schools in every district and the adoption of a child-friendly inclusive school framework.²⁰⁴ In November 2010, the Federal Government, in conjunction with UNESCO, UNICEF, Sightsavers and the Federal Education College, ensured that the Secretary of Education from each provincial ministry of education signed the Islamabad Commitment to Child Friendly Inclusive Education.²⁰⁵

This focused on four key dimensions for such schools, stressing they must be:

- Inclusive of all learners who had been systematically excluded from schooling and learning;
- Academically effective, including the social, emotional, spiritual and physical aspects of child development;



Pakistan: AIR inclusion project.

CREDIT: AIR

- Healthy, hygienic and safe, and protective of teachers and students;
- Participatory, encouraging the active and democratic involvement of students, families and communities.

Pakistan has failed to introduce compulsory primary education over a number of years, with a stubbornly large proportion of children not in school, especially girls. The development of a full programme of inclusive education for all holds out the hope of resolving this.

Tahir (2009) sets out the challenges to a full-fledged programme for large-scale implementation of inclusive education in mainstream schooling:

1. Attitudinal change on the part of parents, teachers, headteachers, professionals, politicians, service providers and community members towards children who are vulnerable to exclusion from and within education (including disabled children);
2. Parental awareness about disabilities and children's potential;
3. Accessibility of school buildings, classrooms, toilets, playgrounds and transport;
4. The curriculum and the assessment and examination system;
5. Limited financial resources;
6. Inadequate support system, including insufficient trained and qualified professionals, medical and paramedical staff;
7. The need for continuous follow-up and monitoring of activities.

All stakeholders must join hands, share experiences and provide support for the implementation of the inclusive education project in letter and in spirit.²⁰⁶

Box 6.23 Papua New Guinea: Education for disabled children

Papua New Guinea is a South Pacific island nation with approximately 5.2 million people. It is heavily forested, with many mountains and swamp areas, making travel within and between the 20 provinces very difficult. This regional isolation has ensured the retention of the culture, language and customs of over 700 distinct indigenous tribes and clans, scattered over an area which is still mainly rural with very poor infrastructure. More than 75 per cent of the population live in the rural areas. Rural communities in particular have a deep sense of taking care of one another within their own community.

The government is committed to inclusive education. It is embodied in its 1994 Special Education Ministerial Policy Statement and in the Department of Education's National Special Education Plan, 2004–08. It is also committed to UNESCO's target of Education for All by 2015, but this will not be reached. Inclusive education priorities include capacity building through pre-service and post-service special education teacher training.

The 1990 national census identified approximately 12,000 disabled people over the age of ten years. The number of disabled children enrolled in schools



has not yet been documented, due mainly to the absence of a national data collection mechanism. Special education service provision is managed through the government's national special education committee and national special education unit. Special education services are delivered through 14 special education resource centres, based in major towns and cities. The resource centres are operated by NGOs, including the Christian Brothers, Callan Services Network, the Red Cross and the St John's Association for the Blind. They support families and disabled children, educators and school administrators, and provide community-based rehabilitation services for disabled children who do not attend school.

A university course trains specialist teachers in the methods of inclusive education at Port Moresby.²⁰⁷ In order to achieve inclusive education the government decided to introduce changes at teacher training level to ensure that new graduates take the principles of inclusion into schools. The country has ten teacher training colleges, all within reach of a Special Education Resource Centre (SERC). A post was created at each of the teacher training institutions for a lecturer to develop and oversee the special education training component. These post-holders liaised with the staff at the resource centres to provide practical and experiential input to college courses. SERC staff provide the essential hands-on, community-based experience essential to student teachers to enable them to put theory into practice.

Deaf pupils have been successfully included in rural areas; in urban areas they are taught in specialist classes attached to mainstream schools. In the 1990s, regular screening indicated that some children with severe to profound hearing loss attended regular schools, often without any specialist support and without the class teacher knowing about their hearing difficulty. This approach requires specialist teachers of the deaf to be responsible for the delivery of such a facility. Their role is to deliver a special curriculum for children within the special class

An inclusive class in Mandang District, Papua New Guinea.

CREDIT: CHARLYE RAMSEY

which leads to inclusion, while at the same time supporting mainstream teachers in providing an inclusive curriculum.²⁰⁸

In order for an inclusive approach to be successful for deaf pupils, the following measures are required:

- Full audiometric assessment and the provision of medical audiological and rehabilitation support services;
- An understanding of the different communication approaches required to meet each child's individual communication needs;
- The provision of an early medical and educational intervention programme that includes, among other services, early identification, medical intervention (when required), audiological services, auditory training, language development and communication approaches for the child with hearing impairment and also for parents, siblings and community members;
- Teachers and classroom assistants who can identify children with hearing difficulties and are fluent in oral, total and bilingual communication;
- The provision of a pre-school which caters for the communication needs of both deaf and hearing children;
- Additional staff to provide individual support, including additional speech and language programmes;
- In-service training for classroom teachers and assistants;
- In-service training for community school teacher in preparation for integration and inclusion;
- Provision for deaf adults to become involved in the provision of services.

Following the success of including deaf pupils in rural areas, the government has supported moves to establish specialist classes in urban schools. As of 2011 Papua New Guinea resource centres have been set up in 17 districts, staffed by two or three specialist trained teachers. These provide training and support for mainstream schools and teachers. A Department of Special Education Unit co-ordinates training and the resource centres. Some of this is supported by NGO workers. The country's 2004–2008 National Education Plan encouraged inclusion and has now been extended to 2013. The problem with implementation is lack of funding and expertise. There is still no mandatory right to basic education and the number of disabled children is not accurately known. Moves to adopting and ratifying the UNCRPD backed by AusAID will give progress to inclusion a sharper focus in years to come.²⁰⁹ The plan 'Achieving Universal Education for a Better Future'²¹⁰ aims to remedy the current shortcomings by incorporating the Callan Institute as a provider of in-service training and disability studies. There are two other higher education providers and distance learning courses.

Box 6.24 Developing inclusive education in Rwanda²¹¹

Figures for the numbers of children in Rwanda who are educationally disadvantaged are not currently available, but it is planned to collect this data

in the near future. The 2002 census identified 4.7 per cent of the population as disabled. Despite the increase in impairment caused by the recent genocide, this seems to have been balanced out by non-reporting caused by stigma and social pressures. This would give an estimate of 217,861 disabled people aged under 19 years and 105,104 5–14 year olds.

The Education Sector Strategic Plan (ESSP) for 2006–2010 states that 10 per cent of all students have some form of impairment. Rwanda's Special Needs Education (SNE) policy reiterates this 10 per cent figure and suggests that around 175,205 learners could 'have some degree of disability'. A small number of disabled children are catered for in segregated education. In 2006 it was estimated that only 800 disabled children were being educated in the country's special schools and centres. Recent increases in the number of special schools and centres (to around 34) may have raised this enrolment figure, but precise data are not available.

Of an estimated 10,000 deaf children, just 3 per cent are in school. No reliable figures for children with special educational needs in mainstream education are available, but Handicap International has identified 468. UNICEF has identified 7,500 disabled children.

The Ministry of Education estimates that state schools only have the capacity to educate 0.5 per cent of disabled children, but this does not include casual integration.

Post-genocide efforts in Rwanda to remove the use of negative ethnic labels have not been extended to the use of negative words associated with disability (for example words for disabled people still have prefixes that denote objects, not people). One ethnographic study reports wealthier, urban households in the study sample were more likely to hide or mistreat their disabled children than poorer households. In the former, disabled children did not seem to have a place in the family, whereas in poorer households they were more active and visible family members (Karangwa, 2006).

Disabled learners who are enrolled in a mainstream school may still be marginalised and not participate or achieve. There are various reasons for this, including lack of sign language skills among teachers; resource and infrastructure constraints; inflexibility – schools not adjusting to meet learners' needs; teachers' lack of information and training on how to adapt teaching methods for a more diverse range of learners. Teacher education institutions have few staff with suitable experience, and training materials are out-dated or not relevant to the country context. There is a lack of early identification of learning needs and limited or inappropriate assessment processes. Limited attempts by special schools to move some children into mainstream schools have involved little preparation of mainstream teachers and inadequate follow-up.

Rwanda's special needs education policy (2007) reveals that the national curriculum, the National Examination Council and the General Inspectorate do not yet have provision for the education of disabled children.

Rwanda's EFA Plan of Action aims for 'no disparity in education, by sex, region or other group'. Disability is not specifically listed. The strategy that accompanies this aim is also vague, when compared to the details provided in the gender-focused strategies. Rwanda's special needs education policy does at least



Concentrating hard in Rwanda.

CREDIT: J CLARKE, HANDICAP INTERNATIONAL



Happy at school.

CREDIT: J CLARKE, HANDICAP INTERNATIONAL

outline the steps it expects implementers to take on special educational needs. Some of these focus specifically on disability issues and include:

- District annual strategic plans, and periodic mapping for learners with special educational needs;
- National and district co-ordination of responses regarding mainstreaming vulnerable groups;
- Itinerant teachers supporting clusters of schools;
- District level special health and social workers;
- Undertaking assessment and placement work, and introducing a scheme for providing material support to help children with special educational needs;
- Orientation towards learners' special educational needs for all educators and inspectors.

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.

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. Centre staff have received management training and staff at local mainstream schools have received disability awareness and teacher training. UNICEF has been supporting over 50 schools in Rwanda to become more child friendly in terms of teaching and learning methods, extra-curricular activities and the school environment. The government has embraced the concept as a key way of supporting learners with special educational needs, aims to expand this approach to 400 schools nationwide by 2012 and has made child-friendly principles the standard for all its over 2,000 primary schools.

Box 6.25 Singapore: Integration rather than inclusion

Singapore is a highly developed and urbanised country with a population of approximately 4.5 million and an estimated 131,000 disabled people (UNESCAP, 2008). This is a significant underestimate. The country's 2007–2011 Enabling Master Plan recommended that a prevalence study should be carried out, but the results are unavailable.²¹² In his inaugural address in 2004, Prime Minister Lee said he wanted a 'more inclusive Singapore which left no one behind'. However, the Compulsory Primary Education Act of 2003 excluded children with special educational needs.

The education of disabled children is the responsibility of the Ministry of Community, Youth and Sports and not of the Ministry of Education, but there is some liaison between the two ministries. There are 21 special schools funded

by government but run by voluntary organisations. In 2006, around 4,000 disabled children were in mainstream schools. There has been a programme to provide special needs officers to support dyslexic and autistic pupils in mainstream education. Some schools have been resourced to accommodate various groups of impaired pupils, including two for children with hearing impairments; four for visually impaired pupils; 59 primary and secondary places for students with some form of physical impairment; all schools for dyslexic pupils; 20 primary and 12 secondary schools for pupils with autism spectrum disorders. Ten per cent of teachers received 108 hours training by the National Education Institute and a further 10 per cent will have received this by 2012.

A Committee of Enquiry recommended more purposive integration:

Not every child with a special need needs to be in a special class. A case in mind is the student with a physical disability who essentially needs a barrier free physical environment and an inclusive whole-school culture. Each child's individual education plan (IEP) should seek to determine the settings that are most appropriate for the education of that child. For those who need special support, research has shown best education results in integrated models where these students reap the best of both mainstream and specialised settings.

Although change is occurring, it is still very slow and the dual ministry responsibility makes it more difficult. Singapore still has an integration rather than an inclusion model. A public awareness campaign and a plan to make all buses accessible by 2023 show wider societal change.

An evolving vision of inclusive society, change in attitudes, and improvements in practices and employment are all hallmarks of Singapore's approach to participation of disabled people in the economic and social sectors. The 'Many Helping Hands' approach sometimes lacks sufficient co-ordination, but nevertheless great progress has been made, while much remains to be done.²¹³

Box 6.26 South Africa: Situational analysis and policy developments

The South African Schools Act (1996) requires educational institutions to be receptive to learners with special needs and to provide the legal basis for an inclusive education system. Public schools are required by law to admit all learners and to meet the necessary educational requirements without discrimination. However, in White Paper No. 6 the government acknowledged that there were massive problems (South African Department of Education, 2001). The White Paper set out the need to convince the parents of around 280,000 disabled children – who are younger than 18 years and not in school – that these children should be included. To redress the great inequalities inherited from the apartheid years, the government made clear that special schools would be strengthened rather than abolished. It argued that the considerable expertise and resources invested in special schools should be made available to neighbourhood schools, especially full-service schools and colleges.

The Department of Education stated that it appreciated that a broad range of learning needs existed among the learner population at any point in time, and that where these were not met, learners might fail to learn effectively or be

Deaf children at Kamagugu School, Nelspruit, South Africa.

CREDIT: RICHARD RIESER



excluded from the learning system. It recognised that different learning needs arise from a range of factors, including physical, mental, sensory, neurological and developmental impairments, psycho-social disturbances, and differences in intellectual ability, particular life experiences or socio-economic deprivation.

Different learning needs might also arise because of negative attitudes, an inflexible curriculum, an inappropriate language of learning, inaccessible and unsafe built environments, inadequate support services, inadequate policies and legislation, failure to involve parents and inadequately and inappropriately trained education managers and educators.

In accepting an inclusive approach, the Education Department acknowledged that the learners who were most vulnerable to barriers to learning and exclusion were those who were historically termed 'learners with special education needs', i.e. learners with disabilities and impairments. It said that their increased vulnerability had arisen largely because of the historical nature and extent of the educational support provided.

Accordingly, the White Paper outlined the following key strategies and levers to establish an inclusive education and training system:

- The qualitative improvement of special schools for learners with severe difficulties (Level 5) and their phased conversion to resource centres that provided professional support to neighbourhood schools and were integrated into district-based support teams;
- The overhauling of the process of identifying, assessing and enrolling learners in special schools, so that it acknowledged the central role played by educators, lecturers and parents;

- The mobilisation of out-of-school disabled children and youth of school 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 were part of the national district development programme to accommodate moderate impairments (Level 4);
- The general orientation of management, governing bodies and professional staff to the inclusion model, and early identification of diverse learning needs and intervention in the foundation phase (accommodating children with mild impairments, Levels 1–3);
- 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 were to be developed;
- The development of the inclusion model, focusing on the roles, responsibilities and rights of all learning institutions, parents and local communities, 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 categorising system of professionals trained under apartheid largely intact. For example, psychologists recommended moving a larger number of disabled children into special schools from the mainstream. The number of children re-directed by mainstream schools to special schools rose from 77, 752 in 2004 to 93, 000 in 2007, suggesting that children with special learning needs may face barriers to progress within the education system, even after they are admitted.²¹⁴

Sigamoney Naicker (2006), Chief Director Education Planning in the Western Cape, argues that while there was reason to be highly optimistic about the future of inclusive education in South Africa, the complexities of developing a single education system for all learners should not be underestimated. Naicker suggests that because of concern for the conservatism of many academics, the training needed to implement White Paper No. 6 was left largely to government bureaucrats, who did not connect with wider pedagogical and philosophical change and did not allocate sufficient time for training. Second, 'teaching practices do not emerge from just anywhere. They are informed and shaped by theories of learning'.

Naicker explained

The problem was that education departments and teacher training institutions in South Africa adopted or developed theories of learning that supported this idea that teachers should be controllers in the classroom. The following example illustrates this point: Psychopedagogy was a 'sub-discipline' within the broad tradition of fundamental pedagogy, which is widely acknowledged to be the educational theory of apartheid. Psychopedagogicians, when speaking about learning, placed a lot of emphasis on innate ideas (in the most extreme versions, blacks had less

The new South Africa we are building should be accessible and open to everyone. We must see to it that we remove the obstacles ... whether they stem from poor access to facilities; poor education; lack of transport; lack of funding or unavailability of equipment such as children's wheelchairs. Only then will the rights of disabled people to equal opportunities become a reality. Nelson Mandela, at the opening of the First South African Junior Wheelchair Sports Camp, 1995

Bukhosibetfu Primary School, Mpumalanga, South Africa.

CREDIT: RICHARD RIESER



innate ideas than whites!). Teaching was thus seen as providing, in the classroom, the well-established facts, exercises and mental drills which would get these ideas going. Knowledge came to be seen as fixed, innately known, and learning involved its repetition in order to get it out and get it going.

According to Fulcher (1989: 28):

... the medical discourse suggests, through its correspondence theory of meaning, that disability is an observable or intrinsic, objective attribute or characteristic of a person, rather than a social construct. Through the notion that impairment means loss, and the assumption that impairment or loss underlies disability, medical discourse on disability has deficit individualistic connotations. Further, through its presumed scientific status and neutrality, it depoliticises disability; disability is seen as a technical issue [and] thus beyond the exercise of power. Medical discourse individualises disability, in the sense that it suggests individuals have diseases or problems or incapacities as attributes.

Thus disability was seen negatively as a deficit. This could have been challenged more quickly if the disabled people's movement had been more directly involved in training. In 2008, the author carried out a series of workshops in five provinces for educational professionals which were well received and demonstrated the need for the social model approach to form a firm basis for implementing inclusive education.

Curriculum 2005 was introduced in 1996 as a counter-hegemonic strategy to the apartheid curriculum. However, teachers were not given disability equality training to bring about a mindset that would enable them to introduce the curriculum inclusively.

Widespread criticism saw the revision of the curriculum in 2002. The Revised National Curriculum Statement (RNCS) was introduced, highlighting principles of inclusion, human rights, a healthy environment and social justice. However,

teacher training did not inject any difference in terms of theories of knowledge. One of the central thrusts of the RNCS related to inclusion and access for all, but 'training' and orientation did not adequately contrast the radical departure of the RNCS at a theoretical level from the traditional curriculum (Naicker, 2006).

For such a radical change to be taken on by teachers they need to have ownership of the process as a whole. Rapid dissemination of the new curriculum, combined with mistrust and insecurity, may have left many without any 'buy-in'. Until recently, South Africa had a rigid curriculum dominated by traditional forms of assessment and a grade system. It has now adopted outcomes-based education (OBE), where the specification of (often culturally-biased) content is replaced by the specification of 'essential' and 'specific' outcomes. These are accompanied by 'assessment criteria' and 'performance indicators' against which students' achievement can be assessed.²¹⁵ There is resistance from teachers and psychologists to adopting this approach, but this is being countered by training.



Baanbreker Primary School, Boksburg, South Africa.

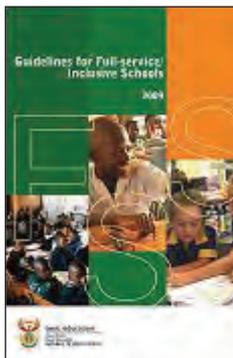
CREDIT: RICHARD RIESER

Lack of data impedes precise information on the actual numbers of SEN learners in education, as well as to what extent they participate. In 2005, 87,865 SEN learners were enrolled in 404 special schools (representing 0.6% of all South African schools) and 32,463 were in regular schools. According to the 2001 census, there were 585,589 children and youth with disabilities (Statistics South Africa, 2005). In 2001, the proportion of disabled people without any formal schooling was twice as high (30%) as their non-disabled peers (15%). Access to education for disabled children aged 6–18 years is 10 per cent lower on average than for non-disabled children.

From 2003, SEN learners' access to education seems to have been improving. In the early post-apartheid period (1995–2003), school attendance fell by about 24 per cent for 7–15 year-old SEN learners and by about 28 per cent for 16–18 year-olds (Department of Education, 2006). Since 2003, however, the number of SEN learners enrolled in special education rose from 0.52 per cent of all South African learners (64,603 learners) in 2001 to 0.68 per cent in 2005. In addition, there is considerable regional variation, with Gauteng having more special schools and the Free State more emphasis on mainstream. At the same time in Limpopo and Northern Cape, numbers attending mainstream and special schools fell.

In 2007, the government invited the OECD to evaluate its educational practice, including its approach to inclusive education. The OECD study (2008) made the following recommendations after interviews, field visits and a literature search.

- Develop a precise, reliable and consistent data-gathering system on SEN students and on the school system's ability to improve each learner's skills, to meet efficiency, as well as equity, requirements and to increase inclusion



South African Ministry of Basic Education, *Guidelines for Full-Service Inclusive Schools*

opportunities. Data should therefore focus on the enabling or disabling effect of policies and practices instead of looking primarily at learners' disadvantages and difficulties.

- Strengthen financial and methodological incentives and supports at provincial, local and school level, leading stakeholders to include inclusiveness for all in their strategies and empowering them to fulfil their missions. Schools should be invited to implement tools for individualising educational approaches, diversifying educational options and identifying appropriate support.
- Support special schools more effectively in their new roles and missions by improving facilities, as well as by empowering teachers to provide high quality teaching and social workers to provide appropriate services.
- Make mainstream schools, full-service schools and special schools accountable for their pedagogical, physical and social accessibility strategies, and link modes of funding with performance management. Schools should be required to provide an annual report showing data and stakeholder comments on physical, as well as pedagogical, accessibility.
- Training schemes offered to teachers, paramedical personal and social workers should focus on problem solving and the development of learners' strengths and competences rather than shortcomings. Initial, as well as continuous, training should bring together parents and professionals from educational, social and health departments, allowing for the sharing of professional culture and improving co-operation.
- The Departments of Education, Health, Social Development and Labour should co-ordinate their policies at national, provincial and local level to foster multisectoral approaches to improving the appropriateness of services and increasing students' transition opportunities between types of provision, as well as between the various levels of education and employment.
- Foster distance learning opportunities to overcome physical barriers and improve SEN learners' education opportunities on a short-term basis.
- Develop measures and initiatives empowering parents and learners to be aware of their rights and needs and to participate actively in the educational process, as well as in society.

Some of these issues are being addressed. In 2008, the Department of Education introduced the National Strategy for Screening, Identification and Assessment and Support (SIAS).²¹⁶ The aims were first to outline a process of identifying individual learner needs in relation to the home and school context, and to establish the extent of additional support that is needed; and second to outline a process for enabling the accessing and provision of this support at different levels. SIAS is intended to foster parents' involvement, as well as interdepartmental and intersectoral co-ordination of services and schools. It outlines guidelines to assist parents, teachers and support teams at institutional level, and managers and district teams, to engage in screening processes, develop forms of screening and identify learners who are facing barriers to their development, together with ways of addressing these barriers.

Since 2008 there has been a substantial increase in national funding for inclusion, but how this is spent depends on the provinces. In 2010 the

Education Department produced *Guidelines for Full-Service/Inclusive Schools*, based on field tests undertaken between 2004 and 2009 (South African Department of Basic Education, 2010). These provide a coherent rationale for the development of inclusive practice.

The objective of the guidelines is to explain the main principles of full-service schools and outline the institutional development process, while building links with different partners at all levels for support. They are also designed to provide a practical framework for education settings to become inclusive institutions. This framework is structured around the following key components:

- Philosophy and principles of inclusivity
- Promoting a culture that welcomes, appreciates and accommodates diversity
- Whole school development and management
- Collaboration and teamwork
- Professional development
- Provision of quality support
- Assessment of learner support needs
- Inclusive curriculum
- Flexible teaching and inclusive classroom practices;
- Support on behaviour
- Physical and material resources and transport
- Family and community networks

Table 6.2. Support at district level in South Africa

Levels	Levels of support provisioning to address barriers to learning	Type of educational institution where additional support will be available on a full-time or part-time basis	Degree and nature of intervention of district-based support team
1–2	Low levels of support	Ordinary and full-service schools	General and focused on building capacity of all educators and ILSTs. Short-term or one-off consultative support around individual cases
3	Moderate levels of support	Ordinary and full-service schools	More specific and providing short- to medium-term consultation support around individual cases
4–5	High-intensive and very high-intensive support	Full-service and special schools	Intensive, frequent and specific and providing consultative support around individual cases

To back up this work a range of resources are available online at Thutong, the South African Education Portal, <http://www.thutong.doe.gov.za/inclusiveeducation/tabid/1341/UserId/37007/Default.aspx>

Developing Inclusive Education in South Africa is a film showing inclusive practice in ten primary schools in Mpumalanga, Gauteng, Eastern Cape and Western Cape, made by World of Inclusion and Redweather Productions. Copies are available from www.worldofinclusion.com. View at <http://www.redweather.co.uk/developing-inclusive-education-in-south-africa.html>

- Participation in the district support network for purposes of care and support

The guidelines also address specific issues, such as assessment in inclusive education and training.

Table 6.2 outlines how support should be organised at district level and provides a new method of weighting: a school must have support systems in place.

Box 6.27 Sri Lanka: Slow progress towards inclusion

Sri Lanka was a signatory to the *Salamanca Statement* in 1994. This was followed by the enactment of legislation in 1997 to ensure compulsory schooling for children aged 5–14 years. The 1997 reforms support inclusive education. They also include assessment and recording procedures for every child on admission to the formal education system. The reforms were introduced into schools in 1998, and demonstrate a positive trend towards an inclusive education policy. Statistics for 2002 produced by the Department of Non-formal, Continuing and Special Education show considerable integration of disabled children in schools. 41.9 per cent of Sri Lanka's 10,000 schools have ten or more disabled pupils; 29 per cent have between one and nine disabled pupils; but, worryingly, 29.1 per cent of schools report no disabled pupils (UNESCO, 2003: 5).

A UNICEF report in 2003 criticised Sri Lanka's slow progress from segregation and integration to full inclusive education, although it identified a few examples of good practice. Over 97 per cent of children attend school, there are high levels of literacy and free primary education for nine years.

The first national conference on inclusive education was held in December 2003, with more than 100 participants, including government representatives, educators, parents, children, teachers, NGOs and INGOs. The ultimate aim was to contribute to policy and practice development, and progress towards inclusive education for all. It was proposed that a national policy on inclusive education should be formulated and a consensus reached between the political authorities and key national level personnel such as directors of education around the establishment of a national committee which would take policy decisions on conducting research on all aspects of inclusive education and make structural changes in the education system.

In consonance with past policies and programmes, the Sri Lanka sector-wide approach (SWAp) or Education Sector Development Framework and Programme (ESDFP) adopted a rights-based stance on a quality education for all and on the reduction of disparities. The SWAp was not preceded by a special analysis of equity or social exclusion. It drew on intensive work following the 1997 reforms, the reviews and a report from the National Education Commission (2002–2003), studies of cognitive achievement of students by the National Education Research and Evaluation Centre and recent donor-funded education projects. Quantitative data on disparities is available in surveys by the Department of Census and Statistics and the Central Bank. School census provincial and district data and qualitative data are found in micro-studies.

Social equity is an all-encompassing concern in the SWAp-based Education Sector Programme. In addition to the social exclusion of poor people and the marginalisation of people in remote villages and the plantation sector, the NEC report urged the inclusion of especially vulnerable groups, such as disabled children, and street and destitute children. Since the 1980s, non-formal

education has been seen as a mechanism for offering a 'second chance' to out-of-school children and as an avenue of transition to formal education, but it has been under-resourced. The ESDFP envisages revitalising the role of the Non-Formal Education and Special Education Division in the Ministry of Education and the provinces in bringing out-of-school children into the education system.²¹⁷

In the last five years, primary school teachers have received five days training on inclusive education. The training focuses on providing basic knowledge on how to identify a child with special educational needs. It has mainly been an awareness-raising programme and the intention has been to bring about a change in teachers' attitudes towards disabled children. One-day orientation sessions have also been conducted for school administrators to sensitise them regarding educational inclusion.²¹⁸ The training is co-ordinated by the university and distance learning courses are also run by the Open University.

Disabled children are educated in special schools, special education units and mainstream schools. Ninety-five special schools are non-government schools that are assisted by government grants. Special units were introduced as an interim measure to prepare children for inclusion in the mainstream; however, mainstreaming of children in these units appears to take place only rarely. In reality, children tend to remain in the units until the age of 13–14, when their education usually comes to an end. However, there are a number of examples of children who have been included successfully in mainstream education. This has generally been on an ad hoc basis, largely through the personal efforts of education officers and teachers. As was seen from the 2002 statistics, many more disabled children have been integrated, but without the right attitude and training this does not develop into successful inclusion.

Save the Children had a project working with disabled children in Early Childhood Education and Development (0–5 years). In 2005, a Save the Children study found that disabled children made up a significant proportion of those excluded. This was due to social stigma, the lack of early screening systems and the perceived inability of ECCD teachers to accommodate disabled children in their programmes.

Save the Children started a programme of community mobilisation and awareness to help stakeholders understand the importance of ECCD from a rights perspective. They stressed that all children, regardless of their abilities or status, should enjoy the right to survival, growth and development, participation, and to be heard. However, they found there was a lack of user-friendly materials and relevant inclusion training. They therefore developed a culturally appropriate teacher training package with modules, session plans and a training-of-trainers programme. The package was created through a consultative process with communities, and government and non-government ECCD actors.

More than 5,000 ECCD teachers have been trained to identify, enrol and include disabled children, and to regard difference as a resource for learning and development, rather than as a problem. So far, over 300 disabled children have been given a better start in life. The training package is recognised by the government and government officers have also been trained.²¹⁹ A useful illustrated guide, *Children who have Disability in Early Childhood Care and Development Centres: A Resource Book for Teachers* (Save the Children,

2006b), sets out examples of how to accommodate a wide range of children with different impairments in ECCD.

Box 6.28 St Lucia: Including blind children

A member of the St Lucia Blind Welfare Association reports:

In 1964, when I was a student, we only had one Braille slate, shared by the teacher and six blind students in the St Lucia School for the Blind. We had a school and a workshop, but the emphasis was on basket weaving rather than academic education. We were sending our children to the school for blind children in Trinidad and Tobago, but not everyone could go. In 1984 we decided to educate the children in the mainstream. When we made this change, we stopped sending the blind children to Trinidad and the school was closed.

We realised that blind children were going to become adults and have to function in mainstream society. We needed to change society to make it more accommodating to blind people. By exposing our children at an early age to the world, they can develop the skills needed to handle wider society. Children who go to school with blind children will also be in the workplace and they will remember going to school with blind students. The process of change will be advanced by this early contact and blind people will be better off because of it.

In 1986 we began to integrate the first blind children in mainstream schools. We chose the brightest children because we wanted to make a point. We held a workshop for school principals, run by the Ministry of Education and we teamed up with the other special schools in St Lucia. The principals identified children with visual impairments and convinced the teachers. We had three children in the Anglican school, which was the first to take blind children. Then a few months later we brought in the TV for a big media splash to convince the other principals. Now we have blind students at college level we are beginning to see the fruits of the step we took in 1986. We didn't have all the support systems in place when we started, but if we'd waited until we had, we would never have got going.

We didn't want to create a school for the blind within a sighted school, so we began to develop resource rooms in mainstream schools. Here the teachers prepare the children and produce Braille and large print versions of textbooks. We realised that we would soon have the responsibility for setting up resource rooms throughout the island. But that is the government's job. The best role for the association is to advocate for the resource rooms and make sure that they cater for visually impaired children.

The St Lucia Blind Welfare Association is a catalyst for change, rather than a service provider.²²⁰

Box 6.29 Inclusive education projects in Tanzania

The Norwegian Association for Development Research has been supporting

two inclusive education projects in Tanzania – one on the mainland and another in Zanzibar – since 2004. In both projects there is close co-operation between a local disabled persons organisation and the Ministry of Education and Vocational Training (MoEVT), with responsibility divided between them. The MoEVT is responsible for the training of teachers (both in-service and pre-service in Zanzibar and in-service on the mainland), and has produced practical manuals on sign language, Braille and behavioural modification. The teachers are also trained in how to make individual education plans and keep a file for every student.



Altogether better – at school in Tanzania.

CREDIT: CBM

The most significant contribution of the project has been to show that inclusive education is achievable and to provide practical examples of how it can be carried out. It has underscored the importance of teacher training, teaching/learning materials, community and parental involvement and modification of the school environment to create an inclusive environment for disabled children and young people.

The project has highlighted barriers to inclusive education and to improving the quality of learning within the wider education system. There are a limited number of classrooms, large class sizes, shortage of learning materials, low teacher motivation, few basic facilities, lack of understanding of the needs of disabled children and young people, and a lack of assistive devices and medical support.

The specific achievements of the project include:

- Its contribution to the formulation of the inclusive education policy and its subsequent implementation;
- Improved attitudes towards the education of children and youth with developmental and other disabilities and reduction in the stigma associated with disability at grassroots level;
- Increased enrolment of disabled children and young people in schools – in 2006, there were 730 disabled students (407 boys and 323 girls) in the 20 pilot schools, three times more than in 2004;
- An improvement in the ability of teachers to handle children with diverse learning needs: in Zanzibar there is discussion of changing the curriculum in teacher training colleges and in schools, and plans to reassess examination methods;
- Increased technical capacity of the MoEVT and schools to deliver inclusive education;
- Involvement of the special needs education/inclusive education unit in the MoEVT in developing and delivering training – thereby improving prospects for sustainability;
- An increase in the range of resource materials available for inclusive education;
- Establishment of parent support and community support mechanisms for

disabled children and young people;

- Better aspirations for disabled children and young people.

The project in Zanzibar has come furthest by initiating a new education policy which promoted inclusive education. The project consolidated its efforts in the initial 20 pilot schools and expanded to 20 more in 2009.

The MoEVT in Zanzibar now has a very positive attitude to inclusive education. It has even changed the title of the 'special needs education office' to 'inclusive education unit'.

In summer 2007, NFU's local partner, the Zanzibar Association for People with Developmental Disabilities (ZAPDD), the MoEVT and Professor Roy McConkey produced a documentary on how inclusion can be achieved. They have also produced a DVD on Kiswahili sign language. The inclusive education unit in Zanzibar has been collaborating with a USAID-supported initiative called MKEZA ('improving the quality of education in Zanzibar'), now renamed CREATE. In addition, the Swedish aid agency SIDA is aiming to provide a large amount of funding to the education sector through the World Bank.

On the Tanzanian mainland, the MoEVT took over the pilot project. It was already running a national pilot scheme and it has adopted several of the features of the pilot project supported by NFU. This involves 22 schools in four districts (16 primary, 2 secondary and 4 folk development colleges (FDCs)), and was a collaboration between a local DPO, Tanzania Association for the Mentally Handicapped, the MoEVT, the Ministry of Labour, Youth Development and Sports (MoLYDS) and the Ministry of Health. NFU was unable to continue supporting this pilot project after 2007, but a Finnish agency was looking at education policy on the Tanzanian mainland. It was hoped that the MoEVT would try to combine these two initiatives to create a more holistic approach.

Seven teachers from each school (including school inspectors and head teachers) received intensive training courses on a general introduction to inclusive education, what it means, how it benefit students and teachers, placement in class, sign language and Braille, behaviour modification, making of individual education plans and files, how to produce and use teaching and learning materials using locally available resources, and assessment and identification of the needs of students. Although there are 20 pilot schools, 144 teachers have been trained in advanced Braille and sign language. These teachers then trained their colleagues, so that all teachers at the school have knowledge of the various inclusive education concepts. Sometimes this worked well, but in other cases it would be more beneficial to provide training for all the teachers. Resources were limited, so this was the only way to reach more schools.

A specialist team has assessed 528 students, 162 of whom were diagnosed as having an impairment. By the end of 2006, assistive devices (for example glasses and tricycles) were provided to some of the students. One hundred and eighty 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. (See DVD 2 for

a film of this project.)²²¹

Box 6.30 Uganda: Inclusive planning and international co-operation

Inclusion is not a new concept in Uganda; people who were different have always been protected by their families and tribes. They learned how to do practical chores and participated in daily activities in accordance with their ability.

When formal education was introduced, so was segregation. This was based on cultural background as well as disability. From 1990 to 2001 the Danish international development agency DANIDA supported the Ugandan Government in the development of education for disabled learners.

As a plank of its commitment to rebuild the social and economic fabric of the country, the government has given the highest priority to the education of all its children. Free primary education is guaranteed to four children in every family, with priority given to disabled children, as well as to girls. As a result, the number of children enrolled in primary school rose from 2.5 million in 1996 to 7.6 million in 2003, while the number of teachers increased from 38,000 in 1980 to 90,000 in 1998. Today all children are enrolled.

In 1997 the policy on universal primary education (UPE) was introduced, providing for education facilities for all children, including disabled children, without tuition fees (fees can be charged for materials and meals). The concept of learners with special needs included all children who were marginalised because of social, cultural, economic, political conditions and/or impairment. However, to begin with there were not enough resources to include all children in UPE, so each family could send four children to school with the following priorities: disabled children, girls, boys. Today all children are enrolled. In other words, UPE implies inclusion.²²²

The commitment to UPE has been made within the framework of the UNESCO Education for All target. Uganda was one of the first countries to apply for debt relief under the Heavily Indebted Poor Countries (HIPC) Initiative, in return for a commitment to invest the money saved in health and education. In addition, several international NGOs have entered into partnership agreements with the government and grants have been provided by the World Bank, the African Development Bank, the EU and the UNDP, supported by UNICEF. Twenty per cent of project funds have been allocated to the Ministry of Education for school construction and a bursary scheme for poor children.

When DANIDA finished its input, the Department of Special Needs Education, University of Oslo, initiated a project with the Ugandan Faculty of Special Needs and Rehabilitation to develop two pilot inclusive schools. This includes upgrading the entire school staff (including headteachers) and developing material that will be distributed to schools, teachers' colleges and resource persons. The project was completed in 2008.

Each year the Ugandan Government reviews the implementation of its plan. There is involvement at national level from the National Union of Disabled Persons of Uganda (NUDIPU) and five disabled members of Parliament elected

to represent disabled people's interests, as well as involvement at district level of disabled people's organisations.²²³

Ugandan teachers reported that ignorance, fear and a lack of confidence were the root causes of their attitudes towards disabled children before these children entered their classrooms. As they got used to the children, they reported increased confidence, coping strategies and positive changes of attitude.

In this general context, the Ugandan Government has taken specific steps to ensure that the needs of disabled children are given priority:

- A Department of Special Needs Education and Careers Guidance has been created within the Ministry of Education and Sports;
- The Ugandan National Institute of Special Education (UNISE) has been renamed the Faculty of Special Needs and Rehabilitation, Kyambogo University, and provides training of teachers in special needs education;
- UNISE has developed a special needs education/assessment and resource services centre in each of the country's 45 administrative districts, staffed by three special teachers specially upgraded so that they can make assessments, suggest school placements and give guidance to parents;
- Co-ordinating centre tutors (CCTs) now have the main responsibility for providing guidance for all teachers and teacher colleges. Schools are divided into clusters and each CCT is responsible for a cluster. The CCTs have also been provided with a re-orientation and upgrading programme.
- The Norwegian Association of the Disabled supports inclusive education in three districts.

However, significant hurdles still need to be overcome – reform of the school curriculum, training and retraining of teachers is a slow process.²²⁴ Much of the work carried out with DANIDA support seems to have since disappeared.

On 3 December 2008 the President announced that a building programme of special schools would commence. This had been lobbied for by some disability and parents' groups as a reaction to the slow development of inclusive education. The idea was to have a school for deaf children and one for blind children in each of 15 districts. This has not resolved the structural barriers and problems disabled children and students face. The infrastructure of schools in many rural areas and in the north of the country is of such poor quality that children with physical impairments face many access barriers. The Government has ratified the UNCRPD and the Ministry of Education is committed to implementing inclusive education, but in the absence of substantial public sector reform, where the operational modalities of service delivery are significantly overhauled, it is difficult to see how the goal of achieving UPE, which is underpinned by the principles of inclusive education, will be achieved throughout Uganda in the short to medium term.²²⁵

The Compulsory Education Act 2008 made basic schooling compulsory for all children. This can be effectively tied into UPE and the National Disability Act 2006, which specifically states that education is a right for all disabled children, as well as other national poverty alleviation strategies. Implementing an inclusive education project in conjunction with the Ministry of Education and

Sports is therefore timely, but requires extra effort to ensure government buy-in.

Other NGOs are beginning to work in this sector. For example, Leonard Cheshire Disability is piloting an inclusive education programme in two districts, Budaka and Mukono, as a model programme, which has the potential to be scaled up and replicated in other districts. Project partners include the Ministry of Education and Sports, Kyambogo University, the National Council of Cheshire Services of Uganda, district education offices in the above two districts, the respective schools and communities. The main aim of this particular project is to facilitate full participation of disabled children in education by attending local mainstream schools. It is anticipated that 1,000 disabled children will benefit from this project by enrolling in the 20 schools in the two districts (500 children per district).

It should be noted that while the Government of Uganda has embraced UPE since 1996, the majority of disabled children do not benefit from this policy. There are a number of barriers limiting their full participation. The project is addressing some of these barriers.

To date, 90 teachers from Mukono and Budaka districts have been trained in special and inclusive education. The purpose is to introduce teachers to disability and development issues, the theoretical aspects of inclusive education and development, global conventions and declarations on special and inclusive education, the Ugandan Government's policies on disability, special and inclusive education methods, the various impairments they may encounter while teaching, and the methodology of teaching children with special needs.

Box 6.31 UK: Good practice under threat

Until the twentieth century most disabled children in the UK were either integrated into mainstream schools or did not attend school. From the 1880s, a growing number of segregated special schools were set up for disabled children, because it was felt these establishments best met their needs. After the passing of the 1944 Education Act, disabled children were medically assessed and placed in 11 different types of special school. This led to demands from parents and teachers for new types of special school, such as schools for autistic and maladjusted children. In the 1960s and 1970s there was a movement, now under threat, for comprehensive schools.

In 1978 the Warnock Report recommended dropping medical labels and replacing them with Statements of special educational needs. The report also recommended that more disabled children should be integrated into mainstream schools. However, the thinking still identified the deficiencies in the child rather than examining the system. This led to the 1981 Education Act. Some local education authorities, such as the London Borough of Newham, moved towards inclusive education, but most retained the notion of 'a fixed continuum of provision to meet a continuum of needs', i.e. a range of special schools. This created the idea that the mainstream was not responsible if it failed to integrate the disabled child, because the child could always go somewhere else. So schools and teachers did not have to restructure themselves



*Signed conversation
at Lister Secondary
School, Newham,
London.*

CREDIT: CARLOS REYES MANZO

to accommodate the needs of all learners.

In 1997, a Labour government was elected on a manifesto that made a commitment to enforceable civil rights for disabled people. The government adopted the *Salamanca Declaration* and produced a Green Paper, *Education for All*, which promoted the development of inclusive education. In 2001, the Disability Discrimination Act included education and in 2006 schools were given a duty to promote disability equality. The government did not ensure that all schools had disability equality training. Schools which had this changed their practice to become more inclusive. However, only around 20 per cent of schools include disabled pupils effectively²²⁶ and there has been no overall fall in the number of disabled pupils in segregated settings over the last 12 years.

The 'marketisation' of education and competitive school attainment tables are often cited as reasons for the lack of progress in inclusion.²²⁷ The main reasons why parents withdraw their children is because they are not made welcome and staff do not know how to meet their children's needs. Some parents are 'refugees' from mainstream schools because their children were bullied or their needs were not met. Recent studies suggest that the large majority of parents are happy with their child's placement in special or mainstream schools. 'The main trend is that most parents of children based in either special or mainstream settings were satisfied with current school placement for their child and favoured their current form of provision over an alternative.'²²⁸

In 2004, the government produced a ten-year strategy for developing inclusive education and meeting special educational needs in England (DfES, 2004). Arising from this, a government project was developed to demonstrate good

practice in schools at making adjustments to successfully include disabled children and young people.

Forty-one schools were visited and filmed, showing five and a half hours of good practice. After interviewing more than 300 staff, pupils and parents, the project team at Disability Equality in Education identified some key factors that led to these schools being effective. They asked why these schools were good at inclusion and similarly resourced schools with similar intakes not so good (DCSF, 2006).

The project's key findings were that these schools had an inclusive ethos, strong leadership and a 'can do' attitude on the part of the staff. The most important factors were a vision and values based on an inclusive ethos; a proactive approach to finding practical solutions to barriers; strong collaborative relationships with pupils and parents; a meaningful voice for pupils; a positive approach to managing behaviour; strong leadership; effective staff training; the use of expertise from outside the school; building disability into resourcing arrangements; a sensitive approach to the impairment-specific needs of pupils; regular evaluation; and positive images of disability. (See examples in Chapter 8 and DVD 2.)

Although inclusive practice is well established in a minority of schools in the UK, the majority practise integration, many poorly, as evidenced by OFSTED, the school inspection service, in 2004. OFSTED (2006) identified additionally resourced mainstream schools with additionally trained teachers as the most effective at including disabled children. OFSTED (2010), perhaps responding to the changed political environment, maintained that the type of school made no difference, but that it was the quality of teaching that counted most.²²⁹ However, latest government figures demonstrate that for every type of impairment, children in mainstream schools do far better than those in special schools (see Chapter 10). The coalition government is committed to 'removing the bias to inclusive education', but this has never existed. In fact there is still a bias to segregation built into the system in the UK.



Lunchtime at Cleves School, Newham, London.

CREDIT: RICHARD RIESER

Box 6.32 Ethiopian teachers visit Zambia: An example of international collaboration

A small group of Ethiopian teachers and administrators visited Zambia on a study tour arranged and led by EENET staff and co-researchers. The Ethiopian teachers were impressed by the teachers' meetings in Zambia, which included practical problem-solving sessions. These enabled teachers to respond to the particular needs of the disabled children in their classes. Since the visit, all 89 Ethiopian teachers have agreed, for the first time, to have disabled children in their classes.²³⁰ Source: EENET, www.eenet.org.uk

Inclusion and the HIV/AIDS pandemic²³¹

Increasingly, children who are HIV-positive are surviving on antiretroviral drugs and should be classified as disabled under the Convention. The large number of children

Surviving the AIDS pandemic in Uganda.

orphaned by AIDS puts extra pressure on attempts to achieve inclusive education, and increases poverty, the need for work and homelessness.

The links between HIV/AIDS and education are increasingly evident. Good quality



education is a powerful tool against HIV/AIDS. However, the pandemic impacts on learning opportunities and education systems in a myriad of ways. HIV/AIDS threatens the development of education, through the sickness and deaths of policy-makers, teachers and administrators, and damage to the resource base.

On the supply side, evidence suggests that teachers are among the professional groups most at risk. Sub-Saharan Africa, in particular, is experiencing a sharp increase in teacher mortality rates. In 1999, an estimated 860,000 children lost their teachers to AIDS in sub-Saharan Africa. In Zambia, for example, about 1,000 teachers – or half of those trained annually – die of AIDS each year, while the disease caused 85 per cent of 300 teacher deaths in the Central African Republic in 2000. Teacher absenteeism – due to illness, attendance at funerals, patient care at home and psychological trauma – has risen sharply, affecting education both qualitatively and quantitatively, as well as increasing sector costs.

On the demand side, in many countries AIDS is likely to affect the number of school-age children. 508,000 children aged 0–14 years died from AIDS in 2001 (UNAIDS, 2002). Some 14 million children aged 0–14 years have lost one or both of their parents. The proportion of orphans to all children in Africa, estimated at about 2 per cent prior to the epidemic, has now risen to 15–20 per cent in some countries. School enrolment rates could fall further because of drop-out among orphans.

Box 6.33 Zambia: The impact of HIV/AIDS

In Zambia in 2005, 19 per cent of children under the age of 18 were AIDS orphans. In Copperbelt province there were 344,704 known orphans. Teacher shortages have been addressed by community schools run by non-trained

adults. The removal of school fees in 2003 led to a 50 per cent reduction in out-of-school children.

The continuing loss of teachers and administrators puts extra pressure on those who remain, with 9,000 teaching vacancies. Since the agreement reached by the G8 at Gleneagles in 2005, the World Bank ban on recruitment has been lifted. This four-year ban had a major negative impact.

The integration of HIV/AIDS education in the curriculum is helping to dispel stigma. This is being extended into the community by schools, but it requires effective community liaison and the development of empathetic relationships with families affected by the epidemic.

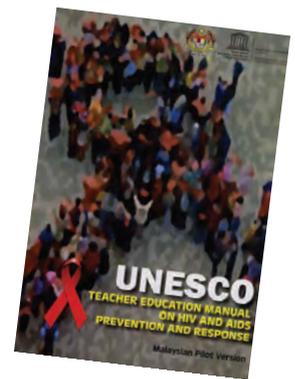
A study of six schools by Kanyanta (2005) reported that between 13 and 40 per cent of their pupils had been orphaned. The group had a higher drop-out rate due to inability to pay for uniforms, new responsibilities and loss of parental guidance. Orphans who did not drop out had high rates of absenteeism. Some reported bullying and 20 per cent said they had been sent away because they had no books or pens. They received no formal counselling. Many teachers thought that the concentration on HIV/AIDS prevention meant that the needs of orphans and teachers already affected were neglected.

The study found that students, teachers and other professionals discussed issues concerning HIV/AIDS and made the following suggestions:

- Additional government efforts to recruit extra teachers and reduce class size;
- Redirection of resources to teacher support and school development;
- Shift from a focus on prevention to dealing with orphans and HIV-positive people;
- Develop a stronger inclusive ethos and welcome those who have been stigmatised;
- Develop and deliver a curriculum which emphasises income-generating skills, personal, health, social and emotional skills, and critical learning skills;
- Training for all education professionals to challenge their prejudices;
- Training for teachers on making the inclusive classroom work;
- Support for community schools to enhance the quality of teaching and learning.

HIV/AIDS is likely to increase education sector costs, in a context where the adverse macroeconomic impacts of the pandemic affect domestic resource availability in the public sector and constrain the flow of resources from the private and household sectors. According to the 2002 *EFA Global Monitoring Report*, HIV/AIDS has added US\$975 million per year to the cost of achieving EFA. This reflects:

- The incremental costs of training additional teachers to replace those lost to AIDS and paying death benefits;
- The costs of training and paying temporary teachers to replace those on extended periods of sick leave;





Learning can be fun.

CREDIT: CBM/LOHNES

- The incremental school and education programme costs of mainstreaming HIV/AIDS preventive education in curricular and other areas of school life;
- The social subsidies needed to encourage or enable orphans and vulnerable children from families affected by AIDS to attend school.

UNESCO's Flagship on Education for All states:

To achieve EFA goals will necessitate putting HIV/AIDS as the highest priority in the most affected countries, with strong, sustained political commitment; mainstreaming HIV/AIDS perspectives in all aspects of policy; redesigning teacher training and curricular; and significantly enhancing resources to these efforts.

More concretely, the Flagship seeks to address the impact of AIDS on education through effective skills-based prevention education, using formal and non-formal approaches. Education remains a powerful and proven tool for prevention.

7 Inclusion at Provincial, Regional and District Level

UNESCO has provided useful guidance to support the development of inclusive education at regional and local level (Box 7.1). Its *Open File on Inclusive Education* is a compilation of strategies, which gives many examples of good practice from around the world. Starting with strategies for change, it describes how to initiate change, create new administrative structures and mobilise resources. It also provides support material for managers and administrators.

Box 7.1 UNESCO Open File on Inclusive Education

Professional development necessary for inclusive education

- A whole system approach which is part of general school improvement
- Supported school development where all the staff train together
- Where resources are scarce, Cascade models – but these are not as effective
- Distance learning using IT or post, where distances are great
- Reviewing the structures of teacher education so that all teachers receive training in inclusion
- Initial training ensuring that inclusive approaches are adopted throughout the system
- New roles for special educators that break down the divide between them and mainstream teachers
- Training the trainers – giving time and space for the reorientation of teacher trainers
- Making training systematic, so that it continues.

Quality assessment

- The aim of assessment is to make it possible for teachers and schools to provide responses to a wide range of diverse students.
- Assessment must help teachers plan for student diversity in their classrooms and help schools develop so that they become more inclusive.
- Much of the most useful assessment can be carried out by teachers themselves, and the range of techniques at their disposal needs to be extended by training.
- Where specialist assessment is undertaken, it must inform educational decisions about how students should be taught. This is more likely to happen if teachers have access to specialists who are in the school or work in teams close to the school.
- Parents, families and students can make an important contribution to the assessment process.

- Early assessment of emerging difficulties is essential so that early intervention can take place. Early assessment is not just about the first years of the child's life: it is about identifying potential problems at any stage.

Organising support in inclusive systems

- Support includes everything that enables learners to learn, especially the resources that supplement what the ordinary class teacher can provide.
- The most important form of support is that provided from the resources at the disposal of every school – children supporting children, teachers supporting teachers, parents as partners in the education of their children and communities as supporters of schools.
- In many situations there will also be support from teachers with specialist knowledge, resource centres and professionals from other sectors. Where these forms of support exist, it is important to ensure that they contribute effectively to an inclusive approach. This may mean reorienting them towards providing support in mainstream schools in local support teams.
- Support must be delivered holistically: services and agencies must work together rather than in isolation from each other. This may mean creating local management structures for services which are the same as those for managing schools.

Participation of families and communities

- The participation of families and local communities is fundamental in assuring a quality education for all. Education is not simply a matter for professionals. Parents have often been the initiators of campaigns for inclusive education.
- Families and communities have a right to be involved and can make a range of contributions. In particular, they have knowledge of their children which professionals do not have.
- Building family and community involvement is a step-by-step process based on trust; special efforts are needed to promote the involvement of marginalised groups.
- Families and community groups can sometimes take a lead role as activists for inclusive education.
- Families' rights to involvement can be built into legislation or into the system of school governance.
- Communities can also be involved successfully in the governance of schools or of the education system as a whole.
- Schools can act as a resource for the community by offering services or becoming a base for other agencies.

Developing an inclusive curriculum

- The curriculum must be structured and taught in such a way that all students can access it.

- It should be underpinned by a model of learning which is itself inclusive; it needs to accommodate a range of learning styles and to emphasise skills and knowledge that are relevant to students.
- It should have sufficient flexibility to respond to the needs of particular students, communities, and religious, linguistic, ethnic and other groups.
- It should have basic levels which students with varying levels of entry skills can access. Progress needs to be managed and assessed so that all students experience success.
- A more inclusive curriculum will make greater demands on teachers and they will need support in implementing it effectively.

Managing finance to support inclusive systems

- All countries face difficulties in finding adequate funds for education. It is important, therefore, to find ways of meeting students' needs that do not always call for extra funds and resources.
 - It is important to establish partnerships between governments and other potential providers of funding.
 - The separation of special and mainstream funding needs to be overcome and alternative methods for distributing funding should be developed.
 - It may be necessary to fund programmes for overcoming disadvantage and equalising opportunities.
 - Funders must be aware of the strategic behaviour that schools and others display, and use it for more inclusive purposes.
 - It may be necessary to set up monitoring systems to ensure that funding and other resources are used appropriately and effectively.
 - Even though levels of funding differ from country to country, many of the challenges and many of the strategies are similar.
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Involving disabled children and young people

The *Open File* seems comprehensive, but it omits the role that should be played by disabled children and young people themselves. A recent UNICEF publication makes this point well (UNICEF, 2007). It stresses that there are numerous reasons why children's participation should be encouraged, in daily life as well as in policy development. These arguments are particularly strong in the case of disabled children:

- In advancing inclusion and overcoming obstacles, persons with disabilities themselves are the experts – nobody understands the impact of exclusion better than those who experience it;
- A key element of citizenship is the right to express one's views and to influence decision-making processes. Denying children with disabilities the right to be heard means denying them full citizenship;
- Decisions made about or on behalf of a child are better informed and more likely to produce positive outcomes if she or he is involved in the process;

- The process of participation is a central part of learning to take responsibility and make decisions, and developing self-esteem and confidence;
- Children with no voice are vulnerable to abuse, violence and exploitation, since they have no means of challenging this oppression.

Putting such initiatives into place is not a highly specialised operation that requires significant additional resources. In practice, the inclusion of disabled children can be significantly advanced by simply consulting with these children and their families when setting up projects or structures intended for the general population or by maintaining an awareness of potential barriers to inclusion in new initiatives. Underestimation of the potential of children with severe impairments is perhaps the greatest obstacle, although experience has shown that all children can be helped to find the means to express meaningful choices and preferences. The Mpika project in Zambia (Box 7.27) demonstrates the importance of local leaders and the need to involve children through a child-to-child approach.

Some of the key tools for inclusion have been developed to support the empowerment of disabled children and adults. A number of these were developed by Marsha Forest and her colleagues in early pioneering work at the Centre for Integrated Education and Community in Toronto, Canada, established in 1989. More than two decades of inclusive education practice in Canada have significantly impacted on countries of the North. Marsha Forest is one of the recognised pioneers of inclusive education in North America. She began her career as a special consultant at the Montreal Oral School for the Deaf in 1968. After years of struggling to make inclusive education a reality in Canadian schools, she orchestrated a confrontation with school officials who had refused to admit students with mental 'handicaps' to Ontario schools. Several of these eventually became models of inclusive education. As demonstration schools, they have hosted visitors from all over North America and Europe. At the centre of this vision was Marsha's belief in children and their capacities.

This belief is manifested in several widely adopted best practices that began in Ontario schools: person-centred planning, making action plans (MAPS), circles of friends and PATH (planning alternative tomorrows with hope). These are powerful tools for building connections between schools, parents and communities, and for solving complex issues that may act as barriers to inclusive education. Evidence of the impact of this pioneering work abounds in the literature.

The Toronto Centre continues to initiate and support path-breaking activities to advance inclusion in education and communities. Examples include schools in the UK (Box 7.14) and applying a child-friendly approach in Vanuatu (Box 7.15).

Inclusion at district level

When inclusive education at regional and district level is examined, it becomes apparent that practice is very uneven, with the great majority of regions and districts still not moving beyond an integration model, where there is no change in the system.

In Canada and Australia, decisions on education policy are determined at the level of provincial government. In Canada there is a very mixed picture with, for example, New Brunswick (Box 7.2) and the Northwest Territories being fully inclusive in their provision, and a 'mixed economy' of inclusion and special schools in other provinces. In Ontario there are some pioneering school boards. A similar situation exists in Australia, where Queensland (Box 7.3), Tasmania and Victoria have strong policies on developing inclusive education. The national government has now agreed an equalities framework, under which all provinces will move towards inclusion

The story of change in Hamilton-Wentworth Catholic District School Board in Ontario, Canada (Box 7.4) is an early example of systemic restructuring for inclusion led by a values-based approach; it was the first school board in the world to purposefully go for full inclusion. A similar approach was taken by a group of parents in the London Borough of Newham (Box 7.7) with remarkable success. The borough effectively removed the special school option by enhancing provision in mainstream schools and closing its special schools. New Brunswick stands out as a similar beacon. The early years education project in Dharavi, Mumbai (Box 7.8) proves that developing inclusive practice at a local level is not just about resources, but about changing attitudes and developing good practice; the project has successfully transitioned to schools. Experience in Alberta, Canada demonstrates that the inclusion of disabled students with learning difficulties can be successful in post-school education (Box 7.6). Box 7.5 shows how whiteboard technology was adopted as a tool for inclusion by a Canadian school board.

Boxes 7.10 and 7.11 demonstrate how Leonard Cheshire Disability has developed models of inclusive education by enlisting the community, training teachers linked with a university and using child-to-child methods in districts of Kenya and Uganda. Projects in Malawi (Box 7.12) and Zambia (Box 7.13) are also important African exemplars. The 'Inclusive Tanzania' programme in Mwanza District and Dar-es-Salaam (Box 7.25) is another innovative project that has mobilised the whole community behind inclusive education. Teacher training and attitudes are important: Boxes 7.22 and 7.23 demonstrate different aspects of this. Links with parents and community are particularly vital: this is demonstrated in Kerala (Box 7.20) and Quebec (Box 7.17).

The need to include other children to create collaborative working is emphasised in Mpika, Zambia (Box 7.13), Vanuatu (Box 7.15) and the UK (Box 7.14). Experience in Bushenyi, Uganda demonstrates how deaf education can work in Africa (Box 7.26).

Box 7.2 New Brunswick, Canada: Inclusive education as official policy

Inclusive education became official policy in New Brunswick in 1968 and this was confirmed in the 1985 amendment to the Schools Act. Every school in the province is required to provide inclusive education. 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 shows that a New Brunswick district ranked highest in standardised English and Maths examinations in Canada in the years it covered, and had one of the highest graduation rates in the country.

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, 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; 10 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. It therefore frees resources such as educational psychologists' time, so that they are available to support inclusive provision.

While New Brunswick is a small, rural and diverse province and faces economic challenges, it has provided a positive model of inclusive education in Canada, and indeed for other countries, for more than 20 years. Its success has been recognised by the OECD and UNESCO.

Inclusive education has been mandated by provincial legislation since 1986. In the early 1980s special classes, special schools and a children's institution remained as key parts of a system that failed to assure equity or service to many children. One impetus for change was the Canadian Charter of Rights and Freedoms, adopted in 1982 and effective in 1985. In addition, there was significant demand from parent groups and educators for more integrated and inclusive school programmes. As a consequence, in 1986 the legislative assembly unanimously passed Bill 85. It addressed the equality and procedural issues for educational practice that flow from the Charter. The closure of the WF Roberts Hospital School, a children's institution, and the dismantling of the auxiliary school system followed. The result was strong legislative and policy support for inclusive education in one of Canada's smallest provinces.

The province had gradually accepted more responsibility for educating disabled students in the decades leading up to 1986 and several school districts adopted inclusion as their policy before the legislative changes. These districts, specifically what is now District 14, based in Woodstock, started to develop approaches and practices that made the vision of inclusion a reality.

Supports were developed for teachers and students; training was focused on school and classroom practices; support teachers were trained to assist with programme 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. Strategies were developed that emphasised multi-level instruction and curriculum adaptation. School-based problem solving was made a feature of school culture. The approach withstood a major and very political review in 1989, another in the mid-1990s and a thorough examination, published as the MacKay Report, in 2006 (New Brunswick Department of Education, 2006).

The MacKay Report drew on a wide-ranging consultation with teachers, parents, community and disabled groups and the Aborigine population. It found



A provincial government minister visits Connaught Street Inclusive School in New Brunswick.

CREDIT: NEW BRUNSWICK PROVINCIAL GOVERNMENT

widespread support for a child-centred, inclusive approach, but pointed out:²³²

The status quo is not an option. New Brunswick has been a leader in the concept and philosophy of inclusion, but must move to the next stage of becoming a leader and innovator in implementation and service delivery. Enhancing the inclusive education system could draw immigrants into the province. 'Would-be' immigrants to New Brunswick would be attracted to a system that truly takes account of differences in an effective and positive way.

Guidelines issued by the province's Human Rights Commission state:²³³

Full participation in regular school programmes with non-disabled peers is the goal set explicitly in the Education Act (New Brunswick) and the Convention on the Rights of Persons with Disabilities as well as by the case law under the Canadian Charter of Rights and Freedom (1982) and the Human Rights Code. Education providers and teachers must be provided with support sufficient to assure that students with a disability can achieve educational goals and do so side by side with their peers in community schools. ... The more or less routine placement of students with disability into special or separate classes for students with disabilities may be considered to be discriminatory as it represents a failure to accommodate, since the individual requirements of each student are not considered.

The guidelines explain the 'duty to accommodate', as well as the criteria for 'reasonable accommodation', and the limitations on the duty to accommodate. They also emphasise the importance of taking reasonable steps to accommodate parents with a disability to ensure that they have the opportunity to communicate effectively with the school and are able to actively participate in their children's education. The guidelines apply to most kindergartens and to schools up to Grade 12; there are some exceptions, such as First Nations schools, which fall under federal law.

What does 'accommodation' mean?

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 impairment may need accessible facilities, special equipment or technologies. A student with a mental impairment may need alternative teaching methods, adjustments to the curriculum, one-on-one assistance from a teaching aide or some time in a specialised group setting. Solutions must involve respect for the student's dignity.

The guidelines emphasise the importance of supporting students with disabilities so they can 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. 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?

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
- The impact on other people and programmes

What do the guidelines say about discipline for students with a disability?

In some cases school discipline policies, especially zero tolerance policies, may be unfair for disabled students. If the impairment 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.

Responsibilities of education providers, students and parents

The guidelines state that education providers have a responsibility to:

- Anticipate and plan for accessibility and inclusion;
- Ensure staff have the training they need to accommodate disabled students;
- Assist with assessment and education planning with the help of experts or specialists as needed;
- Deal with accommodation requests in a timely manner.
- Provide for the right of all students, including students with a physical or mental impairment, to reach their individual potential;
- Ensure that schools are welcoming and that all students treat one another with respect;
- Take immediate action in situations where bullying and harassment may be taking place.

Unions, professional associations and others involved in providing education and support services are also part of the accommodation process and have a responsibility to support accommodation measures. The student and their parents or guardians have the right to expect reasonable steps to be taken to accommodate their needs; however, they also have a role to play. The responsibilities of parents and students include:

- A duty to work with the schools;
- Keeping education providers informed by providing information about the need for accommodation. This may involve providing information from health care professionals about restrictions or limitations.

In the case of harassment and bullying in public schools, the Department of Education provides a separate complaints process. A complaint can also be filed with the Human Rights Commission.

Box 7.3 Queensland, Australia: Inclusion through school improvement

In 2002 the Queensland Government established a taskforce on inclusive education whose remit was to look at inclusive education for disabled students.²³⁴ It had already developed a review of its schools through Queensland 2010, the Queensland School Reform Longitudinal Study²³⁵ and other approaches that focused on the quality of teaching and learning needed to enable young people to continue learning throughout their lives. Part of the review was a working party leading to a summit of stakeholders. The aim of the summit was to engage stakeholders in the development of a vision of inclusive education for all students in the context of Queensland 2010.

Its objectives were to:

- Develop a common understanding of the notion of inclusive education;
- Challenge current thinking and assumptions on school structure, curriculum and practices;
- Learn from the experiences of other countries, states and schools that are pursuing an inclusive framework;
- Provide an overview of current Education Queensland practices, policies and cultures, and their relationship to an inclusive framework;
- Develop a communication process to progress the identified actions;
- Identify and underline the articulations between disabled students and other disadvantaged and marginalised groups.

The working party was concerned that there should be input into the process from members of the schools community across the state. Queensland is a large state, divided into 36 education districts. The working party decided to conduct a focus group in each district in the ten weeks leading up to the summit. The purpose of the groups was fourfold:

- To ask participants what issues they were concerned about in implementing an inclusive education framework in their school, district or classroom;

*One-to-one support
in Queensland.*

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QUEENSLAND



- To identify examples of innovative practice that promote inclusive education;
- To give participants the opportunity to explore some issues in depth in setting future directions in the district, school or classroom;
- To elect a representative from the group to attend the summit.

The top issues featured in the consultation were: teacher training; attitudes and values; provision of resources and funds; the development of a shared understanding about inclusive education; the inclusion of other categories of need in the funding equation; curriculum practices; developing relationships between the school, parents and the community; student-teacher ratios; buildings, classrooms and access.²³⁶

Ninety-four delegates were invited to the summit, held 29–31 May 2002. Delegates represented all sectors of Education Queensland and other government departments, the non-governmental sector and parents. Students with experience of exclusion from school talked to a group of participants. Representatives of ten schools that had begun to develop inclusive education also visited the summit. These two activities had a great impact on the delegates and helped in the development of a common understanding.

Delegates were asked to identify actions across the education system, and at district, school and community levels and the meeting culminated in the development of an action plan.

The summit defined inclusive education as: *'a process of responding to the uniqueness of individuals, increasing their presence, access, participation and achievement in a learning society'*. The principles underpinning inclusive education were identified as responsiveness to the uniqueness of individuals; the importance of partnerships; equitable opportunities for students to maximise their learning potential; a learning community that questions disadvantage and challenges social injustice; and accountability of individuals and organisations in contributing to inclusive education.

Recommendations

1. That the Queensland Government publicly support the vision of an inclusive society.
2. That the Minister promote a vision of inclusive education for diverse learners and lead the implementation of comprehensive system changes.
3. That the Minister prepare and promulgate a Green Paper on inclusive education.
4. That the Minister take steps to ensure that the importance of communities, and particularly families, is translated into effective policy and practice.
5. That schools implement policies to embed collaborative relationships with parents and carers, and, where possible, children.
6. That schools provide accessible information about their dispute resolution processes and that an independent complaints mechanism be developed.
7. That the Queensland Studies Authority develop syllabuses and other documents that support the development of an inclusive curriculum by December 2006.
8. That the Minister establish a rigorous research programme in all schooling sectors of Queensland along the lines of the Queensland School Reform Longitudinal Study.
9. That ascertainment, as a process for the allocation of resources, be phased out by 2005 and that a new resource allocation methodology be developed.
10. That professional development programmes focusing on strategic implementation of the vision be developed and implemented within a planned timeframe.
11. That by January 2006, all Queensland pre-service teacher education programmes be required to ensure that inclusive education is a pervasive theme in their courses.
12. That the teacher application process include reference to inclusive education theory and practice.

The targets appear to be being met – staff training is well established and the resourcing model educational adjustment programme is in place. This is then verified by the government against medical assessments of impairment in six categories²³⁷ and extra resources are allocated to schools through local districts.²³⁸

A taskforce on the inclusion of students with disabilities carried out further work in 2003–2004.²³⁹ It developed a vision for inclusive education:

Quality education is made available to, and accessed by, all Queenslanders, underpinned by respectful relationships between learners, teachers and parents/caregivers. It is supported by collaborative relationships with communities and governments. It excludes no one, welcomes all. Growth in wisdom and humanity is celebrated.

The taskforce endorsed the recommendations made by the 2002 summit.

Conclusion

The new vision of inclusive education underpins the smart state. Inclusive education contributes to building community capacity to value all its members. Teachers, parents and caregivers and other community members work together to create and implement socially just visions of what they wish to achieve.

Universities have an opportunity to prepare teachers for inclusive schools and engage in regional and local issues in ways that transform the preparation and continuing development of teachers. The single greatest challenge as we move forward is the education and re-education of teachers, parents and caregivers and the community about the theory and practice of inclusive education.

In 2010 a booklet for parents of children with disabilities was issued. This gives an up to date summary of the Queensland approach.

The Department of Education and Training (DET) is committed to ensure that all students, including students with disabilities can access, participate and succeed in education on the same basis as other students.

International research has provided evidence that whole-school based intervention models are effective in improving the educational performance of all students, especially for those students with social, communication, emotional and behavioural difficulties.

DET provides a variety of supports and services to all students, including those with disabilities ... School communities create and sustain supportive environments where all students feel a sense of belonging. Inclusive school communities support diversity and have a whole-school approach to planning for learning, teaching and assessment which meets the needs of all students. It is recognised that some students will require additional targeted educational support to meet their needs. These students are supported through the full array of student support services allocated to regions and schools and this may include assistive technology, alternative format material, special provisions for assessment, speech-language therapy services and learning support. Students who have specialised educational support needs may be eligible for additional targeted resources if they are identified as meeting criteria for one of six Education Adjustment Program (EAP) disability categories of Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech-Language Impairment and Vision Impairment.

The principal is responsible for ensuring that all students are provided with the appropriate educational adjustments to enable them to access the curriculum. Collaboration with parents and carers is an important part of the process of identifying and responding to the individual needs of students.

Students with disabilities are entitled to enrol at any state school in Queensland under the same conditions as students without disabilities. The majority of students with disabilities attend the same education facilities as their peers. There is a wide variety of support to meet disabled children's needs.

There are special schools but only those with intellectual impairment may attend.²⁴⁰

Box 7.4 Hamilton-Wentworth Catholic District School Board, Ontario, Canada: Each belongs

The move to inclusion by Hamilton-Wentworth Catholic District School Board (HWCDSD) started in 1969, led by Jim Hansen, the Board's Deputy Principal, who was in charge of special education. Today, the Board's schools cater for 30,000 students and it does not have a single special class or special school. Every student with special needs attends lessons in a regular classroom in a community school alongside their peers. Regular classroom teachers, supported by administrators and special education teachers, welcome and teach all students. How did this change come about?

In the 1950s and 1960s Canada was growing fast, with good jobs and an expanding immigrant population. School boards were reorganised at a time of change in educational philosophy so that they took a less regimented and more child-centred approach. Many teachers were recruited to the expanding school boards from the UK, USA and Caribbean. In 1968, a review of special education by a representative committee of teachers, principals and administrators was set up with the aim of moving away from a parallel special school system and methods. The review involved a wide literature survey, interviews with practitioners and an audit of current practice. This identified that out of 23,000 children, 21 per cent had special educational needs. The review group found that these were not being met and in 1969 it made 21 recommendations, 12 of which were priorities.

Normative and intelligence tests were abolished and replaced by a child-focused approach. A teamwork model was introduced, giving rise to a genuinely creative innovation – the diagnostic prescriptive team with new special needs resource teachers in every school. The team was school based and mandated to meet weekly and respond to the needs and requests of students. In doing this, it received backing from support services and comprehensive support systems were set up. Staff were proactively supported by relevant in-service training. The review group continued as the driving force of the new initiative and was copied by many other school boards in Canada and beyond.

The change in values that was brought about in the HWCDSD, leading to demonstrably effective inclusive practices in its schools, is underpinned by the *Each Belongs Credo*:

- *Each person is endowed with the dignity of a person.*
- *Each person has equal value despite differences in ability.*
- *Each person has a right to grow and indeed each person can grow.*
- *The limits of individual growth are unknown and should not be circumscribed.*
- *No person is static, each is ever in the process of becoming.*
- *Each person is unique and unrepeatably.*
- *The beliefs we hold about people can serve as prison walls limiting us at every turn.*

- *They can also set us free from our shackles to confront great new possibilities never dreamed of before.*
- *Life is the ultimate gift and learning is its crowning.*

When we look back on nearly 40 years of the development of inclusive education, what has been learned?

1. There is not any one ideal setting or one right way to do it.
 2. No child can fail at inclusion.
 3. There are no prerequisite skills or behaviours that are necessary before a child can be successfully included.
 4. Teachers do not need special training to be successful in inclusive classrooms.
 5. Inclusion is most likely to be seen as successful by those involved when a co-ordinated supportive team approach is used.
 6. Teachers and children should not be afraid to make mistakes and learn from them.
 7. Take things one day at a time. Don't try to solve all the problems today or even this week.
 8. An individualised education plan with clear goals and rationales, with plenty of input from everyone, including parents, goes a long way towards making people feel: 'We're on the right track and progress is being made'.
 9. This is a journey where all are learning, step by step, as they travel. It is important for everyone to be patient with themselves and with others.
 10. Even if it feels as if everything is going wrong, keep at it, talk with others and ask for help – some days are like that. Remember, this is real life.²⁴¹
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Box 7.5 Ontario, Canada: From vision into practice²⁴²

'Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone' – Diane Richler, President, Inclusion International.

In 2008–2009 a multi-disciplinary team of educators, speech-language pathologists and technologists developed Smart Inclusion, an idea that originated as a method to support inclusion and programming for students with significant barriers to communication. The initiative examined the use of interactive whiteboards with what has historically been thought of as 'special needs software and hardware', set within a framework that includes universal design for learning (UDL),²⁴³ differentiated instruction (DI)²⁴⁴ and the participation model (PM).^{245, 246}

In May 2008, 12 children with significant communication challenges were identified as eligible for a grant to purchase specialised equipment and software. This included augmentative and alternative communication (AAC) tools, an

interactive whiteboard and application software considered essential to augment and assist not only communication *but meaningful educational and social participation in the classroom setting for the student with severe disabilities.*²⁴⁷ A model of support was developed for goal setting and programming, training and coaching, and framed as the



Friends at college.
CREDIT: AACL

'Smart Inclusion' approach. This approach is student centred, goal focused and process oriented. A team of people including educators, professional services staff, technologists, parents and students begins by identifying barriers that are preventing a student from participating in classroom learning activities and settings. From there, instructional methods and tools are identified that will remove or circumvent the barriers, thus enabling and optimising student participation. Throughout, support and professional development are provided that build learning communities with a focus on inclusive education.

Throughout the 2008–2009 school year, the academic and social participation, communication and learning skills, and behaviour of target students were tracked via assessment, observations, interviews and surveys conducted before and after the implementation of Smart Inclusion.

Compared to the year prior to Smart Inclusion, target students were spending more time in class and were engaged more often in learning activities with their peers. More communication opportunities and more successful communication attempts occurred for target students than in the previous school year, and they demonstrated more rapid growth in their speech and language skills. Attendance improved and negative behaviour decreased from one year to the next. In addition, teachers felt that *all* students were more engaged when assistive technology was used for whole class instruction.²⁴⁸ This approach can be used in small groups, pairs or individually with a touch screen laptop.

That some students have significant learning 'challenges' was never in question. However, it was felt that the 'challenges' lie with the educators – to design pedagogical practice, classrooms and school communities that reach and teach *all* students. Work with more students and schools continues, looking at the pairing of pedagogical practices with mainstream and assistive technology, and how professional development that includes the opportunity to learn with and from others contributes to inclusion.²⁴⁹ As Booth and Ainscow (2002) assert:

Participation in education involves going beyond access. It implies learning alongside others and collaborating with them in shared lessons. It involves active engagement with what is learned and taught, and having a say in how education is experienced. But participation also involves being recognised for oneself and being accepted for oneself. I participate with you when you recognise me as a person yourself, and accept me for who I am.



Graduating from college in Alberta.

CREDIT: AACL

Box 7.6 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 (Uditsky and Hughson, 2008). Many of the 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. Seventy per cent go on to careers, employment and a richer life in the community. The DVD *Living the Dream* provides an excellent overview of this project.²⁵⁰

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

Box 7.7 Newham, London: Inclusion in the inner city

The London Borough of Newham shows how moves towards inclusion can be made in a poor multicultural inner city area. Located in the London's East End, Newham underwent a major transformation as the docks closed and new sources of employment moved in. In 1984, a group of parents of disabled children were elected to the borough council with the express wish of ending segregated special education. They achieved their aim when the council adopted policy recognising the right of all children to learn together. Since then, it has been committed to developing inclusive education. Over a ten-year period they closed special schools and put the resources into mainstream.

The original council policy document states:

The London Borough of Newham believes in the inherent equality of all individuals irrespective of physical or mental ability. It recognises, however, that individuals are not always treated as equals and that young people with disabilities experience discrimination and disadvantage. The Council believes that segregated special education is a major factor causing discrimination. We therefore believe that desegregating special education is the first step in tackling prejudice against people with disabilities and other difficulties. They have been omitted from previous equal opportunities initiatives, and it is now obvious that our aim of achieving comprehensive education in Newham will remain hindered while we continue to select approximately 2 per cent of school pupils for separate education. It is also the right of pupils without disabilities or other difficulties to experience a real environment in which they can learn that people are not all the same and that those who happen to have a disability should not be treated differently, any more than they would be if they were of a different ethnic



background. It is their right to learn at first-hand about experiences which they will possibly undergo in future, either themselves or as parents. Desegregating special education and thus meeting the needs of statemented children in mainstream schools will also contribute, by the entry of expert qualified staff into mainstream schools, to improved provision for the considerable number of children who already experience difficulties.

Peer support in using a laptop.

CREDIT: WORLD OF INCLUSION

Methods used include:

- A signed agreement with trade unions to ringfence resources saved from special school closure to support mainstream inclusion, which is reviewed annually;
- An ongoing debate and training for teachers and other education professionals, school governors and parents;
- The development of an inclusive early years' service;
- Funding schools so they can support the needs of all children;
- Agreement that any money saved from school closures should be used to provide teams of specialist support teachers;
- Putting inclusion at the heart of all education policies;
- Creating resourced schools for different impairments as a transitional step;
- Ensuring that all new buildings are fully accessible;
- Providing ongoing political support and leadership.

The borough's policy has the goal of making it possible *'for every child, whatever special educational needs they may have, to attend their neighbourhood school'*. From 1984 to 1994, the number of special schools in the borough fell from eight to one, and the number of children in special education dropped

from 913 to 195. Parents became increasingly confident that their neighbourhood schools could meet diverse needs.

It has been argued that inclusion in Newham was achieved by exporting pupils with the most severe impairments to other boroughs. Newham has 17 resourced mainstream schools. In 2011, only 198 pupils were not in mainstream schools. Of 53,523 pupils, only 0.36 per cent were not in mainstream schools, compared to an average for England of 1.27 per cent.²⁵¹ This was achieved in a hostile national educational and political climate. Resourced schools were set up to meet needs in mainstream schools in response to parental concerns. These were to be phased out as Newham moved to inclusive neighbourhood schools, but they have remained.

From the start, the process envisaged radical changes in mainstream schools, rather than fitting children with special educational needs into the existing system. The local education authority appointed four officers to address the process of developing inclusion from integration. An independent report commented that catering for children with serious learning difficulties helps schools make better provision for all pupils. This is borne out by results. In 1997–2000 Newham schools had the biggest improvement in their GCSE results for all pupils in the whole country. Many children labelled as having severe learning difficulties were now passing exams. In addition, the number of exclusions from school for bad behaviour fell. By 2011 this ongoing process had been hindered by reliance on league tables based on normative testing prescribed by the government. Despite this, some schools have remained strongly inclusive in their ethos and practice.²⁵²

Box 7.8 India: Early years education in Dharavi, Mumbai

In 1974 the Indian Government began to introduce early childhood care through the Integrated Child Development Services (ICDS) scheme. This has expanded to reach more than 50 per cent of the vulnerable population, providing supplementary nutrition, immunisation, health check-ups and referrals, and pre-school education for 3 to 6 year olds. 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. Research established

that disabled children were excluded from the ICDS and that parents and workers opposed their inclusion (Alur, 1998).

The National Resource Centre for Inclusion (NRCI), formerly the Spastics Society of India (SSI), developed a project with UNICEF that included disabled children in six *anganwadis* (nurseries)

*Nursery class in
Mumbai.*
CREDIT: NRCI





(Alur and Rioux, 2004). 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, girls and disabled children 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.

*Dharavi, Mumbai,
India.*

CREDIT: CARLOS REYES MANZO

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 carried out to discover whether children's needs were being met and whether attitudes were changing.

New tools were needed. 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 needed for independence. An ecological curriculum using resources from the community was adopted.

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. In households with disabled children there was a positive shift in how they valued them. (See DVD 1)

Box 7.9 Developing inclusive education in Mumbai schools

Following on from the groundbreaking work in Dharavi described in Box 7.8, disabled and non-disabled students from the three Spastics Society of India centres in Bandra, Colaba and Dharavi were included in 76 schools across Mumbai. These are now partner schools and include both state-run and private schools. Hooja (2010) describes how the setting up of an Inclusive Education Coordination Committee (IECC) eased the process of inclusion.²⁵³

It was found that disabled students and young people do need additional resource support until the environment (including teachers, parents and the community at large) is sensitised and made conducive to inclusion. Experience showed that to sustain this inclusion, it was critical that the children, parents and schools received ongoing support. Enabling students to make a successful transition from a special school to an ordinary school was a difficult task. Parents, schools and students required frequent counselling and attention needed to be paid to seemingly insignificant issues.

Inclusive Education Coordination Committee

To address this, SSI (now renamed Able Disabled All People Together (ADAPT)), set up the Inclusive Education Coordination Committee (IECC) to initiate and monitor the inclusion of disabled and non-disabled children into mainstream schools. A team comprising teachers, therapists, social workers and researchers provided support to the partner schools attended by the students.

The IECC's role was to identify the students whose progress was to be followed; provide the inputs needed to support inclusion; and research the perspectives of the various stakeholders. It found that the key barriers to inclusion were in attitudes, access, curriculum and class size, training and support systems.

Based on this analysis, the IECC provided support that included:

- Orientation programmes for mainstream schools;
- Preparation for inclusion for disabled students, their parents, peers and staff;
- Dissemination of information on the availability of state board concessions for children with special needs;
- Arranging for the provision of writers for examinations;
- Guiding the mainstream schools on curricular modifications and assessment techniques (based on state board concessions);
- Counselling support for disabled students and their parents;
- Evaluating, modifying and designing furniture and mobility aids adapted to the requirements of the child;

- Identifying physical barriers such as inaccessible buildings and toilets;
- Designing simple modifications such as ramps and grab bars and simple modifications for toilets;
- Sharing with teachers tips on classroom management and strategies in inclusive education;
- Providing physiotherapy and occupational therapy that is unavailable to any disabled child attending a mainstream school.
- Students can access therapy services at ADAPT centres.

The strategies outlined in the culturally appropriate policy and practice (CAPP) programme formed a basis for the technical inputs required by the mainstream schools. SSI also developed CAPP resource material, that focuses on putting inclusion into practice through change at three different levels:²⁵⁴

- CAPP I (the whole policy approach to inclusive education) is on the macro level of policy, legislation, political culture at local, state, national and global level;
- CAPP II (the whole community approach to inclusive education) is on the mezzo level of community workers and local administrators and bureaucrats;
- CAPP III (the whole school approach to inclusive education) is on the micro level of classroom and school values, culture, policies and practice.

ADAPT has also produced the 'How To' series of flip charts, manuals, CDs, audiovisual material and films. Over ten years, the IECC has provided resource support to all the key stakeholders, the main recipients of which have been mainstream schools.

Some issues the IECC has addressed are:

1. Mainstream schools were reluctant to admit children with communication difficulties.
2. The raising of issues related to inclusion by schools, based on the challenges they faced, rather than by individual parents and students.
3. Students included in mainstream schools have found it difficult to cope with the academic pressures.

Some issues in developing inclusion

1. The attitude of teachers has to be addressed periodically. It is more sympathetic than empathic. One child was not permitted to use the lunch room with the other children since the school authorities were afraid she would fall, so she remained behind alone in her class. The music teacher brought her to the front and favoured her, creating envy among her classmates. The IECC met the school authorities and explained the philosophy of inclusion. One of her friends began to take her to the lunch room. She also sang along with the others in a group.
2. The school identified for A was disabled friendly and open to inclusion. She was included at the primary level. The principal, teachers and parents had positive attitudes and were given an orientation briefing. However, after a

while, parents reported that they and A were not happy and wanted to return to a special school. Members of the IECC found that the teacher found it difficult to understand her speech, so the child was frustrated and ignored. The principal and staff were counselled by IECC members and A continued in the school.

3. When they are informed about the concessions granted by the SSC (Secondary School Certificate) Board, teachers often say these are for the school leaving exam in Grade X. It needs to be explained to them that these should be granted to all grades throughout the school.

The IECC now provides an child-centred orientation session to the mainstream school prior to inclusion; whenever possible, the parents of the child and the management are included in this.

A regular follow-up is maintained, especially in the first year and any challenges that arise are directed to the appropriate member of the team. Arrangements for remediation, therapy, psychological inputs or meetings with teachers are made by the social worker.

This empowerment of the mainstream schools by a continuum of support has led to a slow process of taking ownership of the inclusion. Some schools have taken their own initiatives in making the adjustment process easier. Staff at various levels, from the principal to ancillary staff, have contributed in their own way to making situations more comfortable for included children.



Joining in activities at a school in Oriang, western Kenya.

CREDIT: OLAV A SALTBNES, UNESCO

Box 7.10 Oriang, Kenya: Developing an inclusive environment

Leonard Cheshire Disability 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 impairment (mainly low vision, physical disabilities, epilepsy or learning impairment). A few have hearing difficulties. Many children have intellectual impairments caused by malaria and lack of access to treatment. More recently, over 700 disabled children have been included. Since 2007, the project has been extended to 300 schools in Kisumu Province.

Through its regional training and development programme, LCD provides technical and financial support for the project. Its east and north Africa strategy highlights the promotion of inclusive education, with a shift from long-term residential support to community-oriented activities. Support is provided to Oriang through two technical staff experienced in inclusive education.

Teachers from lower primary classes (and headteachers) have recently been trained in using an approach that features African culture to language teaching. They are encouraged to incorporate positive aspects of African culture and tradition in primary school literacy and language studies. With an initial focus on oral culture, teachers can create enjoyment in language and literacy learning through artistic conversations (one person acting more than one role in story telling), puns, tongue twisters, riddles, proverbs, folk tales and songs.

Under an agreement with the Kenya Institute of Special Education (KISE), Oriang teachers are receiving ongoing in-service training leading to KISE certificate and diploma qualifications. The course includes distance learning during term time and meetings with tutors in the holidays. This model is the first of its kind in Kenya to incorporate inclusive education. The results of a survey by LCI in 1999 played a significant role in the design of the course. Fifteen teachers went on an in-service diploma course in inclusive education, which included sign language, Braille and the use of teaching and adaptive aids.

The two biggest challenges were the cultural aspects and feelings of hopelessness. The wider community held the view that having a disabled child was a curse and made their parents objects of pity and social welfare. Through community meetings (*barazas*), funeral gatherings, church services and youth theatre, a community project educated local people about disabilities and helped to change negative attitudes. The community is now much keener to find practical ways to adapt the environment for the benefit of disabled children. Attitudes to schools were also tackled. Parents had abdicated their parenting roles to schools, instead of working in partnership with them. The wider community believed that the role of developing schools belonged to parents whose children were enrolled and the teachers. This is now changing.

The project has achieved these changes because parents of disabled children 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 carrying their severely disabled children to school on their backs 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, and the committee has been trained in community project management.

Using child-to-child principles, the project has been able to disseminate key messages through participatory theatre, story-telling, music and poetry.

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 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.

LCD has documented the process of inclusive education and how it has changed the lives of so many – not only disabled children, but also their communities. It is intended to produce a newsletter and a video documentary. Both will include stories of human interest and lessons learned. It is planned to use these for education, sensitisation and mobilisation of key players, including the Ministry of Education. In this way it is hoped to influence change at the levels of policy-making, teacher education and the community. Leonard Cheshire International is now using this model to develop inclusive education in Botswana, Malawi, Pakistan, Bangladesh and India.²⁵⁵ (See DVD 1.)



Playing football at a school in Oriang, western Kenya.

CREDIT: LEONARD CHESHIRE
DISABILITY



Children at a school supported by Leonard Cheshire Disability in Uganda.

CREDIT: LEONARD CHESHIRE
DISABILITY

Box 7.11 Kenya and Uganda: Developing inclusive education

The Nyanza Inclusive Education Programme (NIEP)²⁵⁶ is designed to meet the educational and developmental needs of disabled children by facilitating their inclusion within mainstream schools and the wider community.

Currently the programme has adapted ten primary schools in ten districts in Kenya's Nyanza province, namely Siaya, Kisumu East, Kisumu West, Kuria East, Suba, Rachuonyo, Migori, Kisii Central, Nyando and Bondo. Over 180 teachers have been trained on the inclusive education approach and 933 disabled children have been assessed and are enrolled in the project primary schools.

In Mukono and Budaka districts in Uganda, 20 schools are being supported by LCD and each school has a child-to-child club.

- **Teaching and learning:** Inclusion promotes child-centred learning. Children support each other in all areas. Older children use their artistic skills to make learning materials for younger children or their disabled peers. Some disabled children are good at certain subject areas such as mathematics and so they support their non-disabled peers.
- **Co-curricular activities:** The clubs promote drama, singing and poetry, where children can discuss the issues that affect their daily lives.
- **School life:** Children work in clubs to support each other by ensuring health issues are attended to such as washing hands after going to the toilet.
- **Links between school and community:** Creating awareness and sensitisation on disability issues is carried out during inclusive education and child-to-child days. These special days allow the children to interact and inform their communities about what they have learnt and showcase their capabilities.
- **Community activities outside school:** In the community, children help to identify disabled children who are not accessing education and report back to community health workers.²⁵⁷

The five-year expanded programme was launched in July 2007 by Hon. Beth Mugo, Kenya's Assistant Minister for Education. It will build on the gains of the original Oriang pilot project and focus on policies influencing teacher training and building the capacity of parents and local communities to lobby for policy changes, in partnership with Kenya Cheshire Services, Maseno University, Kenya Institute of Special Education and the Ministry of Education.

Box 7.12 Shire Highlands, Malawi²⁵⁸

A study of provision for disabled children was conducted in Shire Highlands Education Division. The division covers four districts: Mulanje, Phalombe, Thyolo and Chiradzulu. In each district, five schools were selected from one educational zone. The study targeted headteachers, mainstream teachers, disabled and non-disabled learners, primary education advisers, school management committees, village development committees and community development assistants.

Currently, special needs education services are provided through special schools and resource classroom centres within mainstream schools. However, the numbers of learners with special educational needs cannot be accommodated in the small number of service centres. According to the Ministry of Education's Education Management Information Systems (EMIS) in 2007, approximately 69,943 learners with special educational needs were identified in Malawi primary schools. This may not reflect the actual number of learners with impairments because the education system does not have formal assessment tools for the identification of impairments. There are only 650 SEN teachers equipped with the knowledge and skills to provide additional support to pupils. In 2001 the government committed to a policy investment framework which included the provision of enabling environments for learners. As this study has shown, the problem is how to turn policy into practice.

When the responses of disabled learners and non-disabled learners were compared, it was found there were a small number of disabled learners in every school and class. They have integrated well into the schools, so that learners are used to supporting each other. However, interaction between teachers and learners is almost non-existent. Disabled learners receive care and attention mainly from their peers. The study revealed the challenges that teachers, disabled and non-disabled learners face in schools. These included:

- Lack of knowledge and additional skills in teaching disabled learners: in the 20 sample schools there were 189 teachers, but only four specialised in special needs education;
- Inadequate teaching and learning resources;
- Inadequate communication skills of teachers and learners in schools;
- Frequent absenteeism from school by learners;
- Negative attitudes by the teachers and the community towards disabled learners;
- Lack of interest and commitment towards education by learners;
- Inaccessible school infrastructure;
- Lack of assistive devices.

Recommendations

The baseline study team made the following recommendations:

- Need for sensitisation of parents, teachers, learners and school management committees on disability issues at school and village level;
- Provide in-service training for all mainstream teachers and primary education advisors on inclusive education;
- Rehabilitate and adapt the existing school classrooms, sanitary and recreation facilities to make the accessible;
- Provide different types of assistive devices to assist learners with mobility, hearing, and communication, sight, writing and sitting problems.

Despite government intentions, this sample study suggested there was

*Dribbling past the
opposition in Oriang,
Kenya.*

CREDIT: GIDEON MENDEL,
LEONARD CHESHIRE DISABILITY



integration rather than inclusion; however, it showed that teachers were aware of their inadequacies and need for training and additional resources to transform the situation and introduce inclusion. There seemed little evidence of the integration of children with intellectual impairments.

Box 7.13 Mpika, Zambia: Using child-to-child methods

In the Mpika Inclusive Education Programme only a small number of teachers had special 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 developed their own locally appropriate solutions. Previously, they relied on specialist teachers to work with children identified as having special educational needs and disabilities (Miles *et al.*, 2003).

Mpika has a strong history of teachers communicating health education messages through child-to-child methods and of incorporating these activities 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. It was also a very effective way of encouraging the parents of some of the children to reduce their domestic workloads to enable them to attend. The project developed friendships, encouraged children to travel to school together, arranged home visits at weekends and provided support with academic work.

As a result, teachers in Kabale primary school, 600 kilometres from Zambia's capital, Lusaka, 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 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. Co-operative teaching methods 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 been studied by universities in Zambia, the UK and the USA. It is likely that the lessons learned will trickle up and influence change at policy level.²⁵⁹

Box 7.14 UK: Friendship comes first

Davigdor Infant School in Hove, East Sussex, is the main placement for William, a child with cerebral palsy who cannot speak with his own voice. Vita, Reagan, Lucy and Natasha are William's particular friends. Vita said that Natasha is usually the leader and helps him most. She is the one who can interpret what he wants. She can see his eye movements. Natasha's Mum says, 'William has been fantastic for Natasha. She began by being frightened of him, but now he is one of her closest friends. She now understands that he is no threat, just has different needs. It has helped her self-esteem and confidence. When she knows William will be in school, she gets up and says "It's a William



William at Davigdor Infant School, Hove, UK.

CREDIT: ALLIANCE FOR INCLUSIVE EDUCATION



Friendship and acceptance is the key to learning together.

CREDIT: CARLOS REYES MANZO

day today". She never wants to miss school when he is there, even when she is ill. They have a special friendship.'

Young people always say that having friends is the most important thing about school. Friendship between children who are considered 'ordinary' and those who are considered 'different' teaches everyone important lessons about being human, about how we all need each other and how we all have gifts to give.

'What we most enjoy at playtime is when we push William up the hill in his wheelchair and come down really fast – we run down all holding on because we must not let go or he will roll off and get hurt. We hold on really tight in case he gets frightened. We enjoy reading with William. We hold out two books and he looks at the one he wants. We follow his eyes. He likes Kipper books. Lucy and Vita hold the book and turn the pages, and Natasha reads the words. When he is out of his wheelchair he lies down to take part in activities and we lie down with him. When William goes to soft play, a group of us go with him and we all roll around together. The best thing about having William in the class is his hugging and giving big cuddles' – Pupil, **Davigdor Infant School**

At **Cottesbrooke Infant School, Birmingham**, they have a friendship stop in the playground. Six children wear a special hat to show they are playground buddies. They look out for children who might be being left out or bullied.

At **West Bridgford Junior School, Nottinghamshire**, young people can ask to have a PALS group where they can talk about things that may be worrying them. Carol explains that she used to have arguments with her friends: *'We used to have misunderstandings that would go on for days, now they only last for 20 minutes. The PALS group helped us to talk about the problem and think of ideas of how to help.'* One boy had been having difficulties getting along with others. One of his friends in the PALS group explained: *'It's like sometimes you fall out of the boat into the ocean and you're floating around. We're your lifejackets. All you have to do is reach out and put us on.'*

Dominic and Kirsty at Kirkhill Primary School, Scotland.

CREDIT: ALLIANCE FOR INCLUSIVE EDUCATION

'I have a friend who is disabled. He is called Dominic. We were in nursery together. He joined our school this year and we got really close. Sometimes I feed him at lunchtime. You know when you meet that person they'll always be a friend ... I understand the way he feels, he understands me and the way I feel. He does things to cheer me up ... he'll do something funny, make a face to make me laugh.' Kirsty, **Kirkhill Primary School, Scotland**



Sometimes young people need help to make and keep friends. A circle of friends can be set up with the support of an adult and will involve bringing a group of volunteers together to think about the inclusion of a particular classmate who might be lonely, afraid or in danger of exclusion. The group meets regularly and has supervision sessions with an adult facilitator.

At **Bluecoat School**, Arousha has a circle of friends who meet every week. One of the boys in her circle commented: *'Arousha, she feels like one of us instead of left out. She is a child of our form and our friend.'*²⁶⁰

Box 7.15 Vanuatu: Child-friendly schools

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
- Teamwork 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.²⁶¹

Piau-Lynch (2007) describes how there has been an increase in the enrolment of children with disabilities in schools. In 1998, only 35 children with disabilities were enrolled: but by 2004, when the Ministry of Education collected statistics on students with disabilities, 2,012, or 5 per cent of children with disabilities, out of a total of 38,960 children were enrolled in primary school (Ministry of Education, 2005). This doubled to 3,963, or 12 per cent of children with disabilities, out of a total of 33,268 children in secondary schools in 2007. By senior secondary school, only 251 children with disabilities, or 5 per cent of the total population of 4,804 children, were enrolled.²⁶² In addition, a further 163 disabled children were not attending early years provision and 247 disabled children were not attending primary school due to barriers in 2007. The number of disabled children transitioning to secondary school has gone up from 2004 to 2007 in five districts, but in Torba, the sixth district, none of the disabled children identified in primary school made it to secondary. 11.91 per cent of the primary enrolment were identified as disabled in 2007, but only 7.4 per cent of the secondary enrolment.

Following the analysis, the following strategies were put forward to the Ministry of Education:

- Understand the concept of inclusive education at all levels within the education system;
- Establish a Division of Inclusive Education with its own budget in the Ministry of Education;
- Rewrite the draft inclusive policy in consultation with parents, disability organisations and representatives from the health, public utilities and

infrastructure sectors to ensure that inclusive education is understood;

- Develop a ten-year plan of action on inclusive education and declare 2008–2017 as the Decade of Inclusive Education, when strategies would be implemented to achieve an inclusive education system in Vanuatu;
- Identify one province or one location to introduce programmes on inclusive education;
- Collect qualitative as well as quantitative statistics;
- Create a clearing-house for data on inclusive education.

At present what is happening is integration, with children fitting into the existing system; this is why some disabled children cannot attend school. What is needed is training for all involved in education led by the Vanuatu Society for Disabled People on the paradigm shift to inclusion and its impact on education, as outlined in Article 24 of the UNCRPD.



Learning to read at a school in Mumbai.

CREDIT: CONFLUENCE

Box 7.16 Mumbai, India: Co-operating with a local authority

Pratham, a Hindi word for pioneer, is an NGO established in Mumbai ten years ago with the aim of achieving Education for All. The project is a collaboration between the Mumbai Municipal Corporation and a group of volunteers, with financial support from UNICEF.

It began by training teachers in support of a pre-school initiative. Other needs-based components, such as the provision of mid-day meals, extra coaching for students who faced difficulties in learning and incentives for girl students, were added later. It soon became evident that further financial resources were needed to sustain its activities. Pratham reaches about 90,000 children in schools and slum communities, teaching them to read, write, do basic Maths, speak English and how to prepare for the state government class IV scholarship exam. In 2010, 96 scholarships were awarded to pupils in Pratham classes (8,491 children appeared and 3449 (41%) passed). Pratham's Library Programme introduces children to a range of interesting books and reaches out to about 77,000 children in Mumbai itself. Pratham is also instrumental in rescuing and repatriating children from the factories of Dharavi and other parts of Mumbai, which are now largely child labour free. So far, over 45,000 children have been repatriated.²⁶³ Pratham now has a national focus and concentrates on rural non-attendance and drop-out and the Read India literacy and numeracy programme.

Box 7.17 Quebec, Canada: Parents' action for inclusive education

Parents in Canada have pressed for inclusive education by challenging the legality of segregation in the courts, using education legislation, human rights arguments and particularly the Canadian Charter of Rights and Freedoms, which enshrines the right to equality for all citizens. The Quebec Association for Social Integration has been particularly successful in lobbying for change and

has developed guidelines for parents on how to run effective campaigns. Parents are encouraged to:

- Talk about issues affecting them;
- Discuss and find common viewpoints;
- Develop a standard position statement and compile a list of frequently asked questions, and answers to them;
- Understand the benefits of school inclusion for other learners, the importance of a continuum of health, welfare, labour and education services, and a successful transition to the world of work.

Parents have been helped to create and strengthen alliances with other groups. They are encouraged to write up their experiences of participation in schools and those of others through printed case studies of successful school inclusion. Parents have also worked with trainee teachers, telling them about their experiences in order to promote educational change.

Box 7.18 India: Vidya Sagar, Chennai

Vidya Sagar, Chennai is a movement and a statement of faith. Every child has a right to education. The inclusion cell at Vidya Sagar helps students to access this right in educational institutions. Vidya Sagar trains educators in six blocks, reaching out to 400 schools and 1,500 disabled children in mainstream schools. Under the programme, 100 pupils are receiving inclusive education in 30 schools and eight students are now in different colleges in Chennai. The Sarva Shiksha Abhiyan programme has enabled Vidya Sagar to help 1,424 disabled students to attend regular schools, and to involve 174 students in early intervention programmes and 12 students in alternative schools. Students' participation in all the activities organised by the educational institutions is facilitated by assisting in academic studies, physiotherapy, communications, counselling and financial support, and providing furniture, orthotic and communication aids, and learning materials.



Children with learning difficulties included at a school in Chennai.

CREDIT: LEONARD CHESHIRE
DISABILITY

All students receive support services according to their needs. SSA students are supported by 12 special educators and a physiotherapist appointed by Vidya Sagar. The specific needs of these students are also met at the six resource rooms created for each block in the SSA programme. Recently a vision centre and an employment centre have been added. The creation of six inclusive playgrounds create opportunities for disabled and non-disabled children to play together. The equipment also makes therapy an enjoyable activity. Community participation is vital, and the inclusion cell



*Vidya Sagar:
Demonstrating for
inclusion.*

THE HINDU, HYDERABAD

organises training programmes for teachers, and workshops for students, parents and volunteers. Ten training programmes are conducted for 150 teachers and five workshops for parents each year. Some of the parents have volunteered to assist students in their academic studies, and workshops have been held for students to enable them to understand the abilities and needs of their disabled peers. INscribe is a volunteer support programme. The inclusion cell has been working towards creating opportunities for inclusion and sustaining it.²⁶⁴

Box 7.19 Uttar Pradesh, India: Sikshit Yuva Sewa Samiti

In 2003 UNICEF evaluated a number of inclusive education projects in India, using the *Index for Inclusion* as a framework, with observations and interviews.

The district of Basti is the most 'backward' region in Uttar Pradesh in northern India. It has a population of about 1.8 million, 40 per cent of whom are scheduled caste/tribes, 20 per cent religious minorities, 30 per cent other 'backward' classes and 10 per cent higher castes. Almost 80 per cent of local people live below the poverty line. Lack of industrialisation means that there are few employment opportunities.

Sikshit Yuva Sewa Samiti (SYSS) was started in 1994 to provide employment for young people and to work for the betterment of the community. At the same time, the Danish Embassy selected Basti for a pilot project for the rehabilitation of blind people. As a precursor to this project, SYSS trained three people at Gramoday Vishwavidyalaya in Madhya Pradesh as special educators for the blind. Initially, 16 children were integrated into schools and about 25 field workers were trained in community-based rehabilitation. At this point, the organisation specialised in the education and rehabilitation of children and adults with visual impairment. Now, SYSS employs 37 teachers trained to teach children with various impairments. This intervention started in 1999 in one block in Basti district and was extended to a second block two years ago. Previously, only a few physically impaired children were enrolled in school and they had no assistive devices apart from those manufactured at home. Children with visual and hearing impairments were not enrolled. The success of the project is evident – all disabled children are now enrolled in school. A few children with severe impairments have been enrolled in special schools outside the district. In 2010, SYSS helped include 12,000 blind children in mainstream education and set up a centre for the education of deafblind children

There is now an inclusive culture in the area. Parents, peer groups, the community, school authorities and teachers support inclusive education. Teachers have undertaken a five-day awareness programme and have shown remarkable readiness to enrol and teach disabled children. The district's basic education officer is enthusiastic about further training of teachers in the management of disabled children.

Schools are close to the community, and disabled children journey to school with the help of other children. The physical infrastructure of new school buildings includes ramps and accessible toilets. Old school buildings do not have such facilities, so children and teachers help disabled children. Old



All boys together in Kerala.

SUDHINDRA CN/LEONARD
CHESHIRE DISABILITY

schools are being modified to provide better access. The teacher: student ratio is high, with 70–100 students per teacher. Most classes are held outdoors and there are a large number of single teacher, multigrade schools.²⁶⁵

Box 7.20 Kerala, India: Integrated education

Since 1992, the Integrated Education for Disabled Children (IEDC) scheme has been implemented throughout Kerala. About 8,000 schools cater for 27,350 children with special needs. They include 1,700 who are visually impaired, 5,650 who are hearing impaired, 13,000 who are orthopaedic impaired and 4,000 with learning difficulties. The Ministry of Human Resource Development supports the local IEDC cell under the Directorate of Public Instruction, and up to 2007 Rs33 million was provided. There are approximately 56 resource rooms and one vocational rehabilitation centre. Over 200 special teachers are working under the scheme.

The IEDC component of the district primary education programme (DPEP) was initiated in 1994 and has been implemented in six districts. Malappuram District was chosen for this study because it is the largest, with 22,000 teachers and 800,000 children in classes 1–12. Resource books and teachers' aids were developed in the first three years. Since 1998 identification has been carried out in all blocks, and aids and appliances have been distributed. There is no provision for surgery or other treatment.

Orientation and training programmes of varying durations have been conducted for teachers, administrators, parents and the public. There are 15 resource centres and 40 resource teachers under the DPEP and 17 under the IEDC scheme, who all work together as a team. Multigrade learning centres with a single teacher have also been set up. In Malappuram, 14,146 children with

special needs have been identified and enrolled in normal schools, and about 522 children have received aids and appliances.

The programme has been generally effective. Classmates of children with special needs enjoy their company and help them in many ways. Teachers are happy that children with special needs learn well. The curriculum could be more child friendly and general teachers would like more training in handling children with special needs. The supply of resource teachers is limited. In Malappuram District, convergence is taking place between IEDC and the DPEP. Parent-teacher associations and local committees play a major role in mobilising resources. However, this kind of convergence is not taking place in other districts. Children with visual and hearing impairments are still studying in special schools, and will eventually be enrolled in mainstream middle or high schools. Although the models presented here can cater for the needs of all disabled children, most children with special needs are still waiting for some kind of service. There is a need for networking and sharing to accelerate the availability of services for unreached children.²⁶⁶

Box 7.21 Zambia: Supporting educators in inclusive classrooms

Zambia's Northwestern Province is a rural area where general schools are flexible and can provide for children's diverse needs. In 1996, the Ministry of Education adopted a policy statement, *Educating Our Future*, and worked with donors from Ireland, Denmark and Finland on the Education Sector Support Programme to provide inclusive education. In 2001, the Ministry collected extensive data to provide a baseline from which to operate. The survey found that 7.6 per cent of pupils (8,397) had special educational needs; 70 per cent of educators said they taught children with special needs and that they were working inclusively, but they did not have adequate tools or expertise. Thirty-five per cent were then in mainstream classes, 49 per cent in special classes or units, 11 per cent in institutions and 5 per cent in special schools. Thirty-two per cent of all children of school age were not attending school. The terrain is difficult and the average distance between schools is 22 km. 52,168 children did not attend school. The reasons given for this were economic (40.9%); long distance; (23.9%); disability (22.4%); illness (6.4%); and other (6.7%).

The Inclusive Schooling Programme relied heavily on the provincial organisation. Kabompo district, with ten primary schools, was chosen as the first area, and sensitisation and capacity building workshops were held. In 2003 the programme was extended to six more districts. Parents, teachers and administrators received training and this is ongoing. As donors withdrew, funding became more generalised over the whole sector. More parents wanted their disabled children to be educated in mainstream schools and teachers were more willing to enrol them.

Despite the persistence of traditional views, parental behaviour changed in favour of including their disabled children. Such projects show the need for long-term sustainability and greater emphasis on the empowerment and involvement of local disabled people and their organisations.²⁶⁷

Box 7.22 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, three disabled people from ADEMO became the first to receive a scholarship from ABILIS, a Finnish disabled people's organisation, to enable them to attend 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 in social activities.

Box 7.23 Papua New Guinea: Teachers' views

A 2006 study investigated primary school teachers' experiences of inclusive education in regular schools. The study was conducted in five districts of Enga Province, Papua New Guinea. Six primary schools were chosen and the project involved 77 teachers who responded to a questionnaire, 12 of whom were selected for interview. Data from the questionnaires and the interview transcripts were gathered and analysed for the study. The findings revealed that most teachers supported the idea of having an inclusive education policy and wanted to implement it. However, they indicated that a change was needed in the attitudes of teachers, peers, boards of management, and parents and carers to provide assistance for children with special needs. Most teachers felt that there needed to be more awareness of the principle and importance of inclusion.

Teachers' limited knowledge of teaching children with special needs was also highlighted. The teachers admitted they needed more training so that they could accommodate children with special education needs and teach them better. This shows that teacher colleges and universities need trained lecturers who can develop more courses in special education. Teachers expressed concern that school inspectors do not know enough about the inclusive education concept and argued that they also need to be trained, so that everybody can work together to implement the policy. Slow progress is being made with additional funding from AusAID. (See also Box 6.23.)²⁶⁸

Box 7.24 Samoa: Inclusive education

Senese Inclusive Education Support Services is an NGO that employs 54 people to champion inclusive education throughout Samoa. Children who learn together learn to live together. The organisation currently works with the Ministry of Education, Sports and Culture (MESC), National Health Service and the Ministry of Women, Community and Social Development (MWCSD) to change systems to allow more children with disabilities to have the very best opportunities to learn.

The Government of Samoa's 2009 draft national policy on disability sets out the following strategies: (i) greater classroom support for children with disabilities in schools; (ii) expansion of inclusive education in the curriculum division of MESC; (iii) up-skilling of staff; and (iv) reviewing the exam-based 'push-out' system in the context of children with disabilities.

Following the 2008 Pacific Disability Forum, AusAID and the Royal Institute for Deaf and Blind Children in Australia explored the scope for involvement in Samoa. Working closely with SENESE, MESC, MWCSD and others, it was agreed to design an inclusive education programme addressing the needs and priorities of children and young people with disabilities. The programme will be consistent with the Samoa Draft National Policy on Disability, MESC policy on inclusive education and the Australian Government's new disability inclusion policy for its aid programme.²⁶⁹ The programme also aims to increase the employability of Samoans, including those with disability, through quality-assured training in demand areas. As poverty increases as a result of the present economic crisis, the partnership will also support the establishment and funding of a targeted evidence-based school fee relief scheme, to support access for Samoan children through basic school education.

SENESE supports inclusion in the areas of deafness, blindness, learning difficulties and autism. Another NGO supports the inclusion of children with physical impairments. MESC has a mandate to encourage all schools to be inclusive. It is currently developing an inclusive education policy involving a broad consultation with every school in Samoa. The National University of Samoa sets compulsory papers on inclusive education for all undergraduate teachers on its BA course, and has an inclusive education post-graduate programme.

A new inclusive primary curriculum helps teachers identify learning styles and supports co-operative and interactive learning. Government ministers have welcomed the partnership with SENESE as a strategy to fast track development. The partnership has enabled over 160 pre-school, primary and secondary students with disabilities to be included. SENESE's outreach visit programme covers 70 government and mission schools where children with disabilities are included.

Samoa has been working on inclusive education since 2000 and in the last two and a half years has been supported by AusAID. SENESE has *'bitten off more than we could chew, learning how to chew, it tastes delicious. In other words we have seen such positive stories of change occur.'*

SENESE has selected a number of top quality international partner NGOs who share a common vision of inclusive education. It recognises that inclusive

education is about changing the system. It is a process or a journey – every journey begins with a first step.

What were our important first steps?

- It is crucial to empower families – because they have the highest motivation to make it work. An inclusive education programme that does not work with families will not achieve very much.
- Parents talking to parents is powerful.
- It is important to start work with families of very young children.
- Involving family members as teacher aids is an important step.²⁷⁰

Box 7.25 Tanzania: Advocating for inclusive education

In 2005, Light for the World (a European confederation of development organisations) and the Tanzanian Information Centre on Disability launched a four-year advocacy project, Inclusive Tanzania, in rural Mwanga District and in Dar es Salaam. It aims to strengthen the country's disability movement, hold the government accountable and raise public awareness about the rights of disabled people. 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 disabled people's organisations and NGOs working together towards an inclusive Tanzanian society. The consortium calls itself MTAJU (*mtandaowa Tanzania jumishi* in Kiswahili).

To realise inclusive education, different actors must be addressed, for example government, district authorities, international organisations, community leaders, school boards, teachers, parents and children. MTAJU has created a steering committee, working groups and local community (ward) groups. In the rural areas, 11 ward groups involve disabled people, parents, teachers and children who identify as disabled people; 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.

The ward level work is well-documented. Case studies are used in national and international advocacy for changes to laws, policies and development programmes relevant to inclusive education. Such work needs a large movement to be built from the bottom-up, not just activities by a few 'experts'. Disabled people need to assert themselves as experts through their personal experiences and to empower themselves. 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 information exchange between rural and urban participants, and between local, national and international advocates.



A mural in Tanzania illustrates the right of disabled children to receive an education.

CREDIT: MARCEL OOSTERWIJK

Empowering parents and disabled people's organisations.

CREDIT: MTAJU



By 2010, 390 disabled children had been 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 taking part in public debates. MTAJU members lobbied parliament to ratify the UNCRPD, which it did on 24 April 2009.

The organisation helps to monitor school budget allocations at district level. Project members are becoming role models in society. There is improved unity and co-operation between organisations working on disability rights and inclusive education. For the first time, disabled people's organisations representing people with different impairments have come together to demand a rights-based approach. A manual is being produced recording the experience of the project in collaboration with the Ludwig Boltzmann Institute of Human Rights. Disabled politicians contested elections and there are now four disabled MPs. Media work and awareness-raising have been vital to the project's success.²⁷¹

Scaling up has been successful, with the project 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 has helped make schools accessible through contributions and voluntary work on classrooms, toilets and entrances. It has supported the development of 23 inclusive primary schools – 6 in Dar es Salaam and 17 in rural Mwanga, where the district government has decreed that all primary schools must be inclusive. The structures built by the project are continuing after its official end.

Box 7.26 Bushenyi, Uganda: Including deaf children²⁷²

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.

The Ugandan government has developed equitable education policies which prioritise girls, children from income-poor families and disabled children. This began in 1996 with universal primary education. Ugandan sign language has been formally recognised, there is a national Disability Act and the government has ratified the UNCRPD.

From 1984 to 2000, DANIDA supported a programme of early identification and formal education for disabled children throughout Uganda. However, when they withdrew, the Ministry of Education was unable to maintain resourcing at the previous level.

In 2000–2001 VSO Uganda examined ways of making more sustainable provision. They found deaf children and those with learning difficulties were largely left out. Based on these findings, in 2002 Bushenyi District Education Department began implementing a new primary level inclusive education programme. Key features were:

- In-service teacher training for unit teachers
- Five units for deaf children
- A policy that 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 a community-based organisation, Silent Voices, was formally established, co-ordinating parents' group activities, and helping to support their fundraising, finance and management. Parents' group members meet, support each other, learn sign language and raise community awareness.

In 2009 an evaluation of the inclusive education programme was carried out. By this time there were 14 units educating 123 deaf children. The following successes, challenges and points for future consideration were recorded:

Successes

- Six pupils progressed to secondary education in 2009. All passed their first year exams; one came 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; many had previously 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 four times greater than in 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.

Challenges

- It has proved difficult to recruit deaf adults to help with the sign language training.
- Many children have very poor language skills and teaching staff are struggling to know how to respond.
- There is only one sign language interpreter for the six deaf learners in secondary education.

Future projects should consider:

- Involving the local government education department from the beginning, so that they have a sense of ownership, and include teachers' salaries and extra classrooms in education budgets;
 - Starting with a small, pilot project to generate parent-led demand for deaf children to be educated;
 - Involving deaf adults in service development and delivery. It is essential to pay careful attention to deaf children's language development, and sign language development in particular. This can be done by supporting teachers to learn how to develop children's language skills and involving deaf adults in the education of deaf children as role models for language development, including sign language.²⁷³
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Box 7.27 Mpika, Zambia: Democratisation of the classroom

Paul Mumba is a teacher in a village school who believes that inclusion is about human rights, social justice and democracy. He asserts that so-called 'ordinary' teachers are better qualified to implement inclusion than specialists. Here he describes the way he reflected upon his own teacher training and practice before introducing democratic methods into his classroom.

When I graduated from college, I found that the theories I had learnt did not work. I thought that I wasn't being a good teacher. I wasn't doing well and the children weren't doing well. Traditional teaching methods are old-fashioned, so I tried out different methods.

The challenges were that children have different needs and speeds – it was difficult teaching mixed gender and mixed ability classes. There was a big gap between the achievement of girls and boys – girls found it difficult to share

their ideas with boys. The government opened a unit for children with special needs at our school and this highlighted the needs of the slow learners who were already in our classes.

African tradition does not allow children to come to the fore. Children are told not to speak without adult permission. But they need to be aware of their rights and to speak freely. There is literature in Zambia about rights from UNICEF and child-to-child, but it has not reached every school. The government is trying to achieve democracy, but the children and the community don't understand what it's about. I came to the conclusion that the classroom needed to be democratised so that everyone could learn together.

At first when I encouraged the children to express their views, they spoke too much. It was difficult to grasp what they were saying, but eventually I understood. The children wanted more recreation and play – this was missing from the academic curriculum. They wanted the timetable to be displayed on the wall so that they could check that the teacher was doing what he or she should be doing. They had many other excellent ideas. I was amazed.

At the end of each day, the children looked at the things they had learnt. They were encouraged to point out the positive aspects of each other's behaviour. Some of the so-called 'slow learners' excelled in the practical skill of making toys for the children with disabilities.

The children had to evaluate how I had taught them during the day and how they felt about the teaching. I was then able to feed back to the children how I was going to meet their individual needs.

The Zambian curriculum is very broad, but there are no suggestions about how to teach children about their own situation. I encouraged parents to come to school to participate in the curriculum. I asked them what they wanted their children to learn. I prioritised their wishes and fitted them into the curriculum. Community members were able to volunteer their skills in making teaching aids.

At the end of the term the children wrote down what they had enjoyed most and what they wanted to learn in the following term. They particularly enjoyed carrying out a survey in the community to identify children who were excluded from school either because they had special needs or because they had felt excluded. The children made suggestions and put forward solutions to problems.

The other teachers said that I had no discipline because the children spoke their minds. They feared indiscipline. But actually the children became more conscientious about their own learning. They came to school on time and helped their friends by sharing notes and ideas. At the end of the period the girls had done very well – much better than the boys. There was a 70 per cent pass rate. One girl came third in the whole country. I was no longer at the forefront. My role had changed into a facilitator. I helped the children to organise their ideas. Teaching and learning became more interesting – more like higher education.

The lessons learnt in Mpika and in the programmes supported by Save the Children are highlighted in the following checklist:

- A comprehensive situation analysis should be carried out prior to implementation.

- Local resources and initiatives should be identified and built on.
- Success does not depend upon a large budget or small class sizes, but on the careful and planned use of existing resources.
- A pilot school should be chosen which will provide a replicable model.
- Training should be ongoing, provided in short courses and preferably take place in schools.
- School improvement is necessary, not optional.
- Programmes should aim to benefit all children, not only disabled children.
- Specialist support should be located at district and national levels, not within schools.
- A whole school approach is essential and good leadership is required.
- The pace of development should be slow to enable those involved to feel comfortable with the changes.
- Ownership should be shared between schools, families and communities.

This example of using child-to-child methods is illustrated on DVD1. It demonstrates that whatever the social and economic situation, pupils can be mobilised to support each other and to support disabled peers, and that in the process all develop and grow intellectually.

8 Inclusive Schools and Classrooms

... A good school for students with visual impairment – and for students with any disability – is one that not only facilitates academic learning, but most importantly facilitates learning to live in a social world – a world with diversity. An inclusive school is the best place for preparing young people to live in a diverse world. In order for students with disability to learn together with their peers in a meaningful and fruitful way, a support system must be in place. This support system makes sure that there is equal access for all students to all the learning resources available in the school. This way, students with disabilities can fully participate in all the learning activities together with their non-disabled peers. Educators must promote equal access and full participation of students with diverse abilities in an inclusive setting, and thereby fully acknowledge their rights.

Didi Tarsidi, President, Indonesian Blind Union²⁷⁴

Examples of classroom and individual measures to accommodate disabled students vary considerably; some constitute integration, rather than inclusion. This chapter first examines the UNESCO publication, *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments* (Box 8.1), and then looks at perspectives for bringing equality into the primary classroom from two experienced practitioners (Box 8.2). It also examines the CSIE's *Index for Inclusion*, getting school buildings right, and how to provide for deaf and deafblind children in poorer countries. It shows how sensory impairment can be accommodated at local level with examples from Samoa (Boxes 8.3 and 8.5), Kenya (Boxes 8.4 and 8.8), St Lucia (Box 8.6) and Bangladesh (Box 8.7).

Singapore provides an example of a high school for those who fail their exams and how students can be turned around – this is not inclusive, but it is effective (Box 8.9). Two schools in Sri Lanka show that effectiveness depends on staff and management attitudes (Box 8.10). India has many different approaches (Boxes 8.11 and 8.12). South Africa furnishes examples of developing inclusion (Boxes 8.14, 8.16 and 8.17), while Namibia shows how with intervention, access and support a disabled student can achieve (Box 8.19). Swaziland (Box 8.13), St Lucia (Box 8.18) and Uganda (Box 8.20) demonstrate that school leaders with vision are crucial. The struggle of individual disabled teachers to become established is shown in India and Mozambique (Boxes 8.21 and 8.22). Boxes 8.23 to 8.34 provide examples of classroom adjustments in England to include a range of primary and secondary children. The chapter includes a useful annex on how classrooms have been made accessible in the UK. More discussion of what is needed to provide an inclusive classroom environment and prevent drop-out is offered in Chapter 9.

Accommodating disabled pupils

Article 24 does not go into detail about the extent of the provision that should be made to accommodate disabled students. It states:

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

UNCRPD, Article 24, para. 2(e)

'Reasonable accommodation' means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Ibid., Article 2

In 2001, UNESCO set out nine golden rules for dealing with the diversity found in any class of children, but especially when some have special needs (UNESCO, 2001). Teachers around the world have found them useful and say that pupils learn better when the rules are followed. They are: 1. Include all pupils; 2. Communication is central to teaching; 3. Manage the classroom; 4. Plan your lessons; 5. Plan for individuals; 6. Give individual help; 7. Use assistive aids; 8. Manage behaviour; 9. Work together.

UNESCO Toolkit

An inclusive learning-friendly environment is one that welcomes, nurtures and educates all children, regardless of their gender, physical, intellectual, social, emotional, linguistic or other characteristics. They may be disabled or gifted children, street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, children affected by HIV/AIDS or children from other disadvantaged or marginalised areas or groups.

UNESCO has produced a toolkit that is useful to everyone concerned with education: teachers in pre-primary, primary, or secondary school classrooms; school administrators; students and instructors at teacher training institutions; and those who just want to improve access to learning for children who usually do not go to school, such as those with diverse backgrounds and abilities. The toolkit is especially valuable for teachers who are working in schools that are beginning to change into more child-centred and learning-friendly environments, possibly due to reforms introduced by an education ministry or an NGO.

Creating an inclusive learning-friendly environment is a journey. There are no set paths or ready-made quick fix solutions. It is largely a process of self-discovery. It takes time to build this new kind of environment. But 'a journey of a thousand miles begins with a single step': the toolkit will help you take that first step, and then the second, third and so on. It comprises nine booklets, each containing self-study tools and activities that help to create an inclusive learning-friendly environment. The toolkit has been translated into several languages, including Malay, Chinese, Samoan and Urdu. However, as has been pointed out in previous chapters, there needs to be a twin-track approach to developing inclusive practice for disabled pupils. The general change process to develop a child-friendly learning environment, where difference is respected, is key. The impairment-specific adjustments that arise from the need to make reasonable accommodations provide the right sort of support and individualised programmes and outcomes.

Box 8.1 UNESCO Toolkit for Creating Inclusive Learning-Friendly Environments²⁷⁵

Booklet 1 *Becoming an Inclusive Learning-Friendly Environment*

This booklet 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.

Specialised Booklet 1 *Positive Child Discipline in the Inclusive Learning-Friendly Classroom*

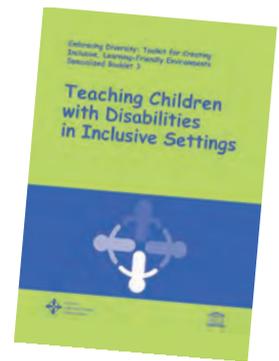
The lack of skills in handling disciplinary problems leads many teachers to physically or verbally abuse their students. The booklet suggests some ideas about how head teachers, teachers and other caregivers can use positive discipline techniques to create a learning-friendly environment. It focuses on abolishing corporal punishment and presents positive discipline tools.

Specialised Booklet 2 *Practical Tips for Teaching Larger Classes*

When teachers perceive the class as large, there is a tendency to fall back on traditional teaching by rote learning rather than child-friendly methods. This booklet demonstrates ways of teaching larger classes.

Specialised Booklet 3 *Teaching Children with Disabilities in Inclusive Settings*

This booklet examines the main range of impairments and provides tips on what to do to overcome barriers to learning and the type of individual adjustments that work.



The revised toolkit includes a booklet, *Teaching Children with Disabilities in Inclusive Settings*, that starts to address these impairment-specific adjustments (UNESCO, 2009). The booklet focuses on the specific issues that need to be addressed when teaching disabled people. It provides practical guidelines for successfully teaching disabled children without compromising quality.

Starting from the point of view that each child is different, an understanding of their impairment and how to accommodate it, giving support to their needs in the mainstream class, is vital.

The booklet makes clear:

We all know that every child is unique and different. They have different abilities, learn in different ways, and at different paces. Inclusive, learning-friendly and barrier-free environments should therefore be created in every school and community throughout the world so that all children will be enabled to develop to their full academic, social, emotional and physical potentials. Individual support should primarily be given by the class teacher. However, s/he may also need assistance from school-based and itinerant resource teachers to ensure that the children concerned receive quality support that is based on their individual learning needs.

It gives pointers on universal design and provides a useful framework; it then discusses a range of commonly occurring impairments:

- Hearing impairment
- Visual Impairment
- Physical impairment – motor and mobility impairments
- Cerebral palsy
- Developmental and intellectual impairment
- Down syndrome
- Specific learning difficulties
- Dyscalculia
- Dysgraphia
- Dyslexia
- Dyspraxia
- Attention deficit hyperactivity disorder (ADHD)
- Autistic spectrum disorder (ASD)
- Epilepsy
- Tourette's syndrome
- Social, emotional and behavioural difficulties
- Deafblindness
- Multiple impairments

The guide is meant for countries of the South and explains how commonly occurring impairments can be identified, how they present and degrees of severity, and provides a checklist of what teachers can do to accommodate the social and academic learning of pupils with various impairments. The focus throughout is on identifying barriers and finding solutions and so fits well into the DREM framework discussed in Chapter 4. An example of the useful advice is the list below on developmental impairments.

Practical tips for teaching children with developmental impairments²⁷⁶

- Use simple words and sentences when giving instructions. Check that the child has understood.
- Use real objects that the child can feel and handle, rather than just working abstractly with pen and paper. This is important for all children, especially for children with disabilities.
- Do one activity at a time with the child. Make it clear when one activity is finished and another one is starting.

- Break a task down into small steps or learning objectives. The child should start with an activity that s/he can do already before moving on to something that is more difficult. Go back one step if the child encounters problems.
- Try to link the tasks to the child's experience and everyday life (this is important for all children).
- Give extra practice by repeating the task a few times. This will ensure that the child masters the skill. It will help increase her/his self-confidence; however, repetitions should not be exaggerated.
- Repeat a few main tasks with certain intervals so that they become 'habits', to prevent skills from being forgotten.
- Ask other children (who are doing well academically) to help and assist their classmates with developmental impairment as part of their own social, emotional, and academic development. This is mutually enriching.
- Be generous with praise and encouragement when the child is successful and masters new skills, as well as when s/he is trying very hard.
- Motivate the other children in the class to include the child with developmental impairment in out-of-class play and sport activities. This is also mutually enriching.
- Ignore undesirable behaviour if the child is doing it to get your attention. Give praise and attention when the child's behaviour is good.

The three main principles for teaching children with developmental impairment are:

1. Divide skill development into small steps and allow for slow progression.
2. Make frequent repetitions.
3. Give a lot of praise and motivation.

Box 8.2 How to organise an inclusive classroom: A UK primary teacher perspective

by *Susie Burrows and Anna Sullivan*

All schools need an ethos where all children feel welcome and safe, challenging racism, disablism, sexism, homophobia and all forms of prejudice and bullying, and promoting equality through measures such as:

Creating an inclusive ethos

1. Teachers need to promote an ethos in all classes where children feel able to talk about their lives and feelings, and where pupils are encouraged to support one another and work collectively. The effects of racism (including anti-Semitism), disablism, sexism, homophobia and prejudice should be explained and discussed so that the children develop empathy, challenge discrimination and include those who may feel excluded. Young children can be taught this by drawing on their great sense of fairness.
2. Being aware that harassment can take many forms is essential, e.g. not wanting to sit next to a child who looks, acts or behaves differently, or not playing with a child who has facial impairments or is of a different ethnic origin. Seemingly minor incidents should be discussed and brought out in the open, so the victim is supported and the whole class understands the implications of their behaviour.

*The author with pupils
at Cleves School,
Newham, London.*

CREDIT: CARLOS REYES MANZO



3. Children have different styles of learning and multiple intelligences and need different styles of teaching. It is important to value the teaching of the arts and physical education as much as that of other subjects. Achievements in these areas, and the consequent self-esteem of children who do well at them, lead to greater ability to achieve in all subjects. Equality is giving each child what they need, not treating everyone the same.
4. All members of staff should challenge stereotypical and prejudiced comments made in lessons, the playground and the surrounding environment. Children should be taught the history of offensive terms so that they understand why these words are hurtful and unacceptable.
5. It is important to support pupils and their families who encounter harassment in the community, because children who live in fear cannot learn. This includes families who face deportation.
6. School assemblies can be used to deal with issues of prejudice, e.g. showing films and TV clips to introduce discussion of media stereotypes.
7. Using opportunities to celebrate the richness and diversity of different cultures, e.g. celebrating International Disabled People's Day (3 December) from a rights perspective, Black History Month, Refugee Week, Eid (from an anti-racist perspective) and International Women's Day (8 March). It is also important to include workers' struggles, e.g. teaching about the writing, art and movements for social equality that give dignity to working class people.
8. Drawing parallels between racism, sexism, disablism, homophobia and discriminatory practices based on social class to foster solidarity between boys and girls, black and white, disabled and non-disabled, and with working class children.

9. Celebrating achievement compared with each child's previous achievements, rather than standardised attainment.
10. Promoting inclusion through the curriculum, e.g. circles of friends, inviting speakers from local minority ethnic communities and disabled people's organisations; displaying work from all pupils in any area of the curriculum; ensuring that the materials and content of lessons cover different cultures and people; reviewing resources to ensure they are inclusive; providing accessible structures where pupils, parents and staff have a voice.

Making it happen

1. In order to allow the ethos described above to develop, teachers must ensure there is time and space each day when children feel free to talk about anything in their lives that interests or troubles them. This can be a starting point for discussing issues of how people are treated, e.g. if a child feels able to talk about their personal experience, or even to express bigoted views, the rest of the class can learn to be supportive or to challenge them.
2. It is more usually effective to bring issues into the open and deal with them collectively than talk to individual children after the session. If anyone is being offensive in any way (however subtle), the teacher can encourage the whole class to discuss the issue. The child who is being subjected to harassment, however seemingly minor, needs to know that the teacher is on their side and that the rest of the class know this. It helps if the school has a consistent policy that is applied by everyone.
3. Set up the class so that children are able to work autonomously or with support, with easy access to equipment. Take a flexible approach to carrying out the tasks required by the curriculum, so all children's needs are met.
4. Set up a range of groupings, such as individuals, pairs, whole class and small groups. Ensure that the composition of the groups is varied – a mix of ability, impairment, social background, gender and ethnicity is important.



Sharing at North Beckton Primary School, Newham, London.

CREDIT: CARLOS REYES MANZO

5. The teacher needs to show that all children are valued by openly praising each child's individual efforts and achievements in all areas of achievement – creative, physical, social and academic.
6. Make reasonable adjustments for disabled pupils and wherever possible plan ahead to anticipate what these may be. For example, when planning a trip take account of the access and learning needs of all in the group so they can fully take part.

If you have developed a supportive ethos, children will welcome and look after anyone new to the class. Sometimes a child with behavioural or learning difficulties can benefit a great deal from supporting someone else. Teachers need to be aware of how friendship patterns are developing in the class so they can intervene where necessary.

If a teacher notices some confident children controlling the forming of friendships and making some children feel unwanted, they need to nip it in the bud because this can escalate. Children who are unkind are often unhappy themselves and are relieved when the teacher helps them behave differently. They also need praise when they change. Teachers have immense influence in primary schools and if they make clear what is acceptable, children will respond, especially to praise. You cannot force children to be close friends with everyone, but you can teach them to be kind and respectful of the feelings of others and to treat each other supportively. Children want a happy environment as they spend many hours at school. This applies to those who bully as well. Even children with difficult behaviour, who are damaged by what has already happened in their lives, can flourish in a safe and supportive atmosphere.²⁷⁷

Index for Inclusion

The *Index for Inclusion* is a useful checklist piloted by the Centre for Studies on Inclusive Education, which enables schools to measure their progress. It is a tool that can be used both to initiate a school's or district's journey towards inclusive education and to monitor the development of inclusion over time. The *Index* takes the social model of disability as its starting point, builds on good practice and then suggests a cycle of activities which progress through the stages of preparation, investigation, development and review. It contains a set of materials that guide schools through a process of inclusive development. It is about building supportive communities and fostering high achievement for all staff and students.²⁷⁸ The following questions need to be considered in greater detail before an in-depth analysis is made of educational plans:

- Which policies promote inclusion and which prevent it from happening?
- What barriers at policy level act as a deterrent to the practice of inclusion and how can they be addressed?
- How can suitable guidelines to facilitate inclusion be prepared and followed?
- How can debate and discussion be generated among relevant stakeholders?
- How can monitoring mechanisms be formulated and incorporated into plans and realistic goals set for achieving targets?

There are some indicators that determine whether your school system is on track to moving towards inclusion. Your school can use the *Index* to:

- Adopt a self-review approach to analyse its culture, policies and practices, and identify barriers to learning and participation;
- Help decide its own priorities for change and evaluate progress;
- Encourage a wide and deep scrutiny of everything that makes up the school's activities as an integral part of its existing development policies.

The *Index* has been translated into more than 37 languages and is used in 90 countries. The process of challenging existing barriers and practices through involving all stakeholders – pupils, parents, the community, the school management board or governors, and teaching and support staff – is a vital component in developing inclusive practices. Its three dimensions are valid in any education system at all levels. However, work with teachers in four countries, India, Brazil, South Africa and the UK, has shown that the specific indicators need adjustment to fit each country's cultural and socio-economic situation (Booth and Black-Hawkins, 2001).

The *Index* process gets stakeholders to ask a series of questions, before administering the full range of indicators and questions and adjusting to local circumstances. A steering group of representatives of parents, staff, the community and educational administrators should be set up. They could start by asking the following questions:

- Who experiences barriers to learning and participation in the school?
- What are the barriers to learning and participation?
- How can these barriers be minimised?
- What resources are available to support learning and participation?
- How can additional resources be mobilised?

The *Index* has three dimensions that cover all aspects of school life:

Dimension A: Creating inclusive cultures

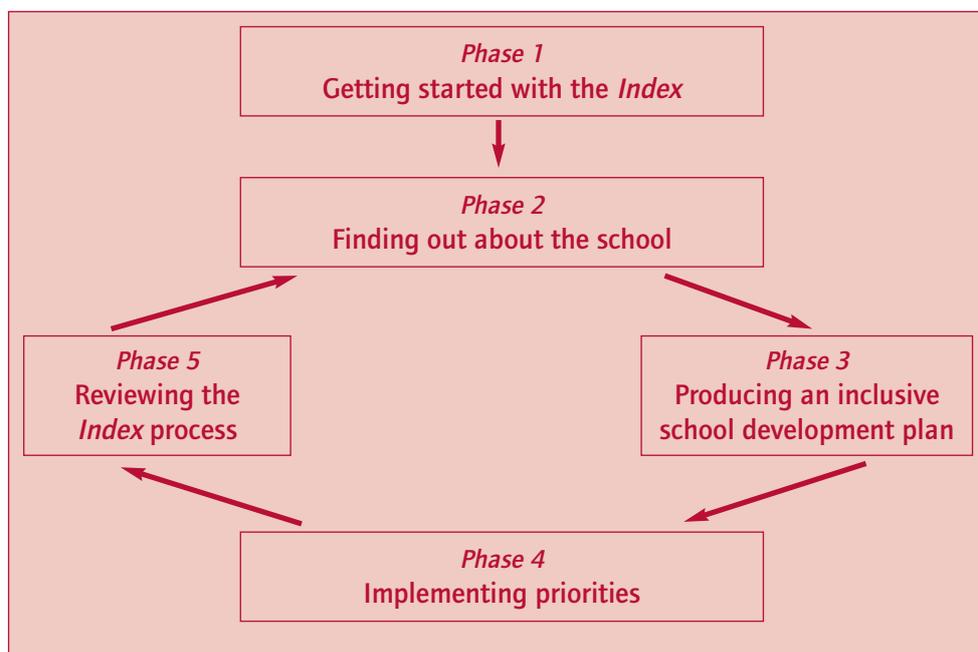
Building community – establishing inclusive values: This dimension is about creating a secure, collaborative and stimulating community in which everyone is valued. It is concerned with developing inclusive values, shared among all staff, students, governors, parents and carers, that are conveyed to all new members of the school. These principles guide decisions about policies and practice, so that the learning of all is supported through a continuous process of school development.

Dimension B: Producing inclusive policies

Developing a school for all – organising support for diversity: This dimension is about putting inclusion at the heart of school development, so that it permeates all policies. Support is all those activities which increase the capacity of a school to respond to student diversity. All forms of support are brought within a single framework and are viewed from the perspective of students, rather than administrative structures.

Dimension C: Evolving inclusive practices

Orchestrating learning – mobilising resources: This dimension is about making school practices reflect inclusive policies. It is concerned with ensuring that classroom and extracurricular activities encourage the participation of all students and draw on their experience outside school. Teaching and support are integrated in the orchestration of learning and overcoming barriers. Staff mobilise resources to sustain learning for all.

Figure 8.1. The *Index* process and the school development planning cycle***The Index planning process*****Phase 1: Getting started with the *Index* (half a term)**

The school development planning team establishes a co-ordinating group. The group informs itself and the rest of the staff about *Index* concepts, materials and methods for gathering knowledge about the school from all members of the school community.

Phase 2: Finding out about the school (one term)

Detailed exploration of the school and the identification of priorities for development.

Phase 3: Producing an inclusive school development plan

Change the school development plan to make it reflect inclusive aims and the particular priorities identified in Phase 2.

Phase 4: Implementing priorities (ongoing)

Implementation and support.

Phase 5: Reviewing the *Index* process (ongoing)

Review of progress in developing an inclusive culture, policies and practices.

The third edition of the *Index for Inclusion* was launched at an international conference at London University's Institute of Education on 23 May 2011. The launch attracted an international audience, including education practitioners from Belgium, Germany, Hungary, India, Italy, Norway and the USA.

The new edition has been substantially revised and expanded, and builds on ten years of the *Index* in use. It makes explicit the values that underpin the *Index*; has a new section on a curriculum informed by these values; makes more explicit links with other educational initiatives based on these values; and explains how the *Index* can be used. Spiral bound for easier handling, the revised edition comes with a CD that provides an electronic version of the document and includes questionnaires that can be adapted to the context of individual schools.²⁷⁹

Getting school buildings right

Putting all children worldwide in school by 2015 will constitute the biggest building project the world has ever seen. Some 10 million new classrooms will be spread over 100 countries.²⁸⁰ All new construction should be fully accessible for those with disability; retrofitting of existing buildings is of equal importance. A change in construction norms to this effect should be explicitly agreed by the donor community. Government monitoring of procurement and building, involving the community and making cost-effective decisions are all essential. The best way to guarantee that the access needs of disabled people are taken into account is to involve them from the planning stage onwards. The major school building programme under way in India is a good example. *Preparing Schools for Inclusion* (2010) contains useful articles on developing inclusive schools from a design perspective.²⁸¹



Making schools accessible by building ramps for wheelchair users is important.

CREDIT: CONFLUENCE



Building new classrooms in Kisarawe, Tanzania.

Teaching sensory-impaired children in poorer countries

The Convention takes account of the concerns of the deaf, blind and deafblind communities to make sure young people with these impairments receive the specialist support they need to learn sign language and Braille. Article 24(3) calls on states parties to facilitate the learning of alternative means of communication, promote Braille and sign language and ensure that blind, deaf and deafblind children are provided with environments that maximise their academic and social development (Box 1.1).

Miles (2000) argues that although some children with mild hearing impairment can learn within integrated environments, providing the teacher is aware, takes care to face them and speaks clearly, for many hearing impaired children, this is not possible. Hearing aids are not only difficult and expensive to obtain, but need constant maintenance, which is usually impossible in remote rural communities. They do not 'solve' deafness because they just amplify the sound and do not teach language skills. The key issue is that a deaf child will not develop language and communications skills automatically in their own hearing family and community. They are excluded from birth in their own family by virtue of not being able to speak the same language. They need contact with other deaf people in order to develop their own sign language, which is why many deaf people argue that separate schools or units are necessary for deaf children.

Teaching sign language in Uganda.



Some children are deafblind and the challenges posed by educational inclusion for them are even more severe. Their needs are addressed in Article 24 of the Convention:

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 maximise academic and social development.

For most deaf children who live in economically poorer countries special schools are not an option. Providing them on any significant scale is unrealistic. Separation from their families and communities can deskill children in terms of essential survival knowledge, for example agricultural skills. Even worse, many special schools for the deaf still forbid the use of sign language and use oral methods, ignoring the recommendations in the UN *Standard Rules*, the *Salamanca Declaration* and the UNCRPD. Sign language can only develop when deaf people come together. The World Federation of the Deaf now advocates bilingualism – using sign as the first language and then developing written majority language in mainstream schools with support.²⁸²

So the 'deaf dilemma' is that sign language can only develop when deaf people come together to learn, but segregated education does not promote inclusion within the family or community. However, without sign language it is extremely difficult for deaf people to be included in their families or communities.²⁸³

Solutions

- Deaf adults are the most obvious human resource available for the education of deaf children;
- In some African countries, the inclusion of deaf adults in the education of deaf children has made more progress than in countries in the North;
- Inclusion needs to be seen as broader than schooling and must take place within the community;
- Small groups of deaf children and adults can meet to learn sign language without being excluded from overall education provision;
- Bilingual education needs to be explored at the family, community and school levels.

In Bushenyi district of Uganda, ordinary schools with an integrated unit for deaf children staffed by ordinary teachers opened in 2000. Drop-out was almost 100 per cent. The teachers developed some rudimentary sign ability and began to experience success, but were aware that children could not communicate with their hearing parents. So they started a parents' group to teach them basic sign language. Later, the Uganda National Association of the Deaf became involved in teaching sign. Recently the teachers have trained in sign language at Kyambogo University. The initiative has proved a great success, bridging the gap between home and school.²⁸⁴

The resource-based model and the provision of itinerant or peripatetic teachers for blind and deaf pupils in mainstream schools appears to be working in Kenya and Papua New Guinea. Withdrawing children to work on developing certain skills still counts as inclusion, provided they are part of a whole class group for most of the time. Inclusion is not about treating everyone the same: it is about giving them what they need to thrive educationally.



Teaching deaf children to talk in India.

Box 8.3 Samoa: Sign language begins at home

Fieldworkers for Loto Taumafai Early Intervention Programme support 40 deaf children and their families in five districts across the Samoan islands. They encourage sign language development and communication methods for the whole family. They also educate the family about the importance of deaf children attending school. Many Samoan deaf children do not attend, because parents do not see the value of it. The programme is challenging this belief at 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 a high level of commitment and provide positive role models, and will facilitate the children's inclusion.²⁸⁵

Box 8.4 Nairobi, Kenya: 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.²⁸⁶

Box 8.5 SENESE Inclusive Education in Samoa

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 at all levels within the school. They involve how a principal enrolls all students, how a class teacher sets up group work in the classroom and how the school community engages with all families, including

those that have a child with a disability. This has been the case in nearly 75 schools in Samoa that SENESE Inclusive Education Support Services funds under the AusAID Inclusive Education Demonstration Program.²⁸⁷

Many stories of positive change exist within the walls of each of these schools. On the other side of Upolu, which just escaped the recent tsunami, is the small rural school in Saanapu village. With around 200 students, the school has confidently embarked on the pathway of inclusive education and has successfully included two disabled children. Tuli is confident as he makes his way to class or down to the assembly area using his white cane. He is supported in class by his cousin Shana, who 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. She is also learning strategies for home that will help Tuli to be included in all village activities. The school is visited by SENESE staff every fortnight and Shana and Tuli also come in one afternoon a week for a video conference with the Royal Institute for Deaf and Blind Children in Sydney, Australia.

During these sessions Shana and SENESE staff discuss Tuli's programme, 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'*. There have been changes in the children who attend Tuli's school as well. Shana reports that Tuli is never short of a guide and the other children really enjoy talking to Tuli and listening to him sing and tell jokes. They are learning Braille and can read Tuli's stories.

The principal of the school is very proud of their achievements. He says: *'Tuli is a Saanapu boy and has the right to go to school with his friends and cousins. He adds a lot to our school and has given us the opportunity to learn more and work with the SENESE team.'* Tuli's grandmother Luisa is delighted that Tuli is able to go to school in the local village, as previously that would have had to travel 45 minutes to Apia. The family were considering sending Tuli to New Zealand to gain an education: that has all changed now.

Saanapu school is also including another young girl in Year 5. Her name is Airline and she is profoundly deaf. Airline is supported by her cousin Mafutaga who has learned how to communicate with Airline using sign language. Mafutaga attends sign classes once a week in Apia. The fruits of her learning and teaching are seen as the Samoan National Anthem and the morning devotional prayer are conducted in sign language. Mafutaga proudly shares that Airline is beginning to read and comprehend so much more. SENESE staff support Airline's teacher and have recently organised professional development in how to use children's books as a motivation for other literacy tasks.

At Samoa Primary School, closer to Apia, other significant milestones in the inclusive education pathway have been achieved. The principal of this school is confident and determined that her school will be able to effectively support a diversity of learning.

Anthony, who comes within the autism spectrum, is currently in Year 2 at Samoa Primary and is supported by a full-time SENESE teacher aide. Since Anthony has been attending school he has stopped having morning tantrums. He enjoys buying lunch, especially an ice-pop from the school canteen with the

other students, although he previously did not like going to places where there were many other children. He is now able to use the bathroom independently and can follow school and class routines. He has developed a positive relationship with his classroom teacher and teacher aide. He is using a lot more language in class when he wants something, and at the same time learning naturally from other students. At lunchtime he loves playing soccer and rugby with other pupils. This is a wonderful development as he previously only wanted to swing and rarely shared with other children.

Joseph Walters (Jay), in Year 1, is another boy on the autism spectrum. Jay now attends school full-time from 8am to 1pm with the support of teachers, a teacher aide and SENESE staff. The school is now familiar with him, so he enjoys being in class and does not disturb other students. Jay is just starting to enjoy having lunch with the other pupils. His family have developed strategies to include Jay at home and have commented that he is now being treated like any other five-year old. Jay has a buddy in class to help him with routines like sports and swimming. He plays with the other pupils and has learned to take turns on the swing and slide. Singing times are his favourite and he can sit on his chair doing activities with his support person during individual work time.

More challenges arise from day to day at each of these schools, but they are committed to working through these, together with SENESE, because the benefits are so great.

Box 8.6 St Lucia: Including children with intellectual impairments and blind children

The St Lucia Association of People with Developmental Disabilities (SLADD) runs its own special education centre, Dunnottar School. Andrew was born with Down syndrome and went to pre-school classes at the centre. In 2001 Dunnottar was interested in starting a new programme that would include children with Down syndrome in regular schools. This was unusual in St Lucia, where most children with developmental delay attend one of four special schools. In September 2001 a school was identified, the principal and teachers were interested in facilitating the new programme and Andrew was offered a place. A teacher from Dunnottar School provided support in the regular primary school and four children with Down syndrome were included in the programme. Initially, Andrew was in the smaller resource room, where visually impaired pupils were also supported, but for the last two years he has attended the mainstream class with occasional reinforcement of learning in the shared resource room. His self-confidence is increasing; he is becoming more independent and is able to mix with others, not just family members. In 2004, after Andrew had been attending mainstream school, his mother Beverly and support teacher Alma were interviewed.

Alma: How did you feel when we first suggested that we should move Andrew into a regular primary school?

Beverley: Although I felt elated, I was concerned about how he would adapt to being in a class of 35, with children whose learning ability was more advanced.

A: But we told you that he would be in a small group in the school's resource room – were you reassured?

B: Oh yes, that was part of the elation. But even though I knew there was support, I worried about whether the children would accept him and whether he would get along with the teacher.

A: Having met the resource room teacher and seen the school, did you feel that he would make it?

B: When Andrew was born, I didn't think he would ever learn to read or write, but he is able to write his name, read his reading book, and his speech is developing – not perfectly, but I can see him progressing.

A: That's because he is exposed to children speaking well. He would not have had such positive role models if he had gone to a special school.

B: He's also much more confident. He no longer lets his father walk him to the classroom – now he says goodbye to him at the school gate!²⁸⁸

Box 8.7 Bangladesh: INGO support for inclusion of blind children²⁸⁹

Twelve-year-old Shahinur Akter lives with her parents, three brothers and two sisters in Hetalia village, Narsingdi district in Bangladesh. Her father is a day labourer and her mother a housewife.

Shahinur was born blind due to congenital cataract. During the third month of her life her mother identified that she searched for a light source in order to see, but she had no idea what to do with her. She was taken for traditional treatment, but was not cured. When she was two years old, her mother took her to the nearest health complex and to district level Sadar hospital at Narsingdi, but the doctors could not identify the problem. At the age of six, she was taken to Dhaka Progressive Lions Eye Hospital, Narsingdi, but by that time she had

An inclusive classroom in Bangladesh.
CREDIT: SIGHTSAVERS



lost all vision. Doctors assessed her and said it was too late to get it back.

Due to her blindness, she found it difficult to perform day-to-day activities at home. She depended on her mother for every household activity. Her parents were not aware that she needed education in order to develop.

In 2003, Shahinur was identified during a door-to-door survey in Narsingdi district conducted by Assistance for Blind Children (ABC) under its community-based rehabilitation project, supported by Sightsavers. ABC's rehabilitation assistant informed her parents that visually impaired boys and girls could study at the nearest primary school. Shahinur's parents were not very interested in giving her an education, and also felt it would be difficult to bring up a blind girlchild in the family.

The project's rehabilitation workers continued to discuss the need for Shahinur to be educated and counselled her parents and others in the community about how she could be admitted to a nearby government-registered primary school where she would be supported by trained teachers. Shahinur was enrolled in SK Chandandia Primary School, Shibpur in 2007. With the support from the project's programmes the community and school authorities were sensitised on the need for inclusive education. Now that Shahinur is attending school, her family and the local community have become convinced that blind children can learn with other children.

At school, Shahinur takes part in assembly and physical exercise, and attends class regularly. Teachers trained in inclusive education and Braille help her. A visually impaired ABC community educator practises pre-Braille techniques at school and at home. Different tactile materials, which have a different feel – lentils, rice, sticks, strings, etc. – are used to teach Shahinur Braille. The materials are pasted onto paper and she can easily touch them with her finger tips. She follows the strings, which helps her to learn to read Braille alphabets. Braille alphabet books in both Bangla and English are provided, developed and printed by Sightsavers Bangladesh country office for people to practise tracking Braille alphabets through touching.

Shahinur has been given a white cane, a Braille set with a stylus, a Taylor board for learning Maths, and Braille alphabets and textbooks by Sightsavers. She writes in Braille in the school examination and the school allows her 15 minutes extra time in exams. She is now in Class IV. She came 21st out of 65 in her class in the final Class III examination, receiving 353 marks out of 500.

Shahinur's mother only passed Class III exams, but she is keen to help her daughter at home. With the help of a community educator, she has learned the Braille alphabet in Bangla. She says, *'To make my daughter educated and independent I want to learn Braille and help my daughter in her studies.'*

Shahinur receives basic rehabilitation training on orientation and mobility and daily living skills. She can perform daily tasks on her own, helps her mother with household chores, can walk alone with white stick and plays with neighbouring children. She wants to complete her education and become a teacher.



Learning to use a white stick in Bangladesh.

CREDIT: SIGHTSAVERS

Box 8.8 Education Development Centre, Kibera, Kenya²⁹⁰

Kibera is three miles from Nairobi city centre. It has a population of over one million, covers 1 per cent of Nairobi's land area and houses 25 per cent of the city's population. It is one of the world's largest informal urban settlements. Most residents lack access to basic services such as water and electricity.

Lilly Oyare says: 'It all started in 2000 when I walked around the Kibera slum in Nairobi. What I saw changed my way of thinking: children of all ages were playing in dirty ditches, and they lacked adequate food, security and education. In 2002, after much soul searching, I resigned from my teaching job and went to volunteer at Calvary School and Centre. Here I saw the challenges children faced adapting to primary school, and the lack of early childhood development opportunities. So I decided to set up the Little Rock ECD Centre. The centre is now supporting the physical, intellectual, emotional and social development of children in Kibera. Our centre has a holistic approach to inclusive education – it's not just about disability, but about all the issues that cause children to be vulnerable and to miss out on a good education.'

In 2003 free primary education was introduced in Kenya. Suddenly all the children in Kibera went to school and schools could not send them away. The children had not been to pre-school, so teachers had to help them catch up.

On its first day, Little Rock Centre expected to have five children; the teachers planned to work with them, show people the results and get more support. But 12 children turned up. On the second day 22 came; and on the third day 35. There was not enough space, but the centre continued registering new children because the parents were so excited about the new service and were impressed by the progress their children were making. When the centre re-opened after Christmas, 75 children were waiting at the door. Little Rock found bigger premises, but by the end of January the numbers had shot up to 100 children.

The hundredth child to enrol was a deaf child, Kelvin, who used to bring lunch for his younger sister and would stay until 3.30pm to take his sister home. Teachers Christine and Joy had attended a sign language course so it was decided to start a class for Kelvin and another child, Riziki. Since the class started in 2004, the number of deaf children has grown to 35 and 20 others have graduated to other schools for the deaf around Kenya. Little Rock has four teachers trained to work with deaf children, two of whom are deaf. Every teacher in the centre has learned some sign language, as have other children, and they really love it. Parents also come to Little Rock every Saturday to learn sign language so that they can communicate at home. In 2006 the centre started enrolling children with physical disabilities. It now gives physiotherapy and speech therapy to physically disabled children. One pupil, Molly, came with cerebral palsy and can now speak, read and write. No local government school will admit her, so she has joined one of the centre's special classes. Meanwhile the centre continues to support surrounding schools and argue for access.²⁹¹

The centre discovered that many children loved playing football, so it started a club and hired a trainer. There are now 60 boys and girls in the club, including 16 deaf children. They have won several tournaments. The centre has now started other clubs – for drama, drumming, art and craft, computing, sign language, and music and dancing.

It is planning to lobby the government to assist public school teachers to understand about education for disabled children and to develop disability-friendly school environments.

Children with profound or multiple impairments

It is often assumed that inclusive education is not for children who have very severe physical and intellectual impairments. This assumption usually implies fixed ideas about education and schools. It is based on the integration model that believes that a child has to adapt to the system, not the system to the child. The inclusion of severely disabled children also has different implications in the countries of the North and South.

In the North, inclusive education tends to mean the same thing as inclusive schools. There are increasing numbers of examples of how severely disabled children are included at all levels. In the South, inclusion of children with severe and multiple impairments is a matter of planning, resourcefulness and having a strong belief in a child's right to education. Too many countries are leaving these children to be educated at home because there are so many physical and teaching and learning barriers. It is always possible to find solutions involving peers, using community-based rehabilitation, bringing children to the home or enlisting the community to make the school and transport to school accessible (Stubbs, 2008).

Integration or inclusion?

Box 8.9 Singapore: Learning for all at Northlight Secondary School

Singapore, at just 640 square km, is a very small country that has realised its people are its major asset in enabling it to develop as a trading and market centre. The government has therefore laid great emphasis on and invested in developing a highly competitive education system with great pressure to succeed in examinations. Students cannot progress to secondary school without passing the primary school leaving examinations (PSLE). Success in the exam has risen from around 50 per cent in the 1960s to 97.3 per cent in 2010. Despite opportunities to repeat, some children with learning difficulties do not pass this exam. In recent years, the emphasis has shifted to providing alternative provision for those who fail the exam.

Northlight School was established by the Ministry of Education for students who had difficulty with the mainstream curriculum. The school opened formally in January 2007 to assist students at risk of dropping out of school. Admission is based on at least two failed attempts at passing the PSLE. The school also accepts school leavers who have failed to complete their secondary education.

Northlight has two campuses: Campus 1 at Dunman Road and Campus 2 at Jalan Ubi. The campuses differ mainly in the curriculums they offer. Campus 1 provides a three-year enhanced vocational programme, while Campus 2 offers the two-year Institute of Technical Education Skills Certificate (ISC) course. Staffed only by strong teachers, the school draws its inspiration from the Life Learning Academy in San Francisco. The curriculum, primarily vocational,

emphasises the development of emotional strength and life skills. It includes a wide range of vocational options. In addition, there is a ten-week industrial placement to ensure the relevance of the skills learned at school to real employment needs. A co-curricular activity (CCA) programme caters for the non-academic needs of students, and the school has full-time in-house counsellors to assist students facing social and emotional challenges.²⁹² The Singapore Government has invested heavily in the school and put it at the centre of its education system, instead of at the periphery.²⁹³

Hamka is a student who failed his PSLE and felt very down, but after three years at Northlight he passed the exam to go to the technical college. Northlight's programme demonstrates that even in a highly competitive education system alternative routes can be developed to bring those who have been failed by the rigidity of the system back into mainstream education.

Box 8.10 Sri Lanka: Two schools – integration or inclusion?

The Dharmapala Vidyalaya in Kottawa, Western Province, is located in a densely populated suburban area. It started as a popular primary school in the early 1970s, and has gradually developed into a comprehensive school offering Class 1 to Class 13. It has a student body of about 3,000 and over 100 teaching staff.

Dharmapala Vidyalaya initiated inclusive education at the request of parents. Disabled children, mainly with Down syndrome, are admitted to the special education unit. The special education teacher works with them on a modified curriculum to prepare them to cope with the coursework of the regular classroom. Children have opportunities to interact socially with children from the regular school, especially in co-curricular activities. Most children spend three hours a day in regular classes. The special education teacher assesses the achievement of pupils annually in relation to the intervention activities planned. The teacher and principal use this assessment to decide to which class in the regular school the child can be admitted. Parents and the community actively take part in the provision of physical facilities and special resources for the school. They also participate in co-curricular activities. Supervision processes have recently been geared to the support of inclusive practice. Under the principal's leadership a taskforce has been created to support the process of inclusion. Some disabled children go straight into regular classes and then may get help from the unit staff. Some disabled children have successfully continued from Class 1 to Class 8 in the regular classroom. Regular teachers have attended short training courses and the unit teacher has been undergone longer training. The principal and deputy principal have positive attitudes towards children with special needs and play a supporting supervisory role.

Shortcomings

As yet the school has only been able to include children with learning difficulties. Pupils are placed in the special unit and only interact socially with other children. The special education unit is situated at a distance from the regular primary classes, and the school does not accommodate physically impaired students. The children are the sole responsibility of the special

education teacher until they join the regular school. Teachers and parents do not have access to other ancillary services that can support children with special needs, e.g. physiotherapists or speech therapists. Some children drop out from the special unit without acquiring skills commensurate with their potential. Teachers in the regular school have limited skills for handling children with special needs. Some pupils and teachers still look at children with special needs with pity.

The Teppanawa Kumara Maha Vidyalaya is in a rural remote area of Ratnapura District. The school caters for Grades 1 to 13, and has 822 students and 28 teachers. A special needs unit was established in 1996 in the library, but as it grew a separate building was provided, together with a teacher with a two-year SEN diploma. In 2003 the school catered for 13 disabled children – two with visual impairments, seven deaf children and four with learning difficulties; all except one were in primary grades. The education programme is formulated through a combined effort of the special education teacher, regular classroom teachers, the principal and parents. All children, including those with impairments, have an equal opportunity to enrol in the school. Teachers have come to accept that all children have a right to education, and disabled pupils study alongside non-disabled children. Braille and sign language are taught in the special unit. The teaching–learning process is activity based. Children are encouraged to learn about each other’s needs and to work together to support each other’s learning. Aesthetic subjects (e.g. dance and music) are used as an interactive medium to improve communication skills.

Parents are eager to help and provide support. Some children join the regular school after a period of preparation in the special education unit, while others are admitted directly to the regular school. All children participate in the common programme of the school, and a conscious effort is made to identify the abilities of children with special needs. Teachers provide opportunities to engage in group and individual activities. They adopt a thematic approach for various subjects. However, children with special educational needs, when learning with other children, find it difficult to follow these themes from Class 4 onwards. This had been observed when teaching subjects such as aesthetics, Buddhism and environment. The administration provides the required support to teachers, but only two teachers have been on a short inclusion course and none have learned sign language. The school principal has a positive attitude towards inclusion, and supports the staff.²⁹⁴

The school is remote, with limited transport facilities. The special education teacher has to shoulder a major part of the responsibility of teaching children with special needs when they are in the special education unit. But there have been positive achievements in a context where large numbers of disabled children have no access to education.

Box 8.11 Mumbai, India: Inclusion of disabled students

Rahul Sonawane is 13 years old and has learning difficulties. He studies at Sant Kakkaya Municipal School. After completing pre-primary education with the National Resource Centre for Inclusion’s Karuna Sadan branch in Dharavi,

Rahul was accepted into Standard 1 of the local Marathi-medium municipal school when he was nine years old. Despite his difficulties, Rahul displayed a very good grasp and keenness to learn. The team thought he had the ability to gain from a mainstream environment.

The school had not previously been exposed to the idea of inclusion, so an orientation programme was put in place to sensitise the management and train the teachers. The team also focused on classroom management techniques with respect to toileting, placement in class, a buddy system for feeding and work habits. Rahul went on to Standard III and is coping to the best of his abilities. Socially, he has a lot of friends and enjoys going to school very much. Interaction with his peers and teachers' positive attitudes have resulted in Rahul's metamorphosis from a withdrawn child into a friendly young boy.

Parinaze Hansotia is a 14-year-old girl who has cerebral palsy and hemiplegia with intellectual impairment. She studied at Holy Name High School, Colaba (a grant-in-aid school) and is an alumna of NRCI's branch at Colaba, where she studied till Standard I. She moved to the high school when she was 12.

Parinaze is a cheerful girl and the NRCI team judged that she would benefit greatly from increased interaction with her peers and a stimulating mainstream environment. Including Parinaze began with a significant amount of introspective preparation from the team, particularly with the parents, as they were aware that she might not be able to cope with the standard state board curriculum for secondary education. The parents were counselled in a series of meetings that discussed their concerns.

The team then conducted an orientation for school staff and Parinaze's peer group. They co-ordinated at length with the principal and the school management to promote social inclusion and secure modifications in the school building. They also facilitated the appointment of a carer to help Parinaze with her mobility at school, as she walks with support. An individual orientation was conducted for the class teacher highlighting Parinaze's abilities and strengths.

Parinaze went on to study in Class IV and is doing very well. Her parents and the school have taken over responsibility for her social and academic progress.

Rachna is 12 years old and was born deaf. Because her father could not cope with her impairments, Rachna lives with her mother in the maternal extended family home. Rachna's mother made a real effort to enable her daughter to attend school. From the age of three, she attended a kindergarten for hard of hearing children. She then went on to attend Ankur primary school – the same school that her mother and grandmother had been to. Rachna was accepted even though she was not yet able to talk. She learned to use a hearing aid, communicate in sign language and speak a few words in her first year at school.

Recently, Rachna has become a classical Indian dance star despite her profound deafness. She performs at public events and has gained wide recognition. Her story, although quite exceptional, illustrates that inclusive education can make a real difference in the life of a disabled child. The untypical way of thinking of her mother's family has inspired other parents and policy-makers to find new educational solutions.²⁹⁵

Ayush Srinivasan is a 14-year-old student at Swami Vivekanand High School,

Chembur (a private school) and has cerebral palsy, quadriplegia and a very sharp intellect. He attended the NRCI's Bandra Centre until Standard IV.

Ayush has a competitive spirit and enjoys learning. The NRCI team was sure that Ayush would benefit from the challenges of a mainstream school. They were confident that he could complete secondary education and make a career for himself. Including Ayush began with the same parent counselling as with all other students who are included, except that in Ayush's case the concerns were those of a single parent. The team worked with Ayush's father and his extended family, who were all involved in his care. The family then identified a school in their area. The team met the school's principal and conducted an orientation for all the staff. In discussing Ayush's abilities, the school staff were struck by his extraordinary ability to give the day of any given date in any given year.

The team also provided the school staff with remedial support by arranging for writers and class work notes, and guided Ayush's father in following the Maths curriculum. An occupational therapist worked with the school on the provision of special furniture for Ayush to use in class, and also with Ayush's father and school ancillary workers on seating and toileting concerns, providing an attendant. Ayush is now in Standard IX. His academic performance is above average. Socially, he is very popular. His family has been very supportive and works in co-operation with the school staff and the resource team.²⁹⁶

Box 8.12 India: Inclusion in secondary schools

Two schools in India have been studied closely as examples. They have addressed the issues of equity and quality simultaneously and are close to the concept of inclusive schooling, although they remain within the school board system.

Loreto Day School, Sealdah, Kolkata is affiliated with the West Bengal State School Board, but is unlike many other private or partially aided schools in the country. In 1979, it had 90 poor and non-fee-paying girls on its roll of 790 students. In 1998, the school had 1,400 students, of whom 700 paid no fees. A further 300 street children come in every day and are taught by the pupils until they are ready to join classes. Some live in the Rainbow Hostel. These students are subsidised by the fee-paying students, sponsors and donors and by the West Bengal government, which gives the school the same allowance received by other registered private schools. This increase in the number of non-fee-paying students flows from a value system that the school has created for itself. Its other programmes include the Rainbow School – a school-within-a-school for street children. This is not a 'tagged-on' afternoon scheme, but a structured programme of curriculum development and child-to-child teaching and learning. The street children are individually tutored by 'regular' pupils from Classes V to X as a part of their work experience. Many 'Rainbow' children go on to enrol in regular schools and others have found secure jobs. The school runs many other programmes and activities that reach out to the community.

Loreto challenges the conventional view of a school by seeking to put into practice a set of values which challenges parents, teachers and pupils to build an outward-looking community and to live simply. The school also has a class

for children with special needs with two full-time teachers for 30 students. Sister Cyril, the principal, has also instituted 'barefoot' teacher training. This programme provides teacher training to young men and women from slums and villages near Kolkata who lack the basic requirements for admission to a teacher training college. Sister Cyril and her staff have trained over 7,000 teachers through this programme, and they in turn have brought primary education to over 350,000 village children who previously had no access to school. The appellation 'barefoot' comes from the way the teachers are given practical teaching skills (the feet) without the unnecessary (and irrelevant, in this case) addition of teaching theory (the shoe).²⁹⁷

The school has maintained conventional academic achievement by its students. Fifty per cent achieve a first class grade in the Class XII public examination. Loreto has succeeded in breaking the conventional mindset that creates barriers to access by poor students. *'There are lessons for all schools, worldwide, rich and poor, in the boundary-breaking strategies which Loreto has adopted to maximise its resources'* (Jessop, 1998). Many schools in Kolkata and other Indian cities bring better-off children face to face with poorer children, but not to the extent and in the way that Loreto does. Breaking down barriers to access does not have to be an isolated strategy, but could become a systemic attempt to establish inclusion and equity as the philosophy of the education system.

A second school, St. Mary's, New Delhi, took its first step towards inclusion with the admission of Komal Ghosh, a student with severe cerebral palsy, who had been attending a special school. *'Komal's presence helped the school become more humane'*, says principal Annie Koshy. Since then, the school has opened its gates to children with other impairments, orphans and poor students. Priority is given to students from the neighbourhood and all children learn together in the same classroom.

The school's teachers have evolved a variety of teaching methods that involve children in learning activities. The school's main aim is not to achieve high scores in the central board examination. Teachers meet frequently as a team to solve problems and take care of the learning needs of all pupils. In addition, the school has an outreach programme that helps children and adults from underprivileged groups with literacy and skills.

These two examples show how an inclusive approach can be adopted in a natural way and can overcome barriers that are created by the rigid policies and structures that exist in most schools.²⁹⁸

Box 8.13 Swaziland: Raising awareness

Nenio, a deaf student, attended his local high school in Swaziland. In the fourth form, he had difficulties understanding some subjects and his teachers struggled to help him. He and his parents went to see the special education co-ordinator at the Ministry of Education. With help from the national deaf association, the co-ordinator arranged for a workshop to be held for Nenio, his teachers and fellow students. This gave the participants more understanding of the difficulties faced by a student such as Nenio in an ordinary school. The workshop also covered the basics of sign language and made the teachers feel

more empowered. and Nenio has now completed his secondary schooling and wants to go on to university. Meanwhile he has a black belt in karate and a part-time job as a male model.

Child-to-child methodology is used as part of the Ministry of Health's community-based rehabilitation programme to empower and educate children about disability issues. Children compose songs and perform plays, raising awareness in the school and community. These cover issues such as road safety, HIV/AIDS and disability. The children also help to build ramps, make toilets accessible and design playground equipment. They have become involved in educating communities about the need for inclusion by challenging existing negative attitudes towards disabled people.²⁹⁹

Box 8.14 'Education is the key to life' – Bukhosibetfu Primary School, Mpumalanga, South Africa

Bukhosibetfu Primary School is a full-service school in a rural area with much unemployment and poverty. It is one of ten such schools designated in Mpumalanga after the introduction of White Paper No. 6 (see Box 6.26). From 2002 to 2005 the school received funding for training from DANIDA. There is a strong inclusive ethos among learners, staff and governors. Elizabeth Nkosi, Chair of Governors, sums this up: *'Inclusion is a good thing. Before, these disabled learners were at home and got no education. Now they have been brought into our school and they can learn English, all community languages and have friends and learn. Education is the key to life. If you do not get an education it is tantamount to killing the child. I only wish all schools could do what we are doing.'*

Classes are large, but the disabled children sit at the front to get more support. There are often two teachers team teaching. Visual materials, community languages, sign language and play materials are used to make the curriculum accessible. The ethos is inclusive and the children help each other. There is a meal provided by the United Nations feeding programme. The children who have learning difficulties are encouraged to take part in singing, dancing and drumming. Teachers find time to give one-to-one sessions to the children who need them. The teachers said they would like a lot more training based on lesson observations by an inclusion expert. Mpumalanga province has pushed ahead with developing inclusion and already has 150 full-service schools that meet the needs of all learners in their areas (see DVD 1).³⁰⁰

Box 8.15 Samoa: Vaimoso Primary School

In Samoa, inclusive education is seen more as a focus on special needs. Mrs Eleelesa Reti, principal of Vaimoso Primary School, says that at first she was confused, as she had no experience of teaching children with special needs. With the experience gained from a workshop, she felt more comfortable. She used the same strategies that most teachers use for slow learners. Although there was at first no special funding, Mrs Reti went ahead with the help of her



Learning together in Gauteng, South Africa.

CREDIT: REDWEATHER PRODUCTIONS



Learning to use a wheelchair at Kamagugu School.

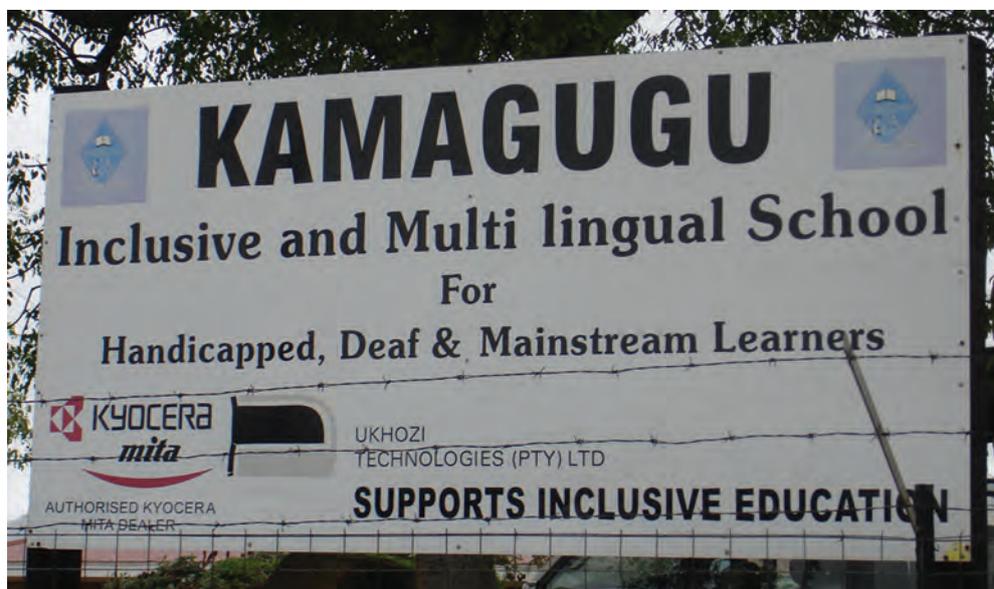
CREDIT: RICHARD RIESER

Kamagugu School in Nelspruit, South Africa.

CREDIT: RICHARD RIESER

staff and school committee. She designed an action plan – a very simple one so that goals could be easily achieved. A meeting was called with staff to discuss teachers' attitudes and barriers that would stop children with special needs from attending school. Parents were also invited and an awareness programme was finalised. School fees for students were not an issue.

A special needs adviser was invited to assist the principal in convincing parents that the school could teach their children. The next step was for two disabled students to attend classes. They were placed according to their ages, their needs were identified and lesson plans for each student were drafted. The teachers, school committee, parents and children work as a team to assist the students, and to build a supportive environment. In Mrs Reti's view the two students are treated the same as other pupils. Although there is still a shortage of resources to fully meet the children's needs, Mrs Reti hopes to admit more children with special needs in the future.³⁰¹



Box 8.16 'Where there's a will there's a way' – Baanbreker Primary School, Gauteng, South Africa

Baanbreker serves a predominantly white Afrikaner area in a prosperous suburb. Principal Tom Hoffmann says *'It all started some 11 years ago when the parent of a child with Down syndrome approached me and asked if the school would accept Louis. We looked at White Paper No. 6 and said 'Yes'. Louis has now gone on to high school. As he changed grades through the school, inclusive education moved up the school. We now have many more children with different impairments. We worked hard and now have curriculum materials, equipment and resources to accommodate different learners and make the curriculum much more accessible. Attitudes have changed. Success persuades those parent who were sceptical. People see children developing. But you must have a willingness to make it work. If staff don't want inclusion it will not succeed. Positive attitude is the key.'*³⁰² (See DVD 1.)

Box 8.17 Inclusive and multilingual: Kamagugu Primary School, Mpumalanga, South Africa

Kamagugu Primary School in Nelspruit, Mpumalanga is an inclusive, multilingual school that was originally a special school and is now a pilot resource base. It is grouped with ten primary schools in an inclusion project. The provincial government intends to develop 50 more inclusive schools in the province.

The school admits non-disabled children from the neighbourhood and disabled children who are deaf or have other physical impairments from further afield. The children pass through each grade if they can complete it, but those with learning difficulties go into a basic skills class and, as they get older, a vocational training class. There is a strong work experience programme for students with learning difficulties, which enables some of the students to get jobs. Those who graduate from Grade 7 go on to secondary school. The deaf pupils are taught in a separate class through sign language. All pupils mix socially and in school events and sports.

The school is built on a hillside and students are taught building skills. They have built a number of new classrooms, ramps and gardens. Teachers and the school physiotherapist work with the district support team to support the inclusion of disabled pupils in surrounding primary schools. The head teacher and staff have a strong inclusive ethos and a 'can do' attitude.

Box 8.18 Bocage Combined School, St Lucia

For more than a decade, the countries of the eastern Caribbean have been committed to a common educational reform strategy. At the heart of this is Education for All, which includes establishing educational support services for children with special educational needs. In the past, many disabled children and children with learning difficulties were excluded from the education system. For many more children, attendance at school did not give meaningful access to educational opportunities. Teacher resistance and retention of experienced teachers are two issues, but there are also examples of good practice.

Bocage Combined School is a primary school with 220 pupils and nine teachers. The students have a wide range of abilities and interests, and although the school does not currently have any students with severe learning disabilities on its roll, the principal has indicated that she would support the parents of such children if they wished to enrol their children in the school.

Given the range of student abilities, the principal felt it necessary to set up a special education programme to meet the needs of the students. This programme has been in existence for two years and caters for students who are operating below their grade level and, significantly, for advanced learners, whose learning needs are also seen as challenging for the school. The programme is operated by a teacher who is qualified in the area of special education and covers 35 students. Once students have been identified by their class teacher as students who might benefit from the programme, the special education teacher and a Peace Corps volunteer carry out a series of tests to determine the grade level at

which the student is working. On the basis of the results, the teacher prepares a plan and a schedule of sessions for each student. What follows is a limited programme of withdrawal from the ordinary classroom. The value of this as an 'inclusive' practice is questionable. It is undertaken partly to allay the fears of class teachers that they lack the skills to support inclusion, and partly as a bridge between children who are failing in the ordinary classroom and their classroom teachers that will facilitate the participation of these children in the mainstream. The sessions are held in a resource room and each student has three 30-minute sessions per week.

The students are placed into groups of between three and six, all of whom are performing at a similar level. The advanced learners are given an enrichment programme that consists of additional work related to the topics they are following in class and extra homework. The special education teacher guides students who are under-performing through a series of activities are designed to help them catch up. The programme tries to respond to the children's different needs. The students work at their own pace and leave the programme once they reach their grade level.

Dialogue between the special education teacher and the class teachers links the work the students are doing in the programme and that done in their regular classrooms. The special education teacher obtains information on the topics that are being covered in the students' classes and uses these as the basis of some of her activities with the students. She provides the class teacher with information on each student's individual plan, so that they know how to help students in their regular work.

All participants in the study indicated that the programme was successful. Perhaps the best indicators of success are the comments of current and past students. Students who are following the programme do not feel stigmatised.

The teachers judge the success of the programme by observing the progress made by the students. No matter how small the improvement, it is seen as a sign of success. One student on the programme was successful at the Common Entrance Examination, which leads to entry to secondary school. The success of the programme must be viewed within the wider context of the school system. Success may have been achieved at a cost. In order to have the special education teacher function without responsibility for a regular class, the principal has had to combine two classes at Grade 6 level. The principal feels that this large class might have affected the school's overall outcomes in the Common Entrance Examination last year.³⁰³

Box 8.19 Overcoming institutional barriers in Namibia

Diane Mills, a regional inclusive education adviser in Namibia funded by VSO, recounts an interesting case study of one physically disabled student's journey through the school system. Kunene region is in the north of Namibia. Elizabeth O, who has been physically impaired since birth, attended Okanguati Combined School. Her mobility was been much improved by a mobility cart provided by an overseas donor, which she used to get about. Elizabeth's mother was the police station commander. Like other children in Kunene, Elisabeth was raised as part

of the community and as everyone's responsibility. She attended the community school and apparently there had never been a problem – she was fully included both academically and socially.

Everyone felt confident about Elizabeth progressing to Grades 11 and 12 after she sat an exam in Year 10. This would have meant moving and boarding, as only four schools in the region offer these grades. However, Elizabeth did not get the required marks. On investigation it appeared that the school had not applied for the 25 per cent extra time Elizabeth was entitled to as a reasonable adjustment. After an investigation that highlighted her previous performance and the detrimental effects of not having the extra time, it was agreed she could progress to Year 11, as she had not received the reasonable accommodation she was entitled to.

Elizabeth is now settled and doing very well in Cornelius Goreseb High School in Khorixas. The transition was smooth. This was partly because of her positive attitude and partly because of the support plan that involved people from many different organisations. The school had an accessible infrastructure, and the principal, teachers and hostel workers all had a positive attitude towards Elizabeth. The district education office was nearby to provide additional support. Additional changes were made to the school buildings due to the 'can do' attitude of the Education Department.

However, Elizabeth no longer lives in the school hostel as she felt she did not have enough privacy. She was independent enough to make this decision and the school recognised her right to do so. She is a great role model and was nominated to be a member of the Namibian Learners Parliament, where she represents disabled learners in Kunene schools. Seeing her involvement has convinced many more people that inclusion is the right policy.³⁰⁴



Elizabeth gets around in her mobility cart at her school in northern Namibia.

CREDIT: EENET

Box 8.20 Agururu Primary School, Tororo, Uganda

Agururu Primary School opened in 1980 and its special unit was started in 1986. It began with six children – two were deaf and four had learning disabilities. There are now 718 children, of whom 174 have various disabilities. The headteacher, 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.

Four deaf adults work in the school and teach the children sign language. Parents are encouraged when they see this and have changed their attitudes. They could send their non-disabled children to another regular school in town, but they still send them to Agururu and its enrolment is higher than the other school. Some of the non-disabled children now know sign language and interact with the deaf and disabled children quite well.

The attitude of teachers is most important. When a deaf child first comes to school, they are often aggressive; they cannot communicate and become frustrated. They need sympathetic teachers who can communicate with them. A project funded by Operation Day's Work, Norway, has trained ten teachers in sign language.

*Learning together at
Agururu School in
Uganda.*



Some of the non-disabled children still have negative attitudes towards disabled children. Teachers tell them that everyone is at school to learn, and learning is a process. However, attitudes towards disability often originate in their families and this is a challenge. Some parents of deaf children still want their children educated in separate schools.

The use of sign language in class is also a challenge; the school currently has six sign language trained teachers for 14 classes. These teachers assist with signing in another class when the subject is difficult. But they cannot help in every class all the time, because they have their own teaching to do. If a teacher just translates in class they will not be paid; they need to fulfil a full teaching load to get a full teacher's salary. This hinders the school's efforts, although it tries to bring in other interpreters when this is possible. Some hearing pupils are learning sign language as well.

English is the national and official language of Uganda. A policy change in 2007 means that in Years 1 to 3 of primary school, children should learn in their mother tongue. But as yet retraining for this new approach is only available for teachers in Year 1. Uganda has many languages – seven in this school alone. So Year 1 is still taught in English, although some parents do not speak English and students cannot practise at home.³⁰⁵

Training and employing disabled teachers

One of the most important elements in developing inclusive education is the education, training and employment of disabled people as teachers, so that they are role models for both children and the community, and so can change attitudes. Disabled teachers also bring a great understanding of living with an impairment and the adjustments that are necessary to include disabled learners. Disabled teachers face many of the barriers disabled children and students face, as well as bureaucratic barriers such as the UK regulations on 'fitness to teach'. Despite this, legislation and shifts in attitude have meant, for example, that in 2008/2009 in the UK, 6 per cent of trainee teachers declared themselves disabled. This has gone up from 2.3 per cent in 2001.³⁰⁶ Judy Watson, a blind UK teacher, is shown on DVD 2. Boxes 8.21 and 8.22 show the struggle of other disabled people to become teachers.

Box 8.21 Struggles of a blind teacher in Kerala, India

David, the youngest of five children, was born blind. His two brothers and two sisters are sighted. His parents are daily wage labourers, and with responsibility for feeding five children, they could not provide him with the support he needed. In spite of this, David did not sit back and bemoan his fate.

Instead, through his willpower and positive approach to life, he carved a niche for himself in society. He studied at the Light to the Blind School at Varkala and later attended integrated classes at the SMV Boys High School, Trivandrum. After completing Standard 10, he did a pre-degree course at the Government Arts College. Many people, including fellow students, did not believe that a blind boy could study. But David continued his studies and achieved a BA from Kerala University. He later enrolled in the teacher training course at the government teacher training institute at Palode, Trivandrum.

After finishing these courses, David returned home. Now the subject of employment came up and along with it the extra challenges every blind aspirant faces. His brothers and sisters were married and the sole responsibility for looking after him fell on his parents. For David this was a challenge.

He wanted to look after his parents, but there was a long wait for a job. Meanwhile, to enter the techno savvy world of the visually challenged, David enrolled in the computer course run by the Kerala branch of the National Association for the Blind (NAB) in 2003. Unfortunately, family problems forced him to leave the course halfway through.

David stayed true to his dreams, and in 2004 was recruited into government service as a primary school teacher at Ponmudi Upper Primary School. Ponmudi is a hill station with rough terrain, but David overcame these problems with ease. For him this was a dream come true – a job as a teacher at a school near home.

It was with great enthusiasm that he arrived at the school on the first day. But he soon learned that no one was willing to manage this school and its children because of its remoteness. He was now alone in a school with minimum facilities and 22 children studying from Standards 1 to 6. The school building was a huge rectangular hall with dilapidated walls and roofs. David gathered the children and cleared out the so-called school hall and its surroundings. The children of the locality were a great support.

David now manages all the activities of the school from being a headteacher to jobs expected to be done by a peon. He opens the school at 8.30am and closes it at 4.30pm. He teaches all the classes from Standards 1 to 6. He uses educated people from the community to teach subjects such as mathematics and science at the upper standards. The senior pupils from Standard 6 teach the younger children. David conducts tests and examinations and marks the papers with the help of senior pupils and associates from community.

The Kerala Government provides facilities for preparing mid-day meals that have to be collected from the nearest government warehouse at Vidhura, 25 km away. David manages to transport them to the school with help from local people. The pupils are the children of the labourers working in the tea estate.

How can a person with an impairment do so much alone? For David, patience, a positive attitude and the urge to give something instead of expecting support from others bring success to his life. He is content with his job and is an inspiration to all. The Kerala branch of the NAB recently gave him a computer to help him fulfil his long-standing ambition to become computer literate. Surmounting all odds, David has emerged as a winner and an example to others.³⁰⁷

Box 8.22 Mozambique: Salimo's story

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.

Trainee teachers receive a salary during their practical year. The district administration would not pay Salimo, but he began work anyway. One day a Ministry of Education inspection committee unexpectedly visited the school where Salimo was teaching biology to Grade 7 pupils. Members of the committee were impressed to see him using plants he had brought into class. They observed that the other teachers in the school were using traditional teaching methods, with pupils simply copying text from the blackboard. They discovered that Salimo was working without a contract or salary and they lobbied for him to receive payment. At the end of his practical training the children, teachers and headteacher wanted him to return. Salimo graduated in 2003 and went with the other graduates to the provincial Department of Education to be given a contract. He was stopped by an official and made to return the contract. The disability organisation wrote to the department, which said that special conditions could not be provided for disabled teachers.

The head of the college met with the head of employment at the provincial education department. The head of employment argued that Salimo did not have the necessary documents, which was not true, and that the department could not provide special working conditions. The college head explained that Salimo did not want special conditions. Finally, Salimo's contract was re-issued and he now works at the school where he trained. If such attitudes are to change, role models are needed. EPF Cabo Delgado aims to continue educating disabled people to work as educators.

In another school, teachers decided to organise supplementary classes on Saturday mornings for groups of children who were experiencing difficulties. The school had overcrowded classrooms and few support resources. The teachers could not meet during the week because the school ran three different shifts. They decided to use the Saturday sessions to assess their practices in a classroom-based way. They now take turns in planning and leading lessons. The other teachers observe and take notes. At the end of the lesson all the school staff meet to reflect upon what they have observed. This kind of assessment allows them to share ideas and experiences, and improve their own teaching.³⁰⁸

Implementing the Discrimination Act in schools in England: Reasonable adjustments

In England, all teachers are expected to teach all children in their classes. Since September 2002 they have had a duty to make reasonable adjustments to enable all children to access learning and the social life of the school, and not be placed at a substantial disadvantage.³⁰⁹ The national curriculum³¹⁰ requires all teachers to teach all children in their class by:

- Providing a suitable learning challenge for all
- Developing equality of opportunity for all learners
- Providing adjustments for disabled individual pupils or groups

(See Boxes 8.23 to 8.34 and DVD 2.)³¹¹

Box 8.23 Louise: The challenge of PE

Louise is in the reception class at her local primary school.

Issue: She has cerebral palsy and cannot move herself independently in her wheelchair or bear any weight.

Reasonable adjustments: The class has two physical education lessons a week. The class teacher decides that in one lesson the whole class will do floor work. Louise takes part with a peer and is supported by a teaching assistant. In the other lesson she has physiotherapy, while the rest of the class does PE.

Outcome: Louise takes part in PE with her peers.

Bowness Primary School, Bolton



Louise in her PE class.
CREDIT: RICHARD RIESER

Box 8.24 Cherry: Learning about symmetry

Cherry is in Year 5 at her locally resourced primary school.

Issue: Cherry has significant learning difficulties and physical impairments. The class is studying symmetry in mathematics.

Reasonable adjustments: The class teacher has planned a parallel activity. A teaching assistant and a buddy from the class (they rotate daily) are helping Cherry make paint blots on paper and then fold the paper so the wet paint makes a mirror image, so Cherry is learning about symmetry.



Cherry learns about symmetry at her local school.
CREDIT: RICHARD RIESER

Outcome: Cherry is making progress at her level of Maths and is developing relationships with her peers.

North Beckton Primary School, Newham, London



Jake at his school's sports day.

CREDIT: RICHARD RIESER

Box 8.25 Jake: Taking part in sports day

Jake is in Year 1 at his local infant school.

Issue: Jake is an independent electric wheelchair user. The annual sports day is approaching, which will be a circuit of different physical activities on the school field.

Reasonable adjustments: The physical education co-ordinator visits Jake and discusses sports day. Once Jake knows he will be able to take part, he and his parents suggest a number of parallel activities for him to do alongside his non-disabled peers. The local education authority advisory teacher and a physio-therapist from the local health trust suggest other activities and lend equipment, including a skittle run. Jake joins in fully and enjoys himself, as do his classmates. It is a great success.

Outcome: Jake has taken part and enjoyed himself, and the other children have learned about making adjustments.

Shelton Infants School, City of Derby

DVD 2



Katie is visiting the local antique shop.

CREDIT: RICHARD RIESER

Box 8.26 Katie: Learning to talk

Katie attends her local primary school.

Issue: Katie has speech and language difficulties. When she first came to school she did not speak. Katie has a target of 50 separate verbal interactions a day.

Reasonable adjustments: To develop her language and social skills, Katie and a small group of her peers regularly visit the local antique shop accompanied by a teaching assistant. The stimulating environment encourages Katie and her friends to ask the proprietor, John, lots of questions.

Outcome: Katie has made great progress with her spoken language.

Batheaston Primary School, Bath and North East Somerset

DVD 2

Box 8.27 Terri: Learning to be independent

Terri is in Year 3 of her local junior school.

Issue: Terri was badly burned in a house fire when she was a baby. She has facial disfigurement, no hands and only one foot, as well as other significant scarring. Terri attended her local infant school, but on transfer to junior school, her teacher expressed fears that she would not be able to meet Terri's needs.

Reasonable adjustments: The class teacher visited Terri in her infant class, and had meetings with the SENCO and headteacher to discuss strategies. Changing Faces, a voluntary organisation for disfigurement, came to talk to staff and pupils, and suggested Terri should be treated like all the other pupils. Terri has a teaching assistant for her physical impairments. The class teacher has encouraged Terri to work more independently and this has led to Terri becoming engaged and more enthusiastic about her work.

Outcome: The class teacher is confident in teaching Terri. Terri is popular with her peers and is making rapid progress.

Whitehouse Junior School, Suffolk

DVD 2



Terri has multiple disabilities, but is making good progress at her local school.

CREDIT: RICHARD RIESER

Box 8.28 Chavine and Aziz: School outings

Chavine and Aziz attend their local resourced primary school.

Issue: Both have cerebral palsy and other medical needs and are non-independent wheelchair users. The school wants them to be able to attend the two-night residential outdoor pursuits trip at the LEA Field Centre, where pupils stay on a two-storey barge.

Reasonable adjustments: The school has an outings policy that says all pupils go on outings. Forward planning involved meeting with Chavine's and Aziz's parents to convince them staff can handle the children's needs: hiring a minibus with a tail lift; planning activities in advance with Field Centre staff; and arranging for Chavine and Aziz to sleep with two teaching assistants on the accessible upper floor of the barge. Activities were adapted, for example archery with easy pull string, so they could take part.

Outcome: Both pupils went on the trip and enjoyed it; the other pupils established good relationships with them.

Cleves Primary School, Newham, London

DVD 2



Chavine is learning archery at a residential Field Centre.

CREDIT: RICHARD RIESER

Box 8.29 Making progress in mathematics

Secondary School Maths Department

Issue: The teacher has noticed that in the streamed sets in Year 10, many of the pupils with moderate learning difficulties are not making enough progress, despite a large amount of teacher time spent planning.

Reasonable adjustments: The Department decides to teach intermediate and foundation groups together. The Head of Department runs demonstration lessons for less experienced staff. The seating is re-arranged so that all pupils face the front for whole class teaching. Peer tutoring is used with seating plans drawn up in such a way that less able pupils sit next to more able pupils. Extension activities are made available for the more able. Teaching assistants are recruited and attached to the Mathematics Department. When 'shape' is taught, concrete three-dimensional models are handed out.



Learning Maths at an East London school.

CREDIT: RICHARD RIESER

Outcome: The attainment of the pupils with moderate learning difficulties in mathematics has increased significantly.

George Green's School, Tower Hamlets, London



Holly develops a dance routine.
CREDIT: RICHARD RIESER

Box 8.30 Holly: Let's dance!

Holly is in Year 8 and attends the local comprehensive secondary school.

Issue: Holly is a wheelchair user and cannot weight bear. The school has performing arts status and all the pupils in Year 8 learn dance. This class is developing a gum boot dance.

Reasonable adjustments: The class teacher plans the activity so the class works in pairs and Holly is encouraged to choose a partner. They are told to use their imagination to develop a dance routine which uses their different abilities. The two pupils decide that Holly will do the hand and upper body movements and her dancing partner will do the foot and leg movements.

The school has ensured that the rest of the class has developed an ethos of appreciating difference with inputs from a local disabled people's organisation in Year 7. The class were appreciative of the two girls' dance piece.

Outcome: Holly takes part in dance and her peers respect her achievements.

North Leamington Arts College, Warwickshire

Box 8.31 Signing for Maths

Profoundly deaf pupils attend a resourced comprehensive school in their area.

Issue: Sign language is their preferred means of communication. The school accommodates them in one or two tutor groups in each year with British sign language communicators in every lesson who plan with each subject teacher. However, in mathematics, some deaf pupils in Year 10 are finding the abstract nature of algebra difficult to comprehend.

Reasonable adjustments: The school also has two deaf instructors to develop the pupils' sign language skills. They run a weekly withdrawal group, where they explain the concepts of algebra in a way that deaf pupils can understand.

Outcome: This has led to increased engagement and achievement in mathematics for deaf Year 10 pupils.

Lister Secondary School, Newham, London

Box 8.32 Shane: Learning self-control

Shane is in Year 8 at his local Community School.

Issues: Shane is on the autistic spectrum and sometimes cannot cope with social interactions. He gets over-excited and is distracted when he does written work.

Reasonable adjustments: Shane has teaching assistant hours allocated to him under the Special Educational Needs Framework. The school has introduced a two card system for pupils who need time out, which all teachers know about – orange for five minutes time out and red to withdraw for longer to the Learning Support Department. The Department is cramped and often crowded. When Shane needs to complete his written work, he withdraws with his teaching assistant to a cleaners' cupboard which has been converted for him.

Outcome: Shane is making good progress. He is managing his own behaviour. Non-disabled pupils know about the card and time-out system and support disabled pupils with behavioural difficulties in keeping on task.

William de Ferris Secondary School, Essex.

Box 8.33 Responding to hyperactivity

Year 9 pupils in a catholic High School, Redditch

Issues: A number of pupils find mathematics very difficult. Some are disabled with a variety of impairments, including ADHD, autism, moderate learning difficulties and cerebral palsy. Mathematics is taught in sets.

Reasonable adjustments: The special educational needs co-ordinator, who is a mathematician, teaches the bottom set with a teaching assistant. The numbers in the set are limited to 14, far fewer than in the other Maths classes. Pupils with a low attention span sit in front. Concepts are taught with concrete examples and pupils have number squares to help them. For pupils who get tired quickly, questions from the textbook are photocopied, so they do not have to write them in their exercise book. The teacher and teaching assistant give feedback as the lesson proceeds by going round, and marking and explaining.

Outcome: All the pupils made significant progress in their Year 9 national Mathematics test scores.

St Augustine's Catholic High School, Redditch, Worcestershire



Learning Maths at St Augustine's School.

CREDIT: RICHARD RIESER

Box 8.34 Boonma: Accessing practical work in secondary science

Boonma is in Year 11 of his local comprehensive school.

Issue: Boonma is in the top set for science. He is blind. How can he access practical work?

Reasonable adjustments: Suliman, Boonma's science teacher, plans all activities and materials a week in advance so that the Visually Impaired Support Service can produce them in Braille and heat-raised diagrams. He ensures that when possible Boonma describes what he feels in the experiment to the other pupils. The school encourages peer support and this particularly helps Boonma.

Outcome: Boonma achieved a D grade in science and 5 GCSEs, and is now attending college.

Langdon Secondary School, Newham, London

DVD 2



Boonma learns Maths with support from other pupils.

CREDIT: RICHARD RIESER

Annex

Reasonable adjustments in the classroom – a checklist

This is not an exhaustive list of every aspect of planning. It is a list of practical classroom arrangements that teachers working with the project found useful when they were thinking about adjustments they might want to make.³¹²

1. Pre-planning information

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class?
- If you do not know how the disabled pupils needs will/can be met, seek advice from the special educational needs co-ordinator, head of department, head teacher or deputy head teacher, or from other agencies such as educational psychologists, advisory teachers or health professionals.

2. Class/group preparation

What preparation have you made for:

- One-to-one peer support
- Collaborative teaming
- Group work
- Valuing differences of race, gender, ethnicity, disability and religion?

How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

3. Lesson planning

How will you support the needs of all learners?

- Consider:
 - timing
 - variation of activities
 - types of activities (concrete/abstract)
 - reinforcement of key ideas
 - extension work
 - recall of previous work
 - links to future work
 - clear instructions
- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all of them?
- Are you able to access specially adapted equipment for some students to enable them to participate fully?
- If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4. What different teaching styles are you going to use?

- Visual, e.g. photos, mind maps, maps and diagrams, pictures, film, wall displays?
- Auditory, e.g. story-telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic, e.g. movement, role play, artefacts, using the environment?

5. Prepared materials

- Are written materials accessible to all: formats, readability, length, content?
- Scaffolding (practical materials), e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc. Are they accessible to all?
- Are you going to make appropriate use of augmented communication and ICT?

6. Self-presentation

- Have you thought about how you will react to situations of stress, humour, seriousness, embarrassing questions? Offer encouragement to all; challenge the behaviour, not the child.
- Are all the students aware that you might approach the behaviour of some students in a different way to the rest of the class?
- How will you use your voice in the lesson, e.g. volume and tone, and make sure that all the children understand you?
- Where will you position yourself in the classroom and when?

7. Use of support staff

- Have you met with, or at least communicated with, support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does the use of support staff allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils gain from this?
- If you are using withdrawal, how are the groups organised?

8. Classroom organisation

- Is seating carefully planned and/or the activity accessible for:
 - pupils with mobility impairments, e.g. circulation space, table height?
 - pupils with hearing impairments, e.g. sight line for lip reading/ interpreter/ glare?
 - pupils who are visually impaired, e.g. maximise residual sight, if touch can reach?
 - pupils with challenging behaviour, e.g. in adult view or at front for eye contact?
 - pupils with a short attention span or who are easily distracted, e.g. tell them to sit on their own?
 - pupils with learning difficulties who need a lot of support, e.g. next to peer supporter?



SSA assistance is bearing fruit in India as more disabled pupils enrol in school.

CREDIT: SSA

- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, e.g. stronger reader/weaker reader?

10. How will you deal with unexpected incidents?

- Are you aware of the systems for dealing with unexpected incidents, e.g. evacuation, fainting or fits, incontinence, medical emergencies?

11. Making students feel valued

How will you ensure that all students feel equally valued through their experiences of:

- Allocation of teacher and support staff time?
- Being listened/paid attention to?
- Being respected?
- Achieving?
- Interacting with their peers?

12. How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment, e.g. video recording progress, peer evaluation, self-evaluation?
- How will you involve pupils in assessing their progress?
- How can you make appropriate use of augmented communication and ICT?

9 Preventing Drop-out: Developing Inclusive Teaching and Learning

Leaving school too early is strongly linked with marginalisation. Young people with only a lower secondary education have limited opportunities to realise their potential and develop their learning skills. They face disadvantages in employment and are at greater risk of poverty and social exclusion.³¹³

The *Sri Lanka Country Report* (UNESCO, 2008b) highlighted:

The drop-out rate is decreasing in general ... However, the drop-out rate of children with disabilities is still an observable issue. This may be due to the poor quality of the educational assistance given to them in schools and lack of resources, including availability of trained teachers or methods of teaching.

Much of the effort directed towards Education for All is to get children enrolled in school. Much less attention is being paid to the quality of the teaching and learning that pupils experience. Only recently has the focus shifted to the quality of the education on offer and support for transition to secondary and tertiary education. As we have seen, disabled pupils have specific needs in relation to access, style and pace, support, communication and equipment. It is important that teachers provide the accommodations they need, as well as understanding the general need to be welcomed, accepted and befriended, and not be ignored, patronised, harassed or bullied.

In addition, there are social, economic and cultural pressures on all children and their families in less developed countries. These are multiplied for disabled children, and often lead to them dropping out of school. The *Global Monitoring Report* has identified many of these pressures and suggested strategies to address them for girls, children from poor families, orphaned, street, refugee, cultural and linguistic minority or remote area children and child soldiers. These all need addressing, but here the focus is on disabled children, the group most systematically not catered for in the education systems of the world.

In this chapter the factors that lead to the dropping out, lack of success and exclusion of disabled children will be examined; the chapter will suggest solutions in terms of both classroom pedagogy and teacher training, giving examples from the patchwork of burgeoning global inclusive education and supportive practices.

Drop-out and non-attendance at school arise from both external and internal factors. Some projects using informal education have been very effective in reducing drop-out, including among disabled children.

Countries seeking to raise school intake rapidly have to guard against increased drop-out rates in the early grades. There are some useful lessons to be drawn from recent experience.³¹⁴ The United Republic of Tanzania is one of a small group of countries that have successfully combined a rapid increase in primary school enrolment with low drop-out rates in the early grades.

Critical to this success has been the implementation of a carefully sequenced set of policies. Recognising that a surge of over-age children in Grade 1 could severely damage retention, the government accompanied the abolition of school fees for primary education in 2001 with a policy of putting a ceiling on entry and not admitting children over seven years of age.

Box 9.1 Complementary Basic Education in Tanzania

The Complementary Basic Education in Tanzania (COBET) project was developed to provide informal schooling for over-age children. Its curriculum, covering numeracy, literacy and life skills, allows pupils to enrol in the formal system at Grade 5.

By 2006, about 556,000 out-of-school students – around 8 per cent of the primary school age population – had been enrolled in COBET centres. Measures were also taken to strengthen teaching by posting more experienced teachers in the early grades.

Previously, many students had dropped out in Grade 4 as the result of a selective examination. This is now used as a diagnostic tool to identify learning difficulties and students needing remedial education. The number of out-of-school children fell from 3.2 million in 1999 to 33,000 in 2008. From 2000 to 2006, drop-out rates fell from 26 to 17 per cent. The steady reduction in drop-out can be tracked on an annual basis

In 2001, almost six out of ten children who entered Grade 1 had dropped out by Grade 3. When the reforms were first introduced, grade-specific enrolment rates followed a similar pattern to those in many other countries in the region – high initial enrolment followed by drop-out in subsequent grades. The picture worsened in 2002, immediately after fees were withdrawn.

By 2007, very few children were dropping out in the first three grades and enrolment rates were broadly stable across the first six grades. It should be emphasised that the creation of alternative pathways into education for older children is not an automatic route to lower drop-out rates. Non-formal education for over-age children is sometimes viewed as a low-cost alternative to formal schooling – but non-formal classes are unlikely to facilitate re-entry if they are poorly resourced and staffed. The COBET project has delivered positive results partly because it is part of an integrated national strategy.³¹⁵

From 1999 to 2007, the proportion of students reaching the last grade of primary education in Colombia increased by 21 per cent. Part of the improvement may be attributed to the Proyecto de Educación Rural (PER), which started in 2002 and by 2006 covered more than 435,000 students in about 6,500 rural schools. Working through municipal authorities, the programme assessed the needs of each school. Teachers were given specialised training in one of nine flexible educational models targeting disadvantaged students.

An evaluation carried out from 2000 to 2005 found that 14 per cent of rural schools had been covered by the project. While there was no significant impact on enrolment, improved language test scores and the share of students passing examinations were significantly larger in the schools covered. Drop-out also fell by 3.2 percentage points more than in schools that were not part of the programme.

While demand-side interventions such as conditional cash transfers have received much attention as a way of reducing school drop-out, the evaluation of PER is part of a growing body of evidence on the importance of supply-side strategies that make schools more efficient and attractive to students (UNESCO, 2010).

These reforms have produced impressive results. Similarly, in Bangladesh the non-

formal programme run by BRAC provides an effective route into the formal education system, through learning centres that operate over three to four years and cover the primary school curriculum. Drop-out rates during the programme have been much lower than the national average; over 90 per cent of BRAC school graduates move into the formal system (Nath, 2009).

Cutting the cost of school entry on its own does not increase enrolment, but when specific targeted grants are aimed at linguistic minorities, girls or those living in poverty there is evidence of increased enrolment and fewer pupils dropping out.

In Kenya, when school fees were abolished, there was little evidence of an increase in the enrolment of disabled children, particularly those with visual, physical and severe mental impairments who face obvious disadvantages in negotiating the journey to school and, in many cases, access to the classroom and other facilities, such as toilets. These disadvantages were reflected in the limited impact of school fee abolition on enrolment. On one estimate, only one in six Kenyan disabled children were attending school after the abolition of fees (Mulama, 2004). Recently, the Kenyan Government has overhauled its special needs strategy in favour of inclusion,³¹⁶ but the policy still concentrates on providing special schools and units for those with severe impairments – children who are visually or hearing impaired, have learning difficulties or physical impairment. Only around 28,000 children have been identified and receive support out of an estimated 1.8 million disabled children. Many do go to school, but they have to manage with inaccessible buildings, teachers without appropriate training and an inappropriate and inflexible curriculum.³¹⁷ This leads to high drop-out rates. The issue here is how to devise strategies, such as the successful ones in Tanzania, Columbia and Bangladesh, that retain disabled pupils. There are factors that are both external and internal to the school.

Challenging and changing attitudes in the community

Foremost among the reasons why children drop out are negative attitudes arising from cultural and social stigma towards disabled people rooted in traditional views. These are being challenged by work in the community at house to house and village level by interventions such as community-based rehabilitation, especially in the newly reformulated approach by WHO.³¹⁸ The CBR guidelines:

- Provide guidance on how to develop and strengthen CBR programmes;
- Promote CBR as a strategy for community-based development involving people with disabilities;
- Support stakeholders in meeting the basic needs and enhancing the quality of life of people with disabilities and their families;
- Encourage the empowerment of people with disabilities and their families.

Child-to-child initiatives are also effective, such as those at Mpika, Zambia (see DVD1) and those used by Leonard Cheshire Disability in their inclusion pilot projects in Kenya, Uganda and India.

Box 9.2 Miet: Developing community-led inclusive education

The approach developed by Miet Africa in Kwazulu-Natal, Zambia and Swaziland, using schools as centres of social support,³¹⁹ is now being incorporated into the

development of inclusive education by the South African Government. Using school-based and district-based support groups,³²⁰ teachers and other professionals such as health visitors and social workers are encouraged to work with parents and the local community to identify barriers and find solutions to enable children to attend school and thrive. The issues addressed are poverty, hunger, orphans, HIV/AIDS, street children and disability. Another programme initiated by Miet Africa in rural areas is to develop clusters of primary schools around local resource centres.

Linked to stigma and negative attitudes is the idea that disabled children are not worth the sacrifice needed by poor families to send their children to school. This is often based on the view that school as experienced by the parents could not accommodate their disabled child. Sightsavers has been providing support for adjustments and for itinerant teachers to work in the community and in schools, so that blind children and those with low vision can be successfully included, for example in Bangladesh, India and Mali. Modern technology such as ICT means blindness should no longer be a barrier to work or higher education. The problem is getting sufficient Braille teachers out into rural areas to contact primary schools. Itinerant teachers provided with a motor bike, as in Kenya, can reach a much wider range of schools and children; this is much more socially and economically effective than taking children out of their community to attend special schools for the blind.

Another very effective strategy for challenging and changing attitudes is to develop disabled adults as advocates of inclusive education. They can act as mentors and role models for disabled children and provide disability equality training for parents, community leaders and educators to challenge their own negative thinking and instil the paradigm shift necessary to implement inclusive education and Article 24 of the UNCRPD. This is occurring in the UK, South Africa, Pakistan and some South Pacific island countries.

Barriers to inclusion

The absence of transport effectively prevents many disabled children from reaching school. Parental responses to surveys underline the importance of transport. A survey in Bangladesh found that parents of disabled children saw the absence of a specialised transport system from home to school in rural areas and the lack of subsidised support for rickshaw transport as major constraints (Ackerman *et al.*, 2005). Rural communities seem more prepared to solve these problems than urban ones, for example in Vanuatu, Samoa and Mpika, Zambia. Small grants to rural communities can help provide solutions to transport problems.

Failure to understand the transformative nature of inclusive education leaves many educationists, administrators and politicians with the idea that inclusion is about integrating or mainstreaming disabled children into the mainstream as it is. Developing an inclusive pedagogy is not related to the economic circumstances or the resource level of the school. The child-centred and flexible approach of the UNESCO *Toolkit for Creating Inclusive, Learning-Friendly Environments* (Box 8.1), which has been adopted in schools in many parts of Asia and in Southern Africa, has demonstrated that with a change in educational philosophy and practice teachers can and will respond. Most teachers came into teaching to make a difference and with a sense of social justice. Large classes make little difference. Other tools, such as the *Index for Inclusion* (see Chapter 8), focus on changing attitudes, school cultures, policies and practices. Both



Students in North-West Frontier province of Pakistan.

CREDIT: TERJE, EENET

these resources show how to provide a means for bottom-up change to develop more inclusive environments.

The largest barrier for disabled children in the classroom is often the unfamiliarity of teachers with the specifics of supporting and accommodating children with particular impairments. This can lead to the disabled child effectively being internally excluded from learning and may often lead to the child dropping out. *This can be a particularly strong pressure where national curricula and assessment policies are too rigid, competitive and do not allow for flexibility and collaborative working.* The external requirements placed on schools by government should be addressed by curriculum and assessment reform. The BRAC informal schools in Bangladesh have recently demonstrated that where teachers are trained in child-friendly methods and in how to accommodate girls and disabled children there is a lower drop-out rate for both groups before transfer to lower secondary state school than in state primary schools.

The medical model response is deeply embedded in the special educational needs model and special school thinking. Those who drafted Article 24 of the Convention consciously sought not to mention special educational needs because of the explicit and implicit negative valuation of disabled children and students. The range of impairments and guidance on reasonable adjustments are addressed in the UNESCO booklet *Teaching Children with Disabilities in Inclusive Settings* (see Box 8.1).

Removing barriers

Article 24 of the UNCRPD focuses on addressing and removing barriers, making reasonable accommodations and providing support. This includes individualised plans or programmes that ensure access to the learning of Braille, alternative script, augmentative and alternative modes, and means and formats of communication. The plans should also include orientation and mobility skills; facilitating peer support and mentoring; facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community; and disability awareness, with an increase in disabled teachers. Implementing these sounds daunting, but it does not require every teacher to learn Braille or sign language. What it does require is a shift in think-

ing, so that every teacher feels confident in working with disabled children with a wide range of impairments. Specialist, resource and itinerant teachers are needed to support the development of the necessary learning of specific skills, like sign language and Braille.

Currently, too much effort and too many resources are going into training teachers about the large range of impairments and their medical causes and presentation, for example SSA training in India. Too little time and effort goes into working on an inclusive pedagogy that will reduce the number of individual adjustments necessary for children with various impairments.

Bunch (1999), in his groundbreaking *How to Book of Inclusion*, identifies four key areas teachers need to think about in planning an inclusive lesson.

1. As you are planning any lesson for pupils ask yourself: What are the essential knowledge, skills or understanding I want all students to get from the lesson?
2. Ask yourself – how do my pupils learn best? Take account of learning styles. Most pupils can learn in visual, auditory or kinaesthetic ways, though most have a preference and it is good to know these.
3. Ask – what modifications to the lesson plan would permit more pupils to learn more effectively in my classroom? All teachers are used to modifying their lessons to enhance their pupils learning.
4. How will my pupils show what they have learned? Ask the pupils to respond in ways they can handle. Assess pupils through their strengths, not their weaknesses.

Hart *et al.* (2004) examine the notion of transformability and the choices teachers can make to develop an inclusive classroom, drawing on the work of nine teachers in British schools, who successfully applied these methods very much against the general climate of increasing competition in schools.

Using the three principles of co-agency or collaboration, including everyone and trust, some interesting teaching and learning develops, which all children benefit from (Table 9.1).

Perner and Porter (2008) put forward a number of key points to develop differentiated or multi-level instruction when assuming inclusion of all students. The process helps teachers to plan and implement one lesson to accommodate all students and encourages each student to participate at his or her own level.

- The teacher plans for all students within one lesson.
- The teacher is able to weave individual goals into the classroom curriculum and through instructional strategies.
- The necessity for separate programmes is decreased.

Having put forward the same four steps in planning as Bunch (1999), Porter and Perner suggest four key concepts to help teachers:

1. Zone of Proximal Learning (Vygotsky):³²¹ Everyone needs to be challenged in their learning by being placed just outside their comfort zone, so they use all their faculties to resolve a problem and learn.
2. The 'partial participation diminishes readiness' concept, i.e. 'this student is not ready for my class'. Doing part of the task has value: we know this is true for each of us. Emphasise a sense of community – being included matters to all of us. One lesson for all because teachers can only do so much in one time period.

Table 9.1. Applying the concept of transformability to classroom practice
Acting on the principle of co-agency

Don't	Do
Manage classroom activities through imposition of authority. Respond to individuals on the basis of categories of perceived ability. Write off anybody. Work on the basis of passing knowledge from teacher to learner.	Actively encourage and enable young people to share responsibility for achieving a productive, purposeful and harmonious working atmosphere. Respond to individuals by trying to understand classroom experience through their eyes, by using that understanding to ensure meaningful diversity and openness in learning opportunities. Draw on all the information available to understand what is blocking learning. Construct classroom interactions on the basis of a meeting of ĩ minds, valuing as much what the young people bring as teachers.

Acting on the principle of everybody in

Don't	Do
Overtly differentiate between young people in tasks and activities. Routinely use ability-based grouping or grouping by similar attainment. Keep peer interaction to a minimum to avoid interference with learning.	Construct learning activities as a common endeavour in which everybody can take part on an equal footing. Encourage diverse grouping and negotiate patterns of grouping and seating with young people. Work to develop the peer group as a community of learners who support and increase one another's learning capacity.

Acting on the principle of trust

Don't	Do
Match tasks to perceived attainment/ability. Attribute the problem to the learners when they are unresponsive to the task and experiences provided to them. Take for granted the value, relevance and worthwhileness of curriculum content.	Construct a range of attractive opportunities accessible to everybody, with space for learner input to shape experiences and outcomes. Constantly seek for better kinds of opportunities through which initially unresponsive learners might be encouraged to engage effectively with classroom activities. Choose content and devise tasks that encourage young people to draw on diverse experiences and make connections with what is worthwhile and important to them.

3. Use of Bloom's Taxonomy of Cognitive Domains:³²² Move from the simple and basic to the more complex, ensuring all feel comfortable and have their needs met, i.e. for knowledge, comprehension, application, analysis, synthesis, and finally evaluation.
4. Use of Gardner's Model of Multiple Intelligences³²³ to identify children's learning styles, and which intelligences are their strengths, and design ways of presenting the curriculum to maximise these:
 - Logical/mathematical intelligence
 - Verbal/linguistic intelligence
 - Musical/rhythmic intelligence
 - Body/kinaesthetic intelligence
 - Visual/spatial intelligence
 - Interpersonal intelligence
 - Intrapersonal intelligence
 - Naturalistic intelligence

Porter and Smith (2011) suggest other important strategies to deliver inclusive education for all in the classroom:

- Collaborative learning
- Individualised learning modules
- Activity-based learning
- Peer tutoring for all students
- Child-friendly layout of classrooms
- A wide range and level of learning resources
- Alternative assessments
- Resource teacher and team teaching

Desired outcomes of this approach include:

- Every child is welcome at the neighbourhood school;
- Every child benefits from the social and academic stimulation of education with his or her peers;
- Every school will develop strategies of support to make this approach successful.

Clearly, all these approaches have been developed in classrooms in the North, but many of the ideas readily transfer to a low- or medium-resource environment. Examples of how to adapt lessons for African classrooms are suggested in the video clip 'Differentiated Teaching' (DVD 2).

Another group of barriers relate to acceptance by non-disabled peers. Strategies to be used here fall into three groups. The first is developing peer support as a reasonable accommodation through buddy rotas, collaborative learning and co-operation on completing tasks. This is highly effective. A second group surrounds challenging name-calling, abuse and violence by building intentional relationship structures such as circles of friends with techniques such as buddy systems and playground friends.³²⁴ The child-to-child methods exemplified in Kenya, Swaziland and Zambia include these techniques. A third group of strategies to challenge stigma and negative attitudes, and develop empathy by examining disability and social reactions to it in the curriculum, also fulfils the requirement in Article 8 of the Convention of awareness-raising in all schools.

Bringing disability into the curriculum

A UK survey of young people aged 14–16 found that over 50 per cent had not learned about people with disability in the last year in their school curriculum (Children's Society, 2008).

World of Inclusion³²⁵ carried out a project for the UK Qualifications and Curriculum Authority, following a report from the Secretary of State for Education in 2008 that showed little had been done to include issues surrounding disability in the curriculum. In 2009/2010, World of Inclusion was commissioned to work with schools in England to bring disability equality into the curriculum from a social model point of view. A report of the project, involving 25 schools, is on the worldwide web, as are nine short films showing promising practices (three of these are on DVD 2). Pupils and students were reported to be highly engaged in these activities and behaviour towards disabled peers improved. The work was carried out with pupils in Years 1–13



Inclusive drama at South Camden Community School.

CREDIT: CARLOS REYES MANZO

and covered all curriculum areas. It started by naming all the disabled people who have made a difference to the world and cited a study by Leeds University, based on primary school focus groups, which showed that many children thought disabled people sat at home and did nothing.

Many comments were recorded to show real attitudinal shift such as:

'It's not like they are different just because they are disabled' – Year 1 pupil, Hackney, London

'It's the mental impairments we need to concentrate upon, they are really hidden' – Year 13 pupil, Derbyshire

'You could say a word every day that disabled people find offensive and not know. Now I don't say them' – Year 10 pupil, Derbyshire

'This work is really interesting and changes the way I think about disabled people' – Year 4 pupil, Tower Hamlets, London

Another disability curriculum project was carried out by Playback in Scotland in 2002/2004.³²⁶ An activity on access and barriers was carried out and a film was shown of disabled young people recounting their experiences. A series of activities for citizenship and personal health and social education were developed and trialed in eight Scottish education authority areas over a two-year period from 2002 to 2004, involving 1,780 pupils and 175 teachers.

Data were collated and analysed by an independent agency, Jura Consultants. Its report highlighted that:

- Training sessions raised teachers' competence and confidence in discussing inclusion, disability and equality issues with pupils;
- Class teachers noticed a significant difference in pupils' understanding and perceptions of diversity and difference;
- Class teachers found that the resource activities fully engaged and encouraged pupils to think positively about, and become active in, changing their school environment and community;
- Participating pupils were able to clarify more fully the meaning of disability, reject the 'not normal' tag and recognise that everyone is unique;
- Children began to see disability in a real way and their attitudes shifted from sympathy to empathy;
- Teachers were able to stress the similarities, rather than differences, between children and resources could be widened to encompass all kinds of discrimination, exclusion and marginalisation.



The winning drawing in a children's competition in Niger shows how able pupils can help their non-disabled peers.

CREDIT: UNICEF

Inclusion International (2009) carried out a survey of teachers' attitudes to inclusion and of teacher training in 60 countries. The majority of teachers supported inclusion, but did not feel they had sufficient training. This is an improvement on previous teacher surveys, which showed considerable hostility to inclusion. Over 750 teachers took part in the survey. One of its main findings was that it is generally teachers who have received training in teaching disabled children who are teaching them, whether in separate special education institutions or in regular classrooms.

Those who have not received this training are much less likely to have disabled children in their classrooms. Teacher training for inclusion still remains on the margins of teacher education. The training that teachers do receive is often based on a medical model of disability, rather than focusing on learning styles and teaching strategies for inclusion. It is often NGOs working in the field of rehabilitation that train teachers and there is a tendency toward a medical perspective and special education paradigms.

Teachers told the survey:

- They are not satisfied with the programmes disabled children follow in their schools;
- There is only limited support from school administrators;
- They need more support from assistants in the classroom.
- They do not have proper training and so are not prepared to have disabled students in their classes, but they would agree to this if they were given support;
- Lack of training, administrative barriers and negative stereotypes of disabled children are the main reasons why these children are prevented from attending school;

Over 70 per cent of teachers said they would recommend inclusive education to parents and students. Teachers feel strongly that inclusive education promotes relationships with peers and fosters a sense of community.

Most of the available training is in awareness and sensitisation, but there is not much that addresses challenges at the classroom level and the strategies needed by teachers. The training that regular teachers receive does not include the tools needed to deal with the broad diversity of students that they will face in their classrooms. The consequence is that children with disabilities may be in a regular classroom, but do not receive an education.

Assessment

In 2005, the European Agency for Development in Special Needs Education studied forms of assessment that support inclusion in mainstream settings.³²⁷ Involving 50 assessment experts in 23 countries, the study addressed how to move from a deficit – mainly medically-based – approach to an educational or interactive approach. The following principles were proposed:

- Assessment procedures should promote learning for all students;
- All students should be entitled to be part of all assessment procedures;
- The needs of students with disabilities should be considered within all general assessment policies, as well as within policies on disability-specific aspects;
- The assessment procedures should complement each other;

- The assessment procedures should aim to promote diversity by identifying and valuing the progress and achievements of each student;
- Inclusive assessment procedures should explicitly aim to prevent segregation by avoiding, as far as possible, forms of labelling. Instead, assessments should focus on learning and teaching practices that lead to more inclusion in a mainstream setting.

Mitchell (2008) analyses the various pedagogies and methods that have been proved successful by good quality research. There is sound evidence that teaching strategies such as the following are effective for learners with special educational needs: co-operative group teaching; peer tutoring; a supportive classroom climate; social skills training; cognitive strategy instruction; self-regulated learning; memory strategies; phonological awareness and processing; behavioural approaches; functional behavioural assessment; direct instruction, review and practice; formative assessment and feedback; assistive technology; augmentative and alternative communication. Indeed, most of these strategies have been shown to be effective for all learners (Mitchell, 2009).

Teacher training and professional development

The shift required to accommodate the above changes to a pedagogy of inclusion require big structural and organisational changes in the way teachers are trained and professionally develop.

Florian *et al.* (2010) and Rouse (2010) have examined this issue in the context of teacher training. They worked with student teachers to develop a new framework for inclusion which has now been adopted by the Scottish Government and all the universities that train teachers in Scotland.³²⁸

Box 9.3 Scotland: Initial Practice Project – developing teacher training for all teachers for inclusive education

The aims of the Initial Practice Project (IPP) were to develop new approaches to training teachers to ensure that they:

- Have a greater awareness and understanding of the educational and social problems/issues that can affect children’s learning; and
- Have developed strategies they can use to support and deal with such difficulties.

To this end, the project worked with staff in the School of Education to implement reform of the post-graduate initial teacher education programme for primary and secondary teachers to ensure that social and educational inclusion is addressed within the core learning and teaching programme, rather than being an elective element selected by only a few student teachers.

The IPP currently focuses on the one-year post-graduate teacher education course leading to the Post-graduate Diploma in Education (PGDE). The programme prepares teachers for primary or secondary teaching. In 2009/2010, 117 secondary education students and 106 primary education students completed the course. Teachers graduating from the course take up probationary teaching posts across Scotland.

This initiative coincides with large-scale curriculum reform across Scotland associated with the introduction of the curriculum for excellence, which emphasises more inclusive approaches to teaching and learning and a strong commitment to social justice.

In spite of widespread support for inclusion in principle among educationists, there are concerns that it is difficult to implement. One reason cited is that teachers do not know how to 'do' inclusion in a practical sense. A central task of the IPP has been to work with colleagues who deliver the PGDE to explore the different ways in which teachers and schools can become more inclusive of children who might have found learning and participation difficult in the past, and to develop a shared understanding of inclusive pedagogy, which has been built into the programme.

Inherent in the three themes that underpin the programme are challenges to many of the existing beliefs and practices that students may encounter when working in schools. First, the theme 'understanding learning' is based on the principle that difference must be accounted for as an essential aspect of human development in any conceptualisation of learning. Such a view challenges deterministic views of children's abilities and educational practices that are based on assumptions of a normal distribution of intelligence.

Second, the theme of 'social justice' places expectations on teachers that they are responsible for the learning of all children; this is a stance which requires them to conceptualise difficulties in student learning as dilemmas for the teacher, rather than as shortcomings in the pupils. This approach requires that teachers reject notions of inclusive practice that are based on provision for 'most' alongside something different for 'some'. Instead, it requires them to extend what is ordinarily available for all learners.

The third theme, 'becoming an active professional', requires that teachers must constantly seek new ways to support the learning of all children. A key tenet is finding ways of working with and through others to improve the learning experience of everyone in the classroom. This presents a challenge to traditional divisions between 'mainstream' teachers, who are responsible for the learning of most students, and 'specialists', who work with some children who have been identified as having 'special needs'. Instead it suggests that adults work together to find better ways of supporting all children

The IPP is led by Professors Florian and Rouse at Aberdeen University, in partnership with colleagues in the School of Education, partner local authorities and schools, the professional associations and trade unions, the Scottish Government Education Department, the General Teaching Council for Scotland (GTCS) and the school's inspectorate (HMIE).

The IPP has adopted the concept of inclusive pedagogy, based on research into teachers' craft knowledge that is producing new strategies to address adverse school influences in the production of special educational needs. Studies of teachers' craft knowledge are undertaken in recognition of the complexity of teachers' daily work and to assist in identifying classroom practices which help to increase the achievement of all children, without the need to identify difficulties in learning as limitations of the learners, a key policy problem

arising from the well-documented negative effects of marking out some students as in need of something 'different'.

The inclusive pedagogical approach is specifically concerned with redressing the limitations on learning that are often inadvertently placed on children when they are judged 'less able', or identified as having special educational needs, both key factors in reproducing social inequality.

The IPP team are conducting a follow-up study of a sample of PGDE graduates. It seeks to build on the theoretical foundations of the PGDE course to explore how these are enacted in practice, and where new teachers find the facilitators and the barriers to adopting inclusive pedagogy. Insights from this study will support teacher educators in understanding the experiences of new teachers, and to reflect on how best they can be supported by their time at the university. The links between the theory and practice of inclusive education are constantly being explored to develop a better understanding of how new teachers can be supported.³²⁹

This framework has led to the *Framework for Inclusion* that supports teacher training and professional development across Scotland. Such an approach is a direct counter to the exclusionary pressure and negative impact of labelling children that has led to deficit thinking among teachers. In the IPP and the *Framework for Inclusion* all teachers are trained to welcome the challenge of diversity, to develop the practical teaching craft skills to meet that diversity and to challenge administrators and colleagues to bring about real and lasting change.

Box 9.4 Scotland: The *Framework for Inclusion*³³⁰

The *Framework for Inclusion* is designed to ensure that all students and teachers are appropriately guided and supported from the outset and throughout their careers towards gaining knowledge and understanding of inclusive education. The *Framework* was developed by a working group set up by the Scottish Government, through the Scottish Teacher Education Committee (STEC).

The *Framework* is for teacher educators designing initial teacher education (ITE) programmes, student teachers, teachers and teachers following advanced professional studies.

It covers the values and beliefs of inclusive education, professional knowledge and understanding for inclusion, and skills and abilities needed for inclusion. It has a strong social justice component, covering human rights; the right to education; rights in education; participation and diversity; the right to a learning environment free of discrimination.

It discusses crucial questions relating to inclusive education:

- Given that all learners at some point may have additional support needs, under what circumstances might the following children be vulnerable?
- What are the issues of language, ethnicity, social class and poverty, specific learning difficulties, more able children, Scottish travelling communities and looked after children?

- What are the issues of participation and access to inclusion (mainstream classroom, common curriculum framework, assessment, extra-curricular activities)?
- What are the role, responsibilities and professional identity of a new teacher?
- What are the opportunities and challenges of working with others?

The *Framework* sets out Scottish legislation and policy initiatives that relate to inclusive education, including the Children (Scotland) Act 1995, the Education (Additional Support for Learning) (Scotland) Act 2004 and *Supporting Children's Learning: Code of Practice* (2005).

Learning and teaching issues

- Promoting learning of literacy and numeracy across the curriculum.
- Raising awareness of the importance of the social and emotional climate for learning.
- Raising awareness of a variety of appropriate teaching, learning and assessment approaches.
- Encouraging the appreciation of the range of interests, experiences and needs within and beyond the classroom and the ability to address these by focusing on what the child already knows and can do.
- Increasing opportunities and removing barriers to learning and participation.
- Providing learning opportunities for students to think about their teaching and develop their understanding of different aspects of inclusion.

Programme development issues

- Ensuring representation of a range of expertise in programme planning, development and implementation. Involvement of all staff in the appropriate programme related staff development.
- Student teachers: Students should explore their assumptions about children and young people, schools and social justice.
- Professional knowledge and understanding: Students should acquire a knowledge and understanding of current policy, practice and provision, learning theories and pedagogical practices.
- Professional skills and abilities: Students should acquire skills and abilities to recognise and build upon previous experiences and learning of pupils, groups and classes.

Teachers' values and beliefs

Teachers should identify evidence of the following indicators within their practice:

- Are some forms of achievement more valued than others?
- Are some learners' achievements more valued than others?

- Are learning and teaching approaches being used to improve the achievement of all?
- Are the approaches being used effective?
- Are there any inherent disadvantages to the learner of these approaches?

Box 9.5 Samoa: Training teachers for inclusion

Samoa is an independent island country in the South Pacific with a population of around 200,000 people. According to the latest survey conducted in 2009–2010, there are an estimated 5,000 disabled people in the country, 46 per cent of whom are children. Samoa ratified the *Salamanca Statement* in 1994. The Samoan Government therefore strongly supports programmes for the inclusion of disabled children in schools. The government sponsors all trainees who wish to take up teaching as a career. The National University of Samoa's Faculty of Education offers three programmes for these trainees: general education; special needs education; and early childhood education. The aim is to ensure that equal opportunities are provided for all children to access a balanced education system, taught by well-qualified teachers.

This training was a key initiative by the Ministry of Education, as there are increasing numbers of disabled children in schools, and a need for more teachers who have undertaken awareness-raising programmes and training. With Samoa's involvement in UNESCO activities and international conventions, the country now has a platform for action to push for these developments. Research has shown there is a need for teachers to be trained in the area of inclusive education, so a course on this is now compulsory for all teacher trainees in both primary and secondary education programmes.



Using inclusive methods in Samoa.
CREDIT: SENESE

The main issues and challenges relate to changing people's attitudes and beliefs, including those of children in school and of educators, parents and the community as a whole. Other challenges include a lack of expertise, as many of the volunteers who started the programme are from overseas and often return home at the end of their contracts. It can be difficult to market this area of specialty to trainee teachers, as some have negative attitudes towards disabled children.

- Lecturers at the Faculty of Education were initially given scholarships to be trained in the area of special needs education so they can return and train the teachers in inclusive education;
- Consultation was carried out with the Ministry of Education and stakeholders on programmes and courses;

- Education programmes were offered at the Faculty of Education, especially courses specifically designed for teachers of special needs;
- Education workshops and training with the Ministry of Education was offered to all principals and teachers in primary and secondary schools;
- Working collaboratively with the Ministry of Education, attending workshops and training overseas, engaging in research and studies have all helped with the successful implementation of the programme.

Lecturers at the Faculty of Education and Ministry of Education officials worked on and sustained the initiative. The government supported it by sponsoring student fees.

The initiative was launched in February 1997, when the National University of Samoa moved to a new campus at Le Papaigalagala, Vaivase and the teacher training college amalgamated with the university. Training and awareness workshops took place around the country to inform educators and the community about the importance of inclusive education.

In February 2000, the inclusive education course was made compulsory for all teacher trainees. At the end of that year, the first six trainees graduated from the Faculty of Education, majoring in special needs education.

Achievements to date include:

- An increasing number of teacher trainees wish to major in special needs education;
- An increasing number of teachers of special needs are involved in national organisations and committees for children with disabilities;
- Teachers of special needs are involved in curriculum development;
- The Samoa Education Act 2009 highlights the importance of inclusive education for all children with disabilities and the support of teachers and the community;
- An outreach programme has been developed, for example trainees undertake visits to the hospital to conduct education activities for children, and there has been positive feedback from the hospital and community.

Teachers' performance is monitored by school inspectors. Most are coping well and succeed in accommodating the various needs of children in the community. Research is still to be completed to consolidate further ideas for the development of the programme and further evaluation will be done by the Ministry of Education and the university.

Plans are in the pipeline for a Bachelor's Programme for teachers of learners with special needs. Short training courses are planned for teacher aides/assistants through SENESE Inclusive Education (Box 8.5). Advocacy work will continue and more courses and resources are planned for schools to help teachers implement inclusive education.³³¹

Box 9.6 Brunei Darussalam: In-service development for inclusion

Brunei Darussalam practices an active inclusive education policy. The Government's endorsement of the policy through its ratification of the *Salamanca Statement* was a catalyst for facilitating and assisting the inclusion of students with special educational needs.

Most government schools have at least one trained special education teacher and children with special needs considered at risk of exclusion join their peers in mainstream classes. With no special schools to close down, the Ministry of Education concentrated its efforts on preparing and supporting teachers, administrators, parents and students for a more diverse school culture and population. Professionals at the Special Education Unit provide support to schools on inclusion.

As part of this support, continuous professional development programmes are organised every month. Starting in 2008, the Special Education Unit embarked on a phased project, 'Inclusive Model School of Excellent Services for Children', and began with two primary schools and two secondary schools in 2008.

In July 2008, a three-day national seminar and workshop was co-organised by the Special Education Unit and the University of Brunei Darussalam. It was opened by Datin Paduka Dyg Apsah bte Hj Abd Majid, Permanent Secretary at the Ministry of Education. The theme was 'Embracing Diversity: Effective Inclusive Schools' and the keynote address, 'Embracing Diversity: Strengthening Inclusive Schools' was made by guest speaker Dr Lori Bradshaw.

The seminar's main objectives were to:

- Provide a forum for sharing information and experiences on current trends, best practices and developments in special education;
- Establish networking and professional collaboration between the Special Education Unit, the school system, the Ministry of Education, the University of Brunei Darussalam and various local agencies;
- Review the progress of special education programmes and highlight directions for the future.

About 500 participants, including headteachers and principals, primary and SENA teachers from the Department of Religious Studies, officers and staff from the Ministries of Education, Health, and Culture, Youth and Sports and representatives of NGOs, attended the seminar.³³²

Box 9.7 New Zealand: Training materials for inclusive education

The New Zealand Ministry of Education has sponsored the three Rs of diversity: recognise, respect and respond.³³³ This is best delivered as a whole school activity related to classroom activity and student outcomes.

The three Rs website provides a wealth of training materials for New Zealand schools and teachers to help them:



*Eager to learn:
at school in South
Africa.*

- Gain an overall understanding of the basic elements that are key to effective practice in meeting the differing needs of students;
- Develop a flowchart that reflects the school's unique strategies for identifying and meeting needs;
- Source strategies for consulting school staff and involving them in the development or review of learning support processes;
- Ensure that staff are involved in the review process;
- Source activities that may be useful for professional development;
- Download examples of models, forms and surveys that may be helpful as catalysts for discussion.

The materials include the statutory requirements, early identification, a model for developing school-wide procedures, inclusive systems and ensuring staff ownership. Each of these topics is broken down into stages, so developing a model includes presentations and activities on:

Stage 1: Initial identification

http://www.tki.org.nz/r/diversity/develop/stage1-rationale_e.php

Stage 2: Class-based assessment

http://www.tki.org.nz/r/diversity/develop/stage2-rationale_e.php

Stage 3: Collaboration with teaching team

http://www.tki.org.nz/r/diversity/develop/stage3-rationale_e.php

Stage 4: Collaboration with learning support team or management

http://www.tki.org.nz/r/diversity/develop/stage4-rationale_e.php

Stage 5: School-based assessment and support

http://www.tki.org.nz/r/diversity/develop/stage5-rationale_e.php

Stage 6: Collaboration with parents, caregivers, family, and whānau (extended family)

http://www.tki.org.nz/r/diversity/develop/stage6-rationale_e.php

Stage 7: Specialised assessment

http://www.tki.org.nz/r/diversity/develop/stage7-rationale_e.php

Stage 8: Ongoing monitoring, review, and evaluation

http://www.tki.org.nz/r/diversity/develop/stage8-rationale_e.php

The Ministry of Education has also produced the Springboards to Practice series that summarises research and gives pointers to teachers and schools about useful practice. These were developed as part of the Enhancing Effective Practice in Special Education project. The Springboards weave research information together with student, parent and teacher voices into practical teaching suggestions.

The project was part of a wider Ministry of Education initiative to support and

develop teaching and learning for all students. The Ministry is increasingly conscious of the need for evidence-based practice. In an educational context, evidence comes from three sources: professional practitioners; families and young people drawing on their lived experience; research (both national and international).

By using the suggested activities in their own teaching contexts and recording their findings, teachers will help to build knowledge of what works for students in New Zealand schools.³³⁴

Conclusion

Many different approaches are being taken to reduce drop-out and increase the admission to school of disabled children and students around the world. Latest estimates suggest up to 60 per cent of the remaining out-of-school children are disabled.³³⁵ There are a huge number of disabled young people who have missed out on education. The real danger is that the Education for All target will be missed and international NGOs, donors and governments will continue to ignore 'the missing millions'. The solution lies in three areas.

First, there needs to be a big push into community education to challenge stigma and negative attitudes and facilitate disabled children getting to school. This requires a grassroots, bottom-up approach. It needs funding and training for grassroots disabled people's organisations and NGOs in 'training the trainers' courses and financial resources to remove barriers at the local level. Community-based rehabilitation and empowerment of local disabled people's organisations and parents' groups are key here.

Second, teachers who are in service around the world should be trained in a rights-based approach to inclusive education, using child-friendly methods, making them aware of the practical adjustments that can be made to accommodate disabled learners. This means embracing a pedagogy of inclusion. University education departments, teacher trainers and advisers must reject the old paradigm of the medical/special educational needs model in favour of inclusion and a rights-based approach, where teachers are shown how to mobilise resources, including pupils' peers, to devise solutions to barriers. Specific impairment supports and adjustments are also needed and resource teachers need to be trained and appointed, to work with teachers. It has been shown that whole school staff training is much more effective than taking out a few teachers and expecting them to facilitate the rest (MacArthur, 2009). For more than 20 years a whole range of methods of inclusive pedagogy has been developed and tested, mainly in North America, and has been shown to have a positive effect on the learning of all children.

Third, initial and continuing training and professional development must have inclusion at their heart and all trainee and in-service teachers should have continuing access. The model developed at Aberdeen University by Lani Florian and Martin Rouse has the potential to transform teacher training around the world. This is not expensive, but it is about changing the objectives and key components of the development of teachers.

What I have seen in Canada ... is that teaching is teaching. Teachers know how to teach. They know how to teach all learners. This does not mean that they know everything about how to teach all learners. It does mean that learners are more like other learners than they are different. It means that most of the ordinary techniques of teaching will work. And remember that inclusive education is collaborative. Sometimes a regular teacher will need and benefit from the support of another teacher, professionals from other disciplines, from parents, or even from students.

Professor Gary Bunch, York University, Toronto

10 Conclusion

The UN Convention on the Rights of Persons with Disabilities requires all states parties, educationalists, parents of disabled children and disabled people's organisations to be actively aware of the changing paradigm around disability. There has been a shift from viewing the problem as one that is caused by the disabled person to identifying the barriers to disabled people's inclusion in society on every level, and then enacting laws, policies, procedures and practices to change the situation.

Article 24 of the Convention requires a careful implementation programme to be developed within the available resources. For many countries of the South, this will mean finding out which children are not in school and exploring ways of getting them there. A number of studies have identified high school drop-out rates, especially for disabled pupils. One of the challenges in implementing Article 24 is to alter the curriculum to make it exciting and relevant to all learners, and to make sure there are sufficient teachers and that they are trained in pupil-centred and flexible inclusive pedagogies, capable of including pupils with the whole range and severity of impairments. Teachers with particular expertise, such as knowledge of Braille or the ability to teach deaf pupils or pupils with significant learning difficulties, need to be redeployed from special schools to provide support in the mainstream as resource and itinerant teachers, and their schools should be turned into regional and district resource centres.

Young disabled people not only need to be included, together with other excluded groups, so that they can achieve their potential, but they must also be empowered to live worthwhile lives in a world still full of discriminatory barriers. For young disabled people to reach this position, they need supportive parents, families and teachers. Traditional values must be systematically challenged and parents must be empowered to become allies in their children's struggle for their rights.

Disabled adults and their organisations have a crucial role to play. These organisations need training to become effective advocates of inclusive education and disability equality. They can empower and act as role models to young disabled people; they can challenge negative attitudes in communities and schools; they can act as monitors and champions of disabled pupils' inclusion or challenge the lack of it; they can mentor them and develop their understanding of the type of adjustments and support they need. At the same time disabled people's organisations can educate teachers about the social oppression that is disability. There are so few disabled teachers that we cannot wait. Disabled people and their organisations must be at the centre of the drive for inclusive education. 'Nothing about us without us' has real meaning.

If the millions of teachers around the world are to understand what is required, then learning from and showcasing the islands of good practice that exist in every country is essential. Teachers must be treated with respect and their working and living conditions improved. Training must be provided and class sizes reduced by the recruitment of more teachers skilled in inclusive pedagogy. Inclusive and child-centred pedagogy must be mandatory in all initial training and provide the core of in-service professional development.

States must recognise that gender discrimination can have a double impact on disabled girls and young women in their struggle to be educated and included. Programmes to address this double inequality must be put into place.

In implementing Article 24, all states parties should be mindful of Article 31, which requires them to monitor and gather data on progress towards the goals set



Pablo Pineda, winner of the Silver Shell award at the 2009 San Sebastián International Film Festival. Pablo played a graduate with Down syndrome in the film Yo Tambien, a role that was similar to his real life situation. Pablo went to mainstream school and college with his mother's support.

out in the Convention. The recent finding by the World Health Organization (2011) that there are 1 billion disabled people in the world, or 15 per cent of the world's total population, will require major upward adjustments in resource allocation and changes in survey methods. This is backed up by recent surveys of the number of disabled children, using the questions developed by the Washington Group,³³⁶ which reports that pilot projects it has conducted in Africa and Asia show that between 14 and 17 per cent of children have an impairment.³³⁷

While the WHO *World Report on Disability* is welcome, its analysis of education in Chapter 7 is partial and out-of-date in its approach to comparing the benefits of provision in inclusive settings over special schools. In calling for a proper comparison of outcomes from the two, especially in developing countries, the authors miss key changes in the debate, as the research they quote dates from 1995.³³⁸

It is clear from the literature review carried out by Mitchell (2010) (Box 4.3) for the New Zealand Government, which looked at all English language published sources, that the large majority of studies show no worse outcomes for disabled children who attend mainstream schools, and that some show benefits, compared to children in special schools. Mitchell argues that educational provision for disabled students should not be primarily designed to fit the student into existing systems, but rather that provision should be reformed so that it can accommodate diversity. This is inclusion, not integration (see Chapter 4), a distinction not made by the authors of the *World Report on Disability*, which treats all forms of mainstreaming in the same way. Mitchell also concludes that inclusive education goes far beyond the physical placement of disabled students in general classrooms, but requires nothing less than the transformation of regular education by promoting positive school/classroom cultures and structures, together with evidence-based practices.

How effective is inclusive education?

The difference in achievement outcomes for disabled pupils in various types of education in England was recently shown in a dramatic way in a UK Government report (DFE, 2010). Ironically, the coalition government's more open approach to data has released information that was not published under the previous Labour government. This ultimately undercuts the basis of the 'choice' argument in the 2011 Green Paper, 'Support and Aspiration'. The figures for pupils who have Statements – the highest level of need – are revealing. In 2010, 54.8 per cent of pupils with a Statement attended mainstream schools. While it is true that 30,000 of those attending special schools had severe or profound learning difficulties, the remaining 60,000 had the same range of impairments as pupils who attended mainstream schools.

The data in Table 10.1 was acquired from the Department for Education and demonstrates great inequality of outcome between special and mainstream schooling for groups of children with similar impairments. At the end of primary school, children on the autistic spectrum who attend mainstream schools are 23 times more likely to do well than children in special schools. This disparity continues at age 16 with a 25-fold difference at higher qualifications or a 12-fold difference at lower level basic qualifications. There is a similar difference of outcomes for pupils who have moderate learning difficulties as their main presenting impairment – with children in mainstream education doing 20 times better than children in special schools at the end of primary school, with no pupils in special schools recorded as achieving the required Level 4. At the age of 16, four times as many secondary school pupils with moderate learning difficulties in mainstream schools achieved five GCSE passes at Grades A–C

Table 10.1. Achievement by type of special educational need comparing community schools and special schools in England at key stage 2 and key stage 4, 2009/ 2010

School Action + and Statemented	Key stage 2 Level 4 Community special school	Key stage 2 Level 4 Community primary school	5 or more GCSEs or equivalent at Grades A*–C including English & Maths Community secondary schools	5 or more GCSEs or equivalent at Grades A*–C including English & Maths Community special schools	5 or more GCSEs or equivalent at Grades A*–G including English & Maths Community secondary schools	5 or more GCSEs or equivalent at Grades A*–G including English & Maths Community special schools
All Pupils	2% (5,000)	80% (255,900)	54% (271,100)	0% (9,000)	94% (271,100)	7% (9,000)
Total SEN	2% (5,000)	36% (27,330)	17% (26,850)	0% (9,000)	70% (26,850)	7% (9,000)
Moderate learning difficulties	0% (890)	20% (8,500)	4% (5,800)	– (2,700)	70% (5,800)	2% (2,700)
Autism	2% (1,000)	46% (1,800)	25% (1,300)	1% (1,100)	84% (1,300)	7% (1,100)
BESD	11% (750)	50% (5,700)	14% (10,400)	0% (2,200)	64% (10,400)	17% (2,200)
Hearing impaired	0% (40)	49% (570)	36% (620)	– (90)	89% (620)	20% (90)
Visually impaired	5% (20)	58% (280)	42% (340)	– (50)	90% (340)	33% (50)
Physical disability	2% (190)	53% (870)	33% (860) (860)	– (290)	86% (860)	9% (290)

Nos. 1–5 suppressed

Source: Safeguarding and Vulnerable Children Analysis Team, Analysis and Research Division, Children, Young People and Families Directorate, UK Department for Education, 2010.

as their peers in special schools and 35 times as many achieved the lower level of five GCSE passes at Grades A–G. Similar disparities are found for those with physical and sensory impairments and to a lesser extent for those with behavioural, social and emotional difficulties. It could be argued that these figures do not compare like with like, but the placement of pupils with special educational needs is a combination of parental choice and postcode lottery for pupils with these type of impairments. This is more influential than the severity of the pupil's impairment and so in aggregate provides a useful comparison.

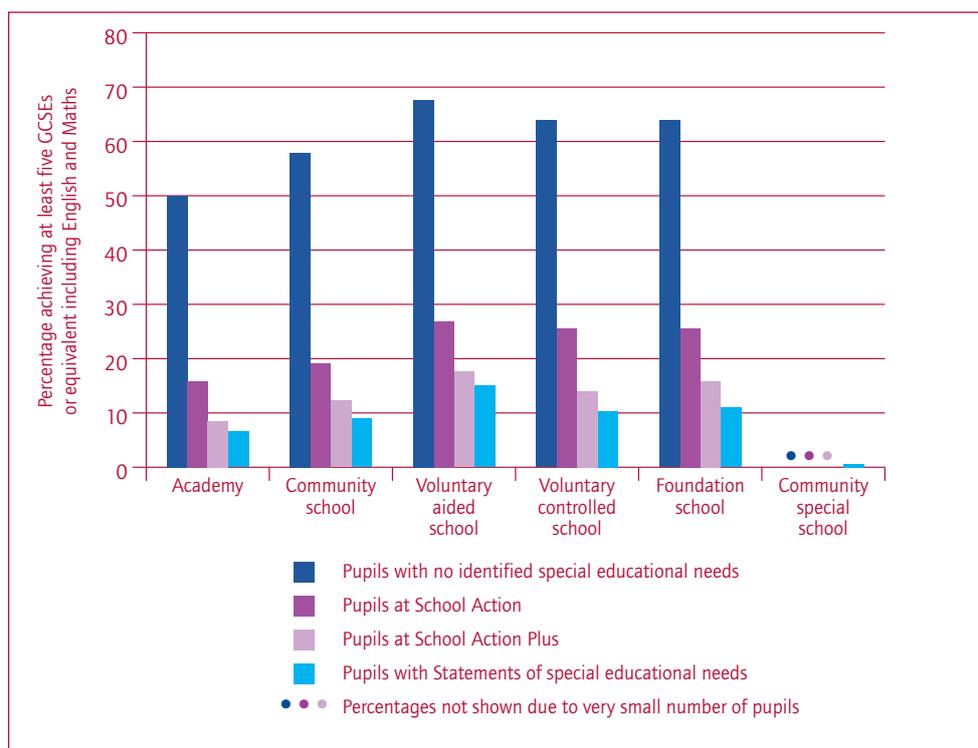
How can these substantial differences in favour of mainstreaming be explained?

MacArthur (2009), in her excellent publication *Learning Better Together*, examines the evidence in more detail. This is the subject of a major disagreement in the UK, with the coalition government committed to reasserting a bias to segregated education by removing the 'bias to inclusive education'. UK debates in this area often influence other parts of the Commonwealth.

MacArthur quotes research that compares the learning of disabled students in regular classrooms with students in special education settings (including approaches that withdraw disabled students from regular classrooms). This comparative research has looked at students' academic learning in mathematics, reading and other areas of the curriculum, and at student behaviour.

Disabled students have been found to do better academically and in terms of their behaviour in regular classrooms. In regular classes, instruction focuses more on the

Figure 10.1. Percentage of pupils who achieve the Level 2 threshold (including English and Maths) at key stage 4 by school type and provision for SEN, 2009



Source: UK Department for Education

regular education curriculum, whereas teachers using withdrawal approaches, where students are taken out of the classroom for specialist teaching, have a remedial focus. Some research is of particular note. In a North American study of primary and secondary schools, Fisher and Meyer (2002) compared the development of two groups of students with intellectual disabilities over two years (20 in regular education and 20 in special education settings). Their research showed that students with 'moderate and severe intellectual disabilities' in regular classrooms made greater gains in their social behaviour and in their overall development than students in special education settings. They point out that it is commonly assumed that students achieve better results in special education settings because of the specialist approaches they offer, such as intensive teaching, higher ratios of adults to children and specially trained staff.

However, their research challenges this idea, and indicates instead that the regular classroom is the best place for disabled students to learn.

A long-term study by a group of British researchers provides further evidence for improved learning by students with Down syndrome who attended regular classrooms (Buckley *et al.*, 2006). The study looked at the academic and social lives of 46 teenagers, 28 who attended special schools and 18 who attended mainstream schools, where they were taught in regular classrooms.

The young people in the two groups were placed in mainstream or special schools on the basis of where they lived; they were from similar social and family backgrounds and were likely to be of similar potential abilities when they started school. The study looked at students' progress in speech and language, literacy, socialisation, daily living skills and behaviour. When these students were followed up as teenagers, it was found that all had progressed on all the measures except communication.

Communication continued to improve through teenage years for the children in regular classrooms, but not for those in special schools. Similar findings come from another British study by Turner *et al.* (2008) that followed a group of 71 children with Down syndrome born between 1973 and 1980. Data collected when the children were aged 9, 13 and 21 years showed that school placement had a significant effect on students' academic achievement. Children with Down syndrome who were educated in regular classrooms had higher achievements in reading, writing and mathematics than those taught in segregated special education settings. These advantages continued into adult life.

How do researchers explain students' improved learning in the environment of regular classrooms compared to segregated, special education settings? Some say that teachers in regular schools have higher expectations for student learning; that students have access to appropriate role models; and there are increased opportunities for academic engagement and achievement. Buckley (2008) concludes from her research with Down syndrome students in the UK that it is not possible to provide top-level learning environments in special schools and classrooms, however hard teachers work. She argues that learning within a typically developing peer group may be essential for optimal progress.

To ensure that disabled students participate fully and achieve the full benefits of inclusive education, several of the comparative studies described here emphasise that schools must be provided with the guidance and support they need to understand inclusion and to work towards it. This means ensuring that schools have the resources, support and professional development opportunities that allow them to continuously question and improve their own approaches to teaching and learning. It also means that teacher education programmes must prepare pre-service teachers to work in inclusive schools that include a diverse range of children. Local administrators, advisors and inspectors should also be trained to support this agenda. Most importantly, the headteacher or principal must embrace the development of inclusive education and provide the support and leadership their staff need to make the transition.

World Report on Disability, 2011

The WHO *World Report on Disability*, published in June 2011, is a welcome contribution, which will increase the profile of disability rights and give an impetus to the urgent need to implement the UNCRPD at all levels. Chapter 7 addresses the barriers to inclusive education and how to address them. We can draw some conclusions using the following headings.

System-wide barriers

Legislation is important. In Malta this was vital and in New Zealand joined up thinking from ministries is promoting an understanding of the right of the education of disabled students. However, just passing legislation without implementing it does not work. As a study of low- and middle-income countries by the OECD (2007a) established, there has to be political will, otherwise legislation will have limited impact.

Policy: A clear policy helps shape delivery, as in Lesotho, which started with a policy in 1987 and by 1993 had found that 17 per cent of its primary school pupils were disabled. The SSA policy in India has given a very clear direction, but is under-funded due to an underestimate of numbers. Teachers' attitudes are positively affected by a strong government policy.

Plans: Clear national plans which identify the issues to be addressed, and provide mechanisms and funding for training, adjustments and support are likely to create a

move towards inclusion. The Mozambique Plan is belatedly seeking to bring disabled children into its strategy for achieving Education for All, but it is under-funded and Mozambique lacks sufficient expertise on the ground and in schools. Bangladesh does not have a national plan and therefore the gaps are being filled by NGO projects such as BRAC.

Some federal states in Canada and Australia, for example Queensland and New Brunswick, have highly developed plans, drawn up after widespread consultation and engagement with all stakeholders to reach a new consensus favouring an inclusive education system.

Funding: Funding can be through a national budget that tends to support fixed assets, resourced schools or special schools, as in Pakistan; through financing the particular needs of the institution for materials, teaching aids, training and operational support; or through financing individuals to meet their needs, as in New Zealand or England. In most low- and middle-income countries, funding for state education is insufficient to provide education of a similar standard as non-disabled children. In the developed countries too much of the funding goes on the relatively few disabled children in special schools and units, and not enough is spent on developing inclusion in the mainstream. In the Lao People's Democratic Republic, Save the Children and the Swedish International Development Cooperation Agency provided long-term funding and technical support for an inclusive education project from 1993 to 2009 (Grimes, 2010). The project resulted in a centralised, national approach to the development of policy and practice in inclusive education. Services began in 1993, when a pilot school opened in the capital, Vientiane. There are now 539 schools across 141 districts providing inclusive education and specialised support for more than 3,000 children with disabilities.³³⁹

School interventions

Recognising and addressing individual differences: The UNESCO *Toolkit for Creating Inclusive Learning-Friendly Environments* (Box 8.1) and the CSIE's *Index for Inclusion* are useful aids in moving from traditional pedagogies to a more learner-centred approach. These approaches have also been attempted in the move towards an outcomes-based system in South Africa and the development of inclusive pedagogies in England, Scotland, New Zealand and Canada.

Streaming into ability groups is often an obstacle to inclusion, while mixed ability teaching and mixed age classrooms can be a way forward.³⁴⁰

Individualised education plans are a useful tool for facilitating learning, if parents, children and teachers are jointly involved in their construction and they can be used to develop and plan teaching and learning to suit the needs of the child. All the high-income countries use them, which would suggest they may only work in a resource rich environment.

Equipment and accommodations need not be high tech. A letterboard can be just as useful as an expensive talker for children with communication difficulties. As we saw in pre-schools in Dharavi, Mumbai, learning aids can be designed and made from local materials. Disabled adults can be employed in making low- and medium-tech aids and appliances.

Additional support will be needed by many disabled children and students if they are to access teaching and learning with their peers. In Brazil, the government is committed to a support room in every school and 30,000 are already in place. Teaching assistants, learning assistants or special needs assistants are being increasingly used to support the participation of disabled pupils in mainstream classes. Their



A mother in Tanzania brings her deaf child to school.

CREDIT: MTAJU

successful deployment requires effective communication and regular planning time with the class teacher. There are signs from experience in New Zealand and the UK that they can also act as a barrier to the social and academic development of disabled children.³⁴¹

High expectations and flexibility are key. As we saw, students with significant learning difficulties have progressed to higher education in Alberta and have been highly successful.

The Alliance for Inclusive Education has developed a training pack for inclusion assistants, who champion the inclusion of disabled children from a rights-based and social model approach.³⁴²

Resource teachers can be important in bringing additional expertise into the classroom in a team teaching situation. They need to work as a team to be most effective. Resource teachers have been very important in developing inclusion across Italy. The SSA programme in India relies heavily on resource teachers to support mainstream teachers, and to recruit and support additional disabled children in school.

Teachers with a particular specialism are important, such as itinerant teachers of the blind, who have been used effectively in Kenya, India and Bangladesh, and teachers of the deaf, who can support the inclusion of deaf pupils. However, we have seen that deaf children need other deaf people to learn to communicate in sign language and many ways have been found to do this.

Turning special schools into resource bases that support inclusion in surrounding schools is a good idea, but can be far harder to achieve. The South African Government planned this well, but entrenched attitudes from some educational professionals

and pressure from some parents reacting to large classes and integration, but not inclusion, has led to a growth in special schools. This is evidence that a plan must impact on all schools, not just a few.

Collaborative teaming among staff has proved highly successful in South Africa, with school-based and district-based support groups. Inclusion is not a solitary teaching activity, but requires teachers, social workers, psychologists, parents, community and disability organisations to work together and learn from each other.

Building capacity of teachers for inclusion is crucial and we have examined different training models. The key lesson is that it must not be an add-on, but an integral part of all teachers' initial and continuing development. Training for in-service colleagues is much more effective if they undergo it together in their school or groups of schools. The *Framework for Inclusion* developed in Scotland could be adapted for training for all teachers around the world.

Removing physical barriers: New schools need to be built to universal design standards. Existing schools can be made more accessible by the community, as in Tanzania and South Africa. Changing the layout of furniture can make an important contribution and is easily achieved.

Overcoming negative attitudes

Disabled people's organisations can help change attitudes by their presence and pressure. They are a very important element of change, by advocating rights-based approaches, compared to charity and medical approaches. Educating teachers to confront their own and their communities' traditional idea of disability as a stigma is a necessary first step, as is getting them to understand that if they are a good teacher, they can be a good teacher for all children.

Community attitudes need addressing and changing, often by enlisting local leaders or chiefs as in Oriang, Kenya and in Zanzibar. Examples of innovative practices that link CBR to inclusive education can be found in many low-income countries. In the Karamoja region of Uganda, where most people are nomads and only 11.5 per cent of the population are literate, children's domestic duties are essential to the survival of their families. In this region, a project called Alternative Basic Education for Karamoja has been set up. This community-based project has pushed for inclusion in education. It encourages the participation of disabled children and school instruction in the local language. The curriculum is relevant to the community's livelihood, containing instruction on such topics as livestock and crop production.³⁴³

Parents need to be involved in all aspects of learning. Frequently around the world it has been a parent's belief in their child and their right to education that has initiated moves to inclusive education. Equally, many parents, particularly in low-income countries, do not see how it is possible for their child to attend school. Work needs to be done through CBR and other initiatives, street theatre as in Dharavi, Mumbai or through using the school as a hub in the community as in Kwazulu-Natal. Training parents in the paradigm shift and empowering them to be champions of inclusion is vital if they are to become powerful allies in their child's struggle for inclusion. NFU, a parents' organisation in Norway, has helped parents in Zanzibar collaborate with the Education Ministry in introducing inclusive education. This has brought about remarkable results in including children with intellectual impairments in school and vocational training.

Disabled children have the right to be consulted and listened to. Many will need support and empowerment to find their voice, but the Young Voices already operating

in 19 Commonwealth countries show what a powerful advocacy role they can play. Every school needs to address how to give their disabled students a voice and develop structures for them to express their views and develop their capacity as self-advocates.

Scaling up pilot projects

With over 100 countries having ratified the Convention, the 'implementation gap' between reality on the ground, in terms of the development of inclusive education, and what is meant to be happening is in danger of widening. Some of the most successful examples of inclusive education identified here have been initiated by NGOs, often with donor support, for example BRAC in Bangladesh, Leonard Cheshire Disability in Kenya and Uganda, NFU in Zanzibar, Tanzania, Miet in Kwazulu Natal, Sightsavers in Bangladesh and India, Handicap International in Rwanda and Save the Children in India and Mongolia. These projects and many others that have been successful need to be systematically brought to scale.

Inclusion International suggest the following approach. What does scaling up these kinds of examples require? Increasingly, the literature on scaling up points to the crucial need to develop local-to-regional-to-global networks. This fits in well with the DREM model developed by Peters, described in Chapter 4.

In this way stakeholders can share information, technology and financing. They can find ways to demonstrate innovations, and then get them embedded in systems and policies for wider dissemination and impact. As Sachs (2005: 242) has written:

The end of poverty must start in the villages of Sauri and the slums of Mumbai, and millions of places like them. The key to ending poverty is to create a global network of connections that reach from impoverished communities to the very centres of world power and wealth and back again.

Sachs (2005) and the UN Millennium Project have examined a number of case studies in innovation which they suggest draw upon these 'networks of connections' to scale up their impact. They identify key 'success factors' associated with national-level scaling up of innovations, including:

- Political leadership;
- Effective and co-ordinated local-to-national human resources and public management strategies;
- Local delivery mechanisms engaging local communities and civil society organisations;
- Mobilisation of private sector engagement, support and investment;
- Effective monitoring of progress against national goals and benchmarks;
- Long-term, predictable funding commitments and technical assistance from donor agencies.

This framework is a useful tool for assessing the existing efforts on a country-by-country basis to 'scale up' inclusive education. It is also important to ask:

- Is there senior political leadership for the cause?
- Is a national action plan in place with a clear focus on inclusive education?
- Does the plan have measurable targets and outcomes?

- Will the plan require leadership to implement the many policy commitments now in place?

In any attempt to scale up, the fundamental of implementing inclusive education must be remembered.

Together with other international agencies, Commonwealth leaders must focus on scaling up the many useful, mainly NGO-driven, inclusion projects that already exist and are outlined in Chapters 7 and 8.

Inclusion: The 'magic formula'

Mitchell (2009) puts forward a useful formula to summarise the process of implementing inclusive education, to which the author has added, in light of the Disability Rights in Education Model.

$$\text{Inclusive Education} = \text{V} + \text{P} + \text{CC} + \text{5As} + \text{S} + \text{R} + \text{E} + \text{DET} + \text{L}$$

V = Vision Inclusive education requires a commitment from educators at all levels of the system.

P = Placement Placement in age-appropriate classrooms in learners' neighbourhood schools is a necessary (but not sufficient) requirement of inclusive education.

CC = Child-to-Child Given the heavy weight of traditional and medical model ideas about difference and disabled people in all societies, it is essential that educationists create a welcoming class environment and develop peer relationships. These should be social with buddies and circles of friends, and academic with peer support and collaborative working.

5As

- (i) *Adapted curriculum*: Making appropriate adaptations and modifications to the general curriculum is central to inclusive education and is probably the biggest challenge to educators.
- (ii) *Adapted assessment*: It is essential that assessment serves educational purposes by promoting learning and guiding teachers, and does not simply function as a tool for sorting and selecting learners for advancement.
- (iii) *Adapted teaching*: Inclusive education challenges educators to develop a wide repertoire of evidence-based teaching strategies, i.e. clearly specified methods that have been shown by good quality research to be effective in bringing a desired outcome in learners. This requires initial and continuing training.
- (iv) *Acceptance*: Inclusive education relies on educators, learners and their parents accepting the right of disabled learners to be educated in general education classrooms, to receive equitable resources and not be bullied or harassed.
- (v) *Access*: For learners with physical, mental or sensory impairments to be included, adequate access and accommodations must be provided, for example ramps, toilets, space for wheelchairs, letter boards, Braille and other communication aids.

S = Support Inclusive education for disabled learners requires support from a team of professionals, in addition to regular classroom teachers. These include aides and assistant teachers, specialist advisers and appropriate therapists.

R = Resources Inclusive education requires adequate funding (but no more than would be provided in a special school). This includes appropriate learning materials and books in the right formats.

E = Engagement Inclusive education to be successful needs continuing engagement with learners, parents, community and disabled people in developing policies and practices.

DET = Disability Equality Training Training for staff, parents and learners, based on the paradigm shift to the social model of disability, to counter the dominant deficit medical model. This should be delivered by suitably trained disabled young people and adults. An awareness of the oppression disabled people are subject to needs to be specifically addressed in the curriculum.

L = Leadership To bring all the above elements of the 'magic formula' together, leadership is required based on inclusive ethos and values at all levels – government, national and local education authorities, principals and classroom teachers.

I have added three categories to Mitchell's formula to fit in with the DREM model and the experience of disabled people. These are CC (Child-to-Child) – this is more than acceptance; E (Engagement) on a continuous basis with learners, parents, the community and disabled people and their organisations; and DET (Disability Equality Training), delivered by capacitated disabled people using their life experience and social model thinking to challenge and change attitudes and practices.

The way forward

The task we face across the Commonwealth and around the world is daunting and exciting. Through enhanced international co-operation and a real determination from political leaders to put right the wrongs of the past, we can make progress towards the goal of every disabled child and young person accessing and achieving within the education system. We need to end the wastage of human potential and resources.

The evidence from around the world is clear. When disabled people are included in education, they can escape the inequalities and prejudices which for so long have confined them to poverty and denial of their human rights.

Moreover, the changes in education systems that this will require will mean that all learners benefit, leading to more humane, educated and equal societies. There are however some major obstacles to implementing inclusive education. These are macro-economic, political and cultural.

Barnes and Mercer (2010), taking a long-term view, evaluate the position of disabled people in the majority developing world and identify the barriers to disabled people as largely emanating from the world economic order. According to some estimates (Giddens, 2001: 71), in 1820 the gap between the world's richest and poorest nations was approximately 3:1, but this widened with the growth of international capitalism, so that by 1992 the difference had multiplied to a staggering 72:1. Globalisation has accelerated the pace of change and has marginalised more people in poverty. The production of impairment and disability is inseparable from the extreme levels of poverty and inequality in developing countries and the wider background of capitalist industrialisation and globalisation. The linkages between poverty and disability encompass outcomes such as limited access to education, employment, food and housing, public health and healthcare, and reduced social, civil and political rights. A cycle of poverty and disability sets in with cumulative and reinforcing disadvantages and inequalities.

Over recent decades, there has been a growing internationalisation of disability politics and policies. Pressure has built up on governments around the world to address the social exclusion and lack of basic human rights experienced by disabled

Fighting for inclusion when it comes to race and gender is obvious – races are equal and genders are equal. But to me, minds and bodies are also equal – the idea of educating someone separately because their mind or body is different seems ridiculous and like another form of apartheid.

Benjamin Zephaniah, poet and disabled person, *The Teacher*, May/June 2003

*We must be the
change we wish in
the world.*
Mahatma Gandhi

people. Action relied heavily on funding and inputs from donor countries, international aid organisations and NGOs, with community-based rehabilitation projects prominent. Yet the historical record shows a relative lack of positive changes in the lives of disabled people and poor communities. This offers a salutary lesson about the pitfalls of ad hoc short-term experiments in social reform that are not adequately resourced (although there is intense competition for material support). Too often projects do not emerge organically from the communities they are designed to support, but remain largely under the direction of external professional 'experts'.

A powerful stimulus to changing 'official' thinking have been the actions of poor and disabled people, establishing their own organisations, campaigning for social justice, equality and self-empowerment, and highlighting the consequences of disabling social and environmental barriers. The involvement of disabled people in the UNCRPD is a case in point. This politicisation and articulation of broader strategies has been pursued despite the endless pressure for survival experienced by so many poorer and disabled people. Nonetheless, it is vital that disabled people maintain a critical approach to Western theories and policies. Ideas about what is best for a particular country must not be imposed by outside, non-disabled or disabled, 'experts'. A disability rights agenda has yet to nullify the impact of vast material differences between countries. Hence, the need to explore more fundamental changes in the relationship between poorer countries and the capitalist world order to achieve the goals of disabled people. In education, the globalisation agenda is having an impact.

In the four years since the first edition of this book, much progress has been made, but there is also a feeling that initiatives are stalling, linked to the global economic crisis. New ideas on treating education as a commodity in a competitive global market place are gaining ground. Inclusion thrives on collaboration and caring for each other. We have a choice. Ball (2007: 191), in examining the commodification of education and the increasing role of private enterprise in state education, warns against the damaging effects:

We need to struggle to think differently about education policy before it is too late. We need to move beyond the tyrannies of improvement, efficacy and standards to recover a language of and for education articulated in terms of ethics, moral obligations and values.

Slee (2011), an academic who was involved in advising on educational change towards a more inclusive approach in Queensland, Australia, offers a comprehensive critique of the co-option of inclusive education into the conservative defence of the status quo. Slee demonstrates the connection between the macroeconomic approach of the World Bank and IMF, and the growth of neo-conservatism and consumerism, and the halting of progress towards genuine inclusive education. He argues there is still time to counter these trends, but educators and decision-makers must acknowledge the growth of 'collective indifference'. He argues that rather than mainstreaming or integration, the 'irregular school' is needed to achieve inclusion. To achieve irregular schools, politicians, administrators, educators, parents and disabled people must address five key tasks to achieve and maintain inclusive practice:

- The restorative task, including democratic, direct representation of all parties, especially the hitherto marginalised, with sufficient time and support for all to appreciate key issues.
- The analytical task of understanding the processes of exclusion and restructuring to rely less on outside placement;

- The policy task of decoupling from special education so inclusion is part of the motivation of general education reform and is aimed at including the excluded;
- The educational task needs to broaden and reinstate value for socially connected learning, for innovation, for creativity, for critical understanding, for mutuality in learning processes, for connected thematic teaching and learning, for ongoing assessment and compiling portfolios in preference to high stakes tests;
- The values task of reinstating the value of those who have been undervalued by schools and of building communities based on trust, collaboration and social justice.

What is needed, Slee argues, *'is an acknowledgement of exclusion and a determination to dismantle it now. We know that the task condemns or privileges us to a life of vigilance. All must share in this and this will create difficulty, struggle, tension and new productive relationships.'* Are we capable? Together, we can do it!

The education and development of one-sixth of the world's people can no longer be ignored or sidelined. As the leaders, teachers, parents, citizens and young people of the Commonwealth and the world seek to develop new collaborative and sustainable ways of living together on our finite planet, perhaps those who have been pushed to the margins are the very ones with the solutions. Places as diverse as Samoa, Zambia, New Brunswick, Canada and rural Brazil have demonstrated that all can be included in education. A world based on inclusion and collaboration is now our great hope. Will you help make this a reality?

Getting started

At the North South Dialogue held in Delhi in 2005, Professor Gary Bunch said:

Now we come to my final and most important key, simply getting started. I have heard people talk about the values and challenges of inclusion on many occasions and in many places. I have heard administrators discuss why inclusion, though having undisputed value, could not happen in their particular environments. I have heard many professionals explain why a certain child or youth, who would certainly benefit from being included, certainly could not be included due to this, or that, compelling reason. I have heard inclusion described as a wonderful philosophy, but too utopian to be possible. There are many who resist inclusion in these ways.

Where I have seen inclusion succeed in Canada, I have seen educators, parents, and others put aside reservations and simply get started. Without getting started and finding out what can happen, none of the other key elements I have mentioned is worth anything. They obtain their value by someone deciding to get started and then getting started.³⁴⁴

Appendix 1

Useful Resources

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>

Article 12: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/DayGeneralDiscussion21102009.aspx>

Commonwealth Secretariat Human Rights Unit

P Sen and M Vincent (2010). *Convention on the Rights of Persons with Disabilities: A Guide by the Commonwealth Human Rights Unit*

Sen, P (ed.) (2010). *Human Rights in the Commonwealth: A Status Report*

Conference of States Parties, UNCPRD

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>

UNCPRD Committee: <http://www.un.org/disabilities/documents/COP/COP3/Presentation/Ana%20Peláez%20Narváez.ppt>

Jordan: <http://www.un.org/disabilities/documents/COP/COP3/Presentation/Prince%20Raad%20bin%20Zeid%20Al-Hussein%20of%20Jordan.doc>

South Africa: <http://www.un.org/disabilities/documents/COP/COP3/Presentation/MS%20NOLU%20THANDO%20MAYENDE.doc>

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.make-development-inclusive.org/docsen/howtonotedfid.pdf>

The International Disability and Human Rights Network

<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 LIB Project***Pushing for Change – The Role of Disabled People's Organisations in Developing Young Disabled Leaders of the Future***

A three-year UK project to encourage and develop young disabled peoples leadership, 2008/11.

<http://www.allfie.org.uk/docs/Pushing%20for%20Change.pdf>

1. Disabled People's Organisations

<http://www.redweather.co.uk/video/DisLIB/DPOs>

- 1 What is a DPO? (5.20 mins)
- 2 What do DPOs Do? (7.40 mins)
- 3 Why are DPOs Important? (7.30 mins)
- 4 What's Good About Being Involved in a DPO? (10.30 mins)

2. Human Rights and Campaigning

<http://www.redweather.co.uk/video/DisLIB/HumanRights>

- 5 What is the Social Model? (4.10 mins)
- 6 Disability Arts (4.30 mins)
- 7 DAA Human Rights (6.00 mins)
- 8 Campaigns – Backwell Action Group (8.10 mins)
- 9 Campaigns – Herts PASS (14.30 mins)
- 10 Campaigns – e-Campaigning (4.50 mins)
- 11 Campaigns – Wigan and Leigh People First (3.00 mins)

3. Running a DPO

<http://www.redweather.co.uk/video/DisLIB/RunningaDPO>

- 12 What is Capacity Building? (4.50 mins)
- 13 Building Inclusive Organisations (10.00 mins)
- 14 WECIL Pilotlight (5.10 mins)
- 15 LCIL Trustees (7.00 mins)
- 16 PUKAR (3.30 mins)
- 17 Tendering and Commissioning (6.40 mins)
- 18 SEED (3.50 mins)
- 19 WECIL Involving Young People (6.00 mins)
- 20 DIAL UK Handbook (5.10 mins)
- 21 Partnerships, Networks and Consortium (9.00 mins)

4. Leadership

<http://www.redweather.co.uk/video/DisLIB/Leadership>

- 23 Intro to Young Disabled Leaders Projects (4:30 mins)
- 24 NCOCDP Youth Forum (15.00 mins)
- 25 DENW Young Disabled People (14.20 mins)
- 26 DAD – Young Disabled People (8.10 mins)
- 27 DAD – A DPO Perspective (15.00 mins)

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

<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. UNESCO has identified certain issues as 'Flagship' initiatives to strengthen efforts at addressing the issues through partnerships between UN bodies and other stakeholders. Case studies, support materials for teachers and those promoting inclusive education, and a set of guides to the education of different groups of learners are also available in the online materials section. 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. It includes sections on parents, policy, teacher education, early childhood, deafness, gender, image-based methodologies and action research. It also contains EENET newsletters, reports and bibliographies. The website is also available as a CD-ROM from: 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

This toolkit contains nine illustrated booklets that help teachers, school administrators, parents and children create schools which are inclusive for all. Its aim is to assist teachers to acknowledge the diverse range of backgrounds among students and build on the strengths of children. It can be adjusted to the specific needs of each school, classroom and child and should not be read as a 'recipe book'. The booklets are easy to read and contain tables, illustrations, checklists and examples to illustrate the application of inclusive schools (see Box 8.1 for a list of titles).

Language: English

Available from: UNESCO, Pacific Regional Bureau for Education, PO Box 920, Sukhumvit Road, Bangkok 10110, Thailand 2004, 320 pp.

European Foundation Centre

Study on Challenges and Good Practices in the Implementation of the UN Convention on the Rights of Persons with Disabilities: Final Report, 2010, VC/2008/1214, Brussels.

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* (DVD 1).

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/VD1sKIDc2zA> (5.01 mins)
- 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> (5.12 mins)
- 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> (4.56 mins)
- 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/QSb3ClafVDI> (2.50 mins)
- What does a quality education mean?
<http://www.youtube.com/handicapintluk#p/c/A85BC4CDEC24910C/4/2RiH7v3Bdpo> (2.12 mins)
- What is your vision of a quality education?
<http://www.youtube.com/handicapintluk#p/c/A85BC4CDEC24910C/5/hllsrHE1-8> (2.52 mins)

IHC New Zealand

<http://www.ihc.org.nz/Portals/0/Get%20Information/inclusive-education/inclusive-education-report.pdf>

Learning Together Working Towards Inclusive Education in New Zealand Schools, Jude MacArthur, May 2009

DVD online: *Learning Better Together* (DVD 2).

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. This approach has been taken as qualitative comparison is inappropriate, due to the wide variety of settings and contexts.

Inclusive Education: Where There Are Few Resources

Sue Stubbs, 2008, 155pp.

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 second edition includes practical advice and questionnaires to help make schools more inclusive. The third edition, published in May 2011, covers wider issues such as sustainability and democracy.

Available from: Centre for Studies on Inclusive Education (CSIE), New Redland, Frenchay Campus, Coldharbour Lane, Bristol, BS16 1QU 2002.

<http://inclusion.uwe.ac.uk/csie/csiehome.htm>

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

National Resource Centre for Inclusion, India

(formerly the Spastics Society of India)

The NRCI 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 NRCI on inclusive education in early childhood. NRCI organises conferences called North–South dialogues.

Available from: NRCI, Bandra Reclamation K.C., Marg Bandra (West), Mumbai 400 050, India.
www.adaptssi.org

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

Out from the Shadows: Sexual Violence Against Children with Disabilities, 2011

http://www.savethechildren.org.uk/en/54_out-from-the-shadows.htm

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. While this book focuses on disabled children, it is also useful for developing general inclusive education practices. Community groups and non-governmental organisations, as well as people working in community-based rehabilitation and the wider disability context, could use these guidelines to provide input into inclusive education work.

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

'Meeting the Challenge: How the UK Government Can Meet its Commitment to Promoting the Inclusion of Disabled Children in Mainstream, Quality Education in Developing Countries', Open letter to DFID from 10 NGOs, 2009

http://www.sightsavers.org/in_depth/policy_and_research/education/13078_Meeting%20the%20challenge.doc

Barriers to Education: A Voice from the Field

http://www.sightsavers.org/in_depth/policy_and_research/education/13072_Barriers%20to%20education%20-%20a%20voice%20from%20the%20field.pdf

'Making inclusive education a reality', Policy paper, July 2011

http://www.sightsavers.org/in_depth/policy_and_research/education/16079_Sightsavers%20IE%20Policy%20Paper%202011%20-%20FINAL.pdf

Source

<http://www.asksource.info>

Source is a partnership between three organisations: Handicap International, HealthLink Worldwide and the Centre for International Health and Development (UCL). It is an 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. Keylists include: Disability and Human Rights; Mainstreaming Disability; the MDGs and Disability; Inclusive Education; Poverty Reduction and Disability; HIV/ AIDS and Disability.

http://www.asksource.info/res_library/disability.htm

Support for resource centres: Find out how to set up and manage a resource centre using Healthlink Worldwide's Resource Centre Manual: <http://www.asksource.info/support.htm>

To subscribe to the new *Source Disability Inclusion and Development* e-bulletin, email: source@hi-uk.org

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 Kingdom Disabled People's Council

Equalise It: A Manifesto for Disability Equality in Development

<http://www.daa.org.uk/index.php?page=equalise-it>

This manifesto has been written to identify issues for the disability movement, clarify any confusion there may be for disability and development professionals, and set out a programme for change to create real equality for disabled people and their democratic, representative organisations.

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 Monitors, 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>

Global Monitoring Reports

Annual reports on progress of Education for All

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

This report brings together experience from a wide range of countries in a collaborative effort by researchers, administrators and practitioners who were asked to summarise their knowledge and experience in relation to the development of more inclusive education systems. Given the enormous variation between national systems, it does not address every detail of every situation. Instead, it attempts to identify some underlying principles. This is supported by brief illustrations from a number of countries. Language: English.

<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

The world conference on 'Special Needs Education: Access and Quality' launched the concept of inclusive education. The *Salamanca Statement* is a major international policy document that outlines the global consensus on the need for educational reform and policies, and strategies to include disabled children in the education system. Languages: English, French, Portuguese, Spanish.

Special Needs in the Classroom: A Teacher Education Guide

Mel Ainscow, 2004

An updated version of the classic UNESCO training pack developed in the early 1990s for teachers learning about inclusion. It deals with pupil diversity in mainstream schools and offers advice on teacher education methods. The book emphasises the importance of teacher development, both pre-service and in-service. It has been used in over 50 countries and adapted to different countries' contexts. It is a source of ideas for educators who wish to improve teachers' skills with practical guidelines based on the UNESCO teacher education resource pack. It demonstrates how pupil diversity in mainstream schools can be a positive influence on the life of the school. Languages: English, French, Spanish.

All available from: UNESCO Publishing, 7 Place de Fontenoy, 75352 Paris, France.

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/nyin/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

Introductory Booklet: http://whqlibdoc.who.int/publications/2010/9789241548052_introduutory_eng.pdf

Health: http://whqlibdoc.who.int/publications/2010/9789241548052_health_eng.pdf

Education: http://whqlibdoc.who.int/publications/2010/9789241548052_education_eng.pdf

Livelihood: http://whqlibdoc.who.int/publications/2010/9789241548052_livelihood_eng.pdf

Social: http://whqlibdoc.who.int/publications/2010/9789241548052_social_eng.pdf

Empowerment: http://whqlibdoc.who.int/publications/2010/9789241548052_empower_eng.pdf

Mental health, HIV, leprosy and emergencies: http://whqlibdoc.who.int/publications/2010/9789241548052_supplement_eng.pdf

The *CBR Guidelines* join the development and human rights aspects of disability, promoting the need for inclusive development for people with disabilities in the mainstream health, education, social and employment sectors. They emphasise the need to promote the empowerment of people with disabilities and their family members through the provision of practical suggestions, and position CBR as a tool that countries can use to implement the CRPD. The package includes a CBR matrix consisting of five key components.

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. The website contains all the previous resources developed by Disability Equality in Education, which ceased operations on 31 December 2009. There are many new resources for developing inclusive education and raising disability equality with all pupils in the curriculum.

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.

The video programmes involved 20 schools and have three main objectives:

- 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.
- To produce practical tools for schools to assist with the consolidation and expansion of inclusive education in Zanzibar.

Introduction to ZAPDD: <http://www.youtube.com/v/C-y9Do2AHtU> (2.45 mins)
Feasibility study: <http://www.youtube.com/v/l9xm2fCpEzo> (3.17 mins)
Pilot project: <http://www.youtube.com/v/nmCSYXlkJ1M> (1.34 mins)
Working in Partnership: <http://www.youtube.com/v/61oMy-gD8gE> (2.24 mins)
Parents as partners: <http://www.youtube.com/v/SQbXrXfihCo> (2.09 mins)
Support for teachers: <http://www.youtube.com/v/2fJBHnoYHJQ> (3.30 mins)
Skills training for youth: <http://www.youtube.com/v/2RcqGjhrhm4> (3.12 mins)
Assisting students to learn 1: <http://www.youtube.com/v/UFDCiyU-GAg> (2.53 mins)
Assisting students to learn 2: <http://www.youtube.com/v/YtqrJYsVY0c> (2.54 mins)
Number work: <http://www.youtube.com/v/7EVib48RSmQ> (2.50 mins)
Sign language: <http://www.youtube.com/v/Wbb2eK2m0C4> (2.05 mins)
Visual impairment: <http://www.youtube.com/v/qrmujSLBVuo> (3.54 mins)
Background: http://www.ii.inclusioneducativa.org/Africa.php?region=Africa&country=Zanzibar&experience=Inclusion_In_Action#6
Extracts on DVD 2

Appendix 2

The Long Road to Inclusive Education for Disabled Children

The Universal Declaration of Human Rights (1948)

At the core of inclusive education is the human right to education pronounced in the Universal Declaration of Human Rights in 1948. On 10 December 1948, the UN General Assembly adopted and proclaimed the Universal Declaration of Human Rights. The issue of education is particularly mentioned in Articles 26 and 27.

Article 26

- (1) Higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Despite these clauses and a later UN International Covenant on Economic, Social and Cultural Rights (1966, came into force in 1976), Article 13 of which states 'primary education shall be compulsory and free to all', and a UNESCO Convention Against Discrimination in Education (1960), disabled children were often not given their rights to education.

The exclusion of disabled children occurred for a variety of reasons, including being viewed as a medical problem, lack of resources, stigma, prejudice, and lack of capacity of teachers and schools. In considering why disabled people were often excluded from the human rights approach, Gerald Quinn and Theresia Degener make the following statement in a study commissioned by the UN Office of the High Commissioner for Human Rights in 2002:

A dramatic shift in perspective has taken place over the past two decades from an approach motivated by charity towards the disabled to one based on rights. In essence, the human rights perspective on disability means viewing people with disabilities as subjects and not objects. It entails moving away from viewing people with disabilities as a problem towards viewing them as holders of rights. Importantly it means locating problems outside the disabled person and addressing the manner in which various economic and social processes accommodate the difference of disability – or not as the case may be ... The disability rights debate is not so much about the enjoyment of specific rights as it is about ensuring the equal effective enjoyment of all human rights, without discrimination, by disabled people.³⁴⁵

This transformation began with the Convention on the Rights of the Child (1989), was strengthened by the Standard Rules on Equalisation (1993) and the paradigm shift has now been completed in the UN Convention on the Rights of People with Disabilities (2006).

UN Convention on the Rights of the Child (1989)³⁴⁶

The UN Convention on the Rights of the Child has been ratified by all the member states of the UN, with the exception of two countries. The four principles of CRC apply to children with disabilities:

- Article 2: Non-discrimination: 'All rights apply equally to all children without exception'
- Article 3: Best interest of the child
- Article 6: Survival and development
- Article 12: The child's participation in decisions made about them

In addition:

Article 28 of the CRC insists that all children have 'the right to education on the basis of equal opportunity'.

Article 29 emphasises that the education of children shall be directed to:

- The development of a child's personality, talents and mental and physical abilities to their fullest potential;
- The development of respect for human rights and fundamental freedom;
- Parents, own cultural identity, language and values including national values;
- Participation of the child for a responsible life in a free society.

Article 23 states that '... a disabled child has a right to special care, education and training to help him or her enjoy a full and decent life ...'

Unfortunately, the emphasis on special care, and the fact that this was the only Article that specifically mentioned disabled children, led to the Article being misinterpreted and meant that it could be used to encourage the segregation of disabled children. This welfare approach did not help to promote inclusive education, although a more accurate reading of the whole CRC would have left legislators with no alternative but to promote inclusive education.

In September 2006, the Committee on the Rights of the Child adopted its *General Comment No. 9 on the Rights of Children with Disabilities*. This general comment specifically views inclusive education as the goal of educating children with disabilities and indicates that states should aim to provide schools 'with appropriate accommodation and individual support' for these persons.³⁴⁷

Education for All, Jomtien Declaration (1990)

The basic idea of inclusion can also be found in the Jomtien Declaration. Education for All emphasises the inherent right of every child to a full cycle of primary education and the commitment to a child-centred pedagogy, where individual differences are accepted as a challenge and not as a problem. The *Declaration* also emphasises the need for improvement in the quality of primary education and teacher education, recognising and respecting the wide diversity of needs and patterns of development among primary school children.³⁴⁸

Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)³⁴⁹

The UN *Standard Rules* comprise 22 rules adopted at the end of the UN Decade on Disability as a guide to UN member states in developing national plans and policies for disabled persons. Monitoring is conducted through reports submitted to the Commission for Social Development by the Special Rapporteur on Disability.

Rule 6. Education: States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings.

Bengt Lindqvist, the first UN Special Rapporteur on Disability, stated in 1994:

All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have a right to education. It is not our education systems that have a right to certain types of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all children.

Salamanca Declaration, World Conference on Special Needs Education (1994)

While the *Jomtien* (1990) and *Dakar* (2000) *Declarations* focused on education for all and included disabled children only implicitly, the *Salamanca Statement on Principles, Policy and Practice in Special Needs Education* (UNESCO, 1994) was the most important and explicit statement of educational rights for disabled children. The *Statement* provides a framework for thinking about how to move policy and practice forward. '*Indeed, this Statement and the accompanying Framework for Action, is arguably the most significant international document that has ever appeared in special education*' (UNESCO, 2005: 9).

The *Statement* says that every child has a fundamental right to education and must be given

the opportunity to achieve and maintain acceptable levels of learning, and that every child has unique characteristics, interests, abilities and learning needs.

It argues that mainstream regular or ordinary schools with an inclusive orientation are:

... the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all. Moreover, they provide an effective education for the majority of children (without special needs) and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Schools should accommodate all children's conditions. Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.

Those with special educational needs must have access to mainstream schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.

The statement goes on to urge governments to:

1. Give the highest policy and budgetary priority to improve the education system to enable them to include all children regardless of individual differences or difficulties.
2. Adopt as a matter of law or policy the principle of inclusive education, enrolling all children in mainstream schools, unless there are compelling reasons for doing otherwise.
3. Develop demonstration projects in conjunction with LEAs in every locality and introduce a teacher exchange programme with countries having more experience with inclusive schools.
4. Establish decentralised and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special educational needs.
5. Encourage and facilitate the participation of parents, communities and organisations of disabled people in the planning and decision making processes concerning the provision for special educational needs.
6. Invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education.
7. Ensure that, in the context of a systematic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.

More than 300 participants, representing 92 governments and 25 international organisations, met in Salamanca, Spain, 7–10 June 1994 to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs.³⁵⁰

Inclusive education was adopted at the World Conference on special needs education as a principle in addressing the learning needs of various disadvantaged, marginalised and excluded groups. This included children with disabilities, gifted children, street and working children, children from ethnic minorities, refugee children and other marginalised or disadvantaged children. In this context 'special educational needs' refers to all children who experience barriers in equal access and equal participation in education. Since the *Salamanca Declaration*, SNE has been viewed as an integral part of all EFA discussions.

In a report for UNICEF, Bengt Lindqvist, the UN Special Rapporteur, made the following challenge:

*A dominant problem in the disability field is the lack of access to education for both children and adults with disabilities. As education is a fundamental right for all, enshrined in the Universal Declaration of Human Rights, and protected through various international conventions, this is a very serious problem. In a majority of countries, there is a dramatic difference in the educational opportunities provided for disabled children and those provided for non-disabled children. It will simply not be possible to realise the goal of Education for All if we do not achieve a complete change in the situation.*³⁵¹

Dakar Framework (2000)

The need for inclusive education has been repeated in the *Notes on the Dakar Framework for Action*, which state:

In order to attract and retain children from marginalised and excluded groups, education systems should respond flexibly. ... Education systems must be inclusive, actively seeking out children who are enrolled and responding in a flexible way to the circumstances and needs of all learners.

The achievements ten years on since the aim of Education for All was adopted have been assessed and analysed. The Jomtien goals have not been reached and some of them were taken on board again in Dakar, when the deadline for achieving them was extended to 2015.

E-9 Declaration (2000)

The Declaration on EFA was agreed upon at the fourth summit of the nine high population countries (which include Bangladesh) in February 2000, and also highlights as one of the main goals that *'all children with special needs will be integrated in mainstream schools'*.

The Flagship on Education for All and the Right to Education for Persons with Disabilities: Towards Inclusion (2001)

The Flagship on Education for All was established to act as a catalyst to ensure that the right to education, and the goals of the Dakar Framework, are realised for individuals with disabilities. The Flagship was formed by an alliance of diverse organisations, including global disability organisations, international development agencies, intergovernmental agencies and experts in the fields of special and inclusive education from developed and developing nations. The Flagship welcomes as members all those who share its goals. It is led by UNESCO and includes the World Bank, UNICEF, the International Disability Alliance and other NGOs.³⁵²

The Flagship goal

Recognising the universal right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to education and promote the completion of quality education for every child, youth and adult with a disability.

Strategic objectives

- To combat discrimination and remove structural barriers to learning and participation in education;
- To promote a broad concept of education, including essential life skills and life-long learning;
- To contribute to a focus on the needs of persons with disabilities when resources and activities address the realisation of EFA goals.

Flagship actions and activities

In order to reach this goal, the Flagship will:

- Have the full participation of persons with disabilities and families in the design of all Flagship activities;
- Promote the full participation of persons with disabilities and families in the development of policies and practices related to the education of persons with disabilities at local, national, regional and global levels;
- Seek to ensure that all governmental entities, donors and NGOs endorse the universal right of education for all children, youth, and adults with a disability;
- Act as a catalyst to fully incorporate the Flagship goal into national plans of action and regional policies;
- Work in partnership with all other EFA Flagships to fully endorse and incorporate the right of educating every person with a disability into their efforts.

Return to Salamanca (2009)

In November 2009, Inclusion International organised a conference of 500 delegates representing families, disabled people's organisations and educational professionals from 58 countries. At the end of their deliberations the following statement was adopted:

We the undersigned participants in the Global Conference on 'Inclusive Education – Confronting the Gap: Rights, Rhetoric, Reality? Return to Salamanca', held at the University of Salamanca, Salamanca, Spain (October 21–23 2009):

- 1. Reaffirm the commitment of the Salamanca Statement (1994) and the Conclusions and Recommendations from the 48th Session of the International Conference on Education (ICE) and commit to develop an inclusive education system in every country of the world. We welcome the UN Convention on the Rights of People with Disabilities (UNCRPD) and in particular Article 24 which gives new impetus to the Human Right of inclusive education for all people with disabilities.*
- 2. We understand inclusive education to be a process where mainstream schools and early years settings are transformed so that all children/students are supported to meet their academic and social potential and which involves removing barriers in environment, communication, curriculum, teaching, socialisation and assessment at all levels.*
- 3. We call on all Governments to ratify the UNCRPD and to develop and implement concrete plans to ensure the development of inclusive education for all. In addition we call on international agencies such as UNESCO, UNICEF and the World Bank to increase and prioritise their efforts to support the development of inclusive education.*
- 4. We commit ourselves to form an alliance to transform global efforts to achieve Education for All, creating better education for all through the development of inclusive education, and hereby launch INITIATIVE 24 as a vehicle to achieve our goal.*

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On the inside cover of the book are 2 DVDs.

DVD 1

'A World of Inclusion', UNESCO (20.54 mins)
Cleves School, Newham, England, 'Something Inside So Strong' (song) (5.27 mins)
'Developing Early Years Education in Dharavi Slums', Mil Julke, Mumbai, India (7.00 mins)
'Inclusion', Rwanda, Handicap International (21.45 mins)
'Child-to-Child', Mpika, Zambia (16.00 mins)
'School 4 All', Oriang, Kenya (3.30 mins)
'Stars Light Up Southern Skies: Schools as Centres of Support in South Africa, Swaziland and Zambia' (7.35 mins)
'Developing Inclusive Education in South Africa', World of Inclusion and Redweather, Introduction and Part 1 (20.30 mins)
'Inclusion in Action', Miriam Skjorten, Zanzibar, United Republic of Tanzania (34.30 mins)

DVD 2

'Global Strategy for Inclusive Education', E Ndopu (5.12 mins)
<http://www.youtube.com/watch?v=IRlxcfwN-2E>
'The Wall' from *Altogether Better* (song and barriers drama) (2.10 mins)
'Altogether Better – Introduction to Disabled People's Rights' (10.00 mins)
'Altogether Better', Judy Watson, blind secondary school English teacher (2.35 mins)
'Essential Viewing – Short clips in 20 schools: Inclusion in English Schools' (25.00 mins)
'Disability in the Curriculum', QCDA/World of Inclusion
'Disability in the Curriculum', Anthony Gell, secondary school teacher, Derbyshire (10 mins)
St Matthias School, Hackney, Year 1 (7 mins)
St Peter's School, Tower Hamlets, Year 4 (5 mins)
'Learning Better Together', New Zealand IHC (30 mins)
'A Promising Path to an Inclusive Life', Alberta Post-Secondary, Inclusion of Pupils with Intellectual Impairments (12.45 mins)
'Differentiated Teaching', Miet, South Africa (13.45 mins)

The text of this book is available as a Word document with no pictures or diagrams.



Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems, without segregation. It is about shifting the focus from altering disabled people to fit into society to transforming society, and the world, by changing attitudes, removing barriers and providing the right support.

The UN Convention on the Rights of Persons with Disabilities requires the development of an inclusive education system for all. This revised and expanded second edition of *Implementing Inclusive Education* examines the adoption of the Convention and provides examples, both through illustrated case studies and on the accompanying DVDs, of how inclusive education systems for all children have been established in pockets throughout the Commonwealth and beyond.

The message is clear: it can be done. The task is now to implement inclusive education worldwide.



Commonwealth Secretariat

Of the 77 million children throughout the world who are still excluded from school, 25 million are children with disabilities. Here at last is a report which provides the evidence that even the poorest countries can realise the goal of Inclusive Education for All – indeed that many do so more successfully than some so-called developed countries.

Billions of beautiful words have been written about inclusive education. This report provides an action plan, based on first-hand evidence of what works and ways in which barriers can be overcome to make a reality of the United Nations goal of Education for All.

Professor Peter Mittler, CBE, Former President, Inclusion International and UN consultant.

Richard Rieser's book is timely and concerned with one of the fundamental articles of the UN Convention on the Rights of Persons with Disabilities. He makes sense of article 24, the right to education, and presents a how to approach for policy-makers and all those concerned with the provision of education in different settings.

I'm pleased to know that there are outstanding individuals with disabilities who are able to make sense of complex ideas and who makes it easy for educators and decision makers in government and NGOs, who wish to provide education in accordance with the UNCRPD.

Shuaib Chalklen, Special Rapporteur, Disability United Nations.



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