Implementing Inclusive Education

A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of People with Disabilities

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Richard Rieser is a disabled teacher who taught for 25 years in primary, secondary and further education. His last teaching post was as an Advisory Teacher for Inclusion in the London Borough of Hackney (until April 2001). He is currently the Director of Disability Equality in Education (DEE), an NGO. For 11 years, from 1990 to 2002, he was Chair of the Alliance for Inclusive Education. He is the author of *Disability Equality in the Classroom – A Human Rights Issue*, *Altogether Better*, *Invisible Children*, *Disabling Imagery*, *All Equal All Different*, DEE course books and numerous articles, and has collaborated on several television programmes, including Channel 4's *Count Me In* (2000). A more recent project, 'Making It Work: Removing Disability Discrimination' (2002), was a collaboration between DEE and the National Children's Bureau. Richard has also recently produced three DVDs for the UK Department for Education and Science on 'reasonable adjustments'. He is a member of Equality 2025, a panel of disabled people who advise the UK Government.

Internationally, Richard has presented papers or run training courses at the International Special Education Congress (ISEC), held in Birmingham, 1995; the ISEC held in Manchester, 2000; the European Disability Forum (EDF) on Inclusion held in Copenhagen, December 2002; the EDF in Athens, 2003; North-South Dialogue 2, held in Kerala, India; an empowerment course in Mumbai, India, July 2004; Sicily (for RAI), September 2003; Disabled Peoples International (DPI) Conference, Winnipeg, September 2004; North-South 3, New Delhi, March 2005; UN, New York, August 2005; Mauritius, December 2006; Argentina Inclusion Week, funded by the British Council; and DPI 7th World Congress, Seoul, 2007.

Richard represented the UK Disabled People's Forum at the 6th, 7th and 8th sessions of the ad hoc committee charged with developing the UN Convention on the Rights of People with Disabilities. He is the Chair of the EDF Social Policy Sub-committee and represented the UK Disability Council on the European Disability Forum, 2005–2008. He made presentations at a meeting of the Southern Africa Federation of Disability Training in Johannesburg, 2007 and at a seminar at the Commonwealth Heads of Government Meeting (CHOGM) Peoples Forum in Kampala, 2007. In February and March 2008 he was invited by the South African Government on a speaking tour of South Africa and produced a training film about good practices on inclusion in South African schools.

Contents

Boxes

Blind pupils in a mainstream school in Zanzibar, Tanzania

Foreword

Education is a human right and therefore we expect that all children, regardless of their social status, gender and physical or any other disability, should have access to quality education. Education for All (EFA) and the Millennium Development Goals (MDGs) in education are major international commitments to the achievement of universal primary education for all children and the elimination of gender disparities in education at all levels. Commonwealth governments and the Commonwealth Secretariat are committed to these objectives.

Recent statistics from UNESCO's EFA *Global Monitoring Report* indicate that approximately 27 million children in the Commonwealth do not attend school and that 17 million of these are girls. At the 17th Commonwealth Conference of Education Ministers, held in South Africa in 2006, ministers agreed to sustain and accelerate their governments' efforts to attain EFA and the education MDGs. They also directed the Commonwealth Secretariat to provide regular reports on Commonwealth progress towards achieving these objectives, and to give priority to member countries that were at risk of failing to achieve them.

While there are no hard figures to illustrate how many children with disabilities are not in school, it is likely that disabled children, stigmatised and hidden away in the backyards, constitute a significant proportion of out-of-school children in the Commonwealth.

It was against this background that the Secretariat's Education Section started the process of compiling lessons from promising practices in the provision of inclusive education, especially for children with disabilities. The focus has been on persuading countries to adopt the UN Convention on the Rights of People with Disabilities, adopted in March 2007.

Education, like other social and economic rights, is subject to the 'Progressive Realization' clause which takes into account differences in countries' resources. As part of this process, the Secretariat has supported the development of this book and the production of a set of DVDs which advocate for inclusive education and the implementation of Article 24 of the Convention. Many education systems around the world have been designed in such a way that they erect barriers against the effec-

tive education of disabled children and young people. These barriers are often reinforced by negative cultural attitudes. This book focuses explicitly on highlighting inclusive practices in education and the implementation of Article 24. It also presents the challenges faced by some member states in their attempts to develop education systems based on human rights, where all children and young people are given the opportunity to develop their potential.

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Introduction

The adoption of the United Nations Convention on the Rights of People with Disabilities, 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 Commonwealth. This book seeks to provide the arguments for implementing the Convention and gives examples of how such education systems have been pioneered in Commonwealth countries. The task is now to implement inclusive education throughout the Commonwealth.

Article 24 of the Convention covers many aspects of education at different stages of people's lives. Its priority is to encourage children with disabilities 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. (2b)). Article 24 also addresses the education needs of the large number of adults with disabilities* who are uneducated or under-educated because they were unable to access education as children. It also 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.

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 will develop a greater understanding and respect for each other.[1]

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

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*In this text, unless quoting directly, the terms 'disabled person' and 'disabled people/children/pupils' are used, rather than person or child with disabilities. This is because in social model thinking it is the barriers that disable those with long-term impairments.

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 People 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 realizing this right, States Parties shall ensure that:

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

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

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

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

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

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

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

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

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

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

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

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. It has now been adopted by 130 countries, including 31 Commonwealth members (as of January 2008), and ratified by 29 (including India, Jamaica, Kenya, Namibia and South Africa in the Commonwealth). States are currently examining their laws and practices to ensure

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.

Muktar Addi Ogle, Kenya

that they can ratify the Convention. Education, which is 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 cooperation, with a view to achieving progressively the full realization of these rights …*

However, states must plan and develop their capacity in line with the Convention from the moment of adoption. In education this will mean 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.

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 People with Disabilities.[2]

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. 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 last 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 form the International Disability Alliance were expanded to form the International Disability Caucus (IDC). The IDC comprised nearly 100 disability organisations and had a significant impact on the

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)

Box 1.2 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 – 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 which 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).

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

Ncube and Macfadyen, 2006

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.

Box 1.3 Every Disabled Child Matters

The UK campaign, Every Disabled Child Matters, asked disabled young people in the summer of 2007 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 up.'

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, aged 9

Every Disabled Child Matters, www.edcm.org.uk/pdfs/if_i_could_change_childrens.pdf

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Overall, 116 countries had delegations to the ad hoc committee and more than 800 NGOs and DPOs were registered.

All state parties have a duty under the Convention to continue involving disabled people and their representative organisations in how they will implement and monitor the Convention (article 33).

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

Boy in wheelchair with friends at Kamagugu School, Nelspruit, South Africa
PICTURE: DEE

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 (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 Equalisation 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 Declaration 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 People with Disabilities*
Promotes the right of persons with disabilities to inclusive education (Article 24)
Adopted by 117 countries (October 2007)

(See Appendix 2.)

2. Implementing the Convention

The net enrolment rate in primary education in the South, or developing world, has now increased to 86 per cent over all regions.[3] But the raw statistics show that in many areas there is still an enormous way to go in achieving education for all, even for non-disabled children. It is likely that 50 countries will not meet the second Millennium Development Goal relating to universal primary education.

Estimates suggest that globally between 500 and 600 million people in the world have disabilities, of whom 120–150 million are children, 80–90 per cent live in developing countries and 15–20 per cent have special educational needs (SEN) at some point in their lives.[4]

Estimates of the number of disabled children attending school in developing countries range from less than 1 per cent to 5 per cent.[5] Literacy rates for disabled women are 1 per cent, as compared to about 3 per cent for disabled people as a whole.[6] Reliable data are often unavailable, as definitions and monitoring practices vary from country to country, and traditional views often mean that disabled children are viewed as of little value or are seen as a cause of shame and hidden away.

The latest UN data suggest that 72 million children are not enrolled in primary education, mainly in sub-Saharan Africa (70% enrolment) and south Asia (90% enrolment).[7] Fifty-seven per cent of these are girls and a very significant proportion are likely to be disabled, although accurate world data on this group do not exist.

There are many causes of impairment. For every child killed in armed conflict, three are injured and permanently disabled. Forty per cent of the 26,000 people killed and injured by landmines every year are children. Over 10 million children are psychologically traumatised by armed conflict.

Child labour and maltreatment such as corporal punishment, amputation and blinding of detainees are responsible for children becoming disabled, and can lead to mental illness, physical and psychological impairments, and difficulties at school or at work.

The vast majority of individuals with hearing or visual impairments in developing countries lack basic literacy. Individuals

In the last few decades, disabled people's organisations around the world have promoted a human rights approach and an environmental approach to disability issues. … The focus is on disabled people's rights and on the need to change society to be inclusive of everybody. Within these models, it is the way society is organised to exclude people with impairments that is considered disabling, not the individual impairment. Organisations of disabled people have been coming together increasingly to fight for their rights on this basis.

Guidance Note on Disability and Development for EU Delegations and Services, 2003

with intellectual and psychiatric impairments are often treated with cruel neglect; and there is a strong link between disability and poverty.[8]

What are governments doing?

To find out how well states were doing in implementing their responsibilities under the 1993 Standard Rules of Equalization of Opportunities for People with Disabilities, the UN Special Rapporteur on Disabilities commissioned a country-level survey.[9]

Five-hundred and seventy-three questionnaires were distributed to 191 UN member states, including 191 questionnaires to 191 government bodies and 382 questionnaires to two DPOs in each country. Some of the information obtained has been alarming with respect to the prospects for people with disabilities, 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 (including Zambia and Dominica). It is important to remember that although a 60 per cent return on the questionnaire is an impressive one (providing information about 114 countries on 402 measures), there were 77 countries from which no information could be obtained (Box 2.1).

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 persons with disabilities. The highest responses were with regard to teacher training, with 84 countries responding positively; and the lowest was with regard to adopting legislation (63 countries). As for implementing programmes to ensure integrated education, 79 countries responded positively. When focusing on the measures needed to make the school environment accessible to children with disabilities through the allocation of financial resources, the adoption of programmes, and modification and adaptation of the physical environment, responses showed that between 70 and 72 countries have adopted these measures.

Box 2.1 Government actions to ensure the education of people with disabilities in integrated settings

	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 1993 UN Standard Rules were only advisory. The UN Convention is binding under international law unless the acceding country enters a reservation. But 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 report 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 from, 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, state parties will 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.[10]

Pupils at Kamagugu School, Nelspruit, South Africa

PICTURE: DEE

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 in stigma, negative attitudes and stereotypes today.

People were thought to be disabled because they or their parents had done something wrong and 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.[11]

It was believed that disabled people brought bad luck because they had been cursed or had 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.

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 precondition how people treat and respond to disabled people.[12]

The elements of traditional model thinking in Southern Africa[13] listed in Box 3.1 were identified by 32 participants in a recent workshop attended by disabled people, parents of disabled children and government officials. They demonstrate clearly the power of the traditional model of disability in Africa as a barrier to inclusion.

Box 3.1 Commonly held views about disabled people in Southern Africa

Demon possessed

Bewitched/a curse

A moron/idiot/stupid

Non-achievers

Disability is contagious

Less of a human being

Disability is a result of incest

Sick people

Government has other priorities than spending/wasting money on disability

Useless to society

Naughty

Disgusting to family members

Shameful

Punishment from God for evil deeds

Albinos do not die, but they disappear

Mother blamed for having a disabled child – has been unfaithful to husband

People with disabilities are God's people – known as beggars

They believe that they are AIDS carriers

An object of pity

Asexual – have no sexual feeling

Mothers are always blamed for bearing disabled children and therefore abandoned

Tools to scare children

Tools for begging

Expressing bad feelings

Sign of misfortune

Rude people

Short tempered people

Invalid

Mad people

You have a child with a disability as a punishment

They are not worth it

They are a problem

They are a burden

They are argumentative

They cannot think on their own

They are unproductive

While pregnant the mother laughed at a traditional Gulewankulu dancer

They remain children – they are not expected to behave like adults

They cannot be educated

They cannot have children

They will have disabled children

They do not have sex – HIV carriers believe that having sex with a disabled person will cure them of the virus

The development of medical model thinking

Responses to 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. The Disabled Peoples' Movement has rejected this charity approach.

> *Charity has not really solved the problems of disabled people. What it has done is that it has entrenched the negative attitudes; it has made the position of disabled people worse. Disabled people have not benefited from charity, because charity is not part of the development process. It is not part of national socio-economic development. 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 you need political and social action to change society.*[14]

As medical science developed it was applied to disabled people with a view to 'curing' them or making them 'normal'. 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.

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 or 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. In the North, 80 per cent of impairment is not treatable.

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 range of persistent traditional views outlined above and became a potent means of oppression.

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 and their impairment is focused on to the exclusion of their right and 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 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 we live.

In 1981 Disabled People's 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.*
>
> <div align="right">Disabled People's International, 1981</div>

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

Figure 3.1. The dominant view is the medical model

Child development team

Specialists

Social workers

Doctors

Surgeons

GPs

Special transport

Speech
therapists

**The impairment
is the problem**

Educational
psychologists

Occupational
therapists

Special schools

Benefits agency

Training centres

Sheltered workshops

**Disabled people as passive receivers of services
aimed at cure or management**
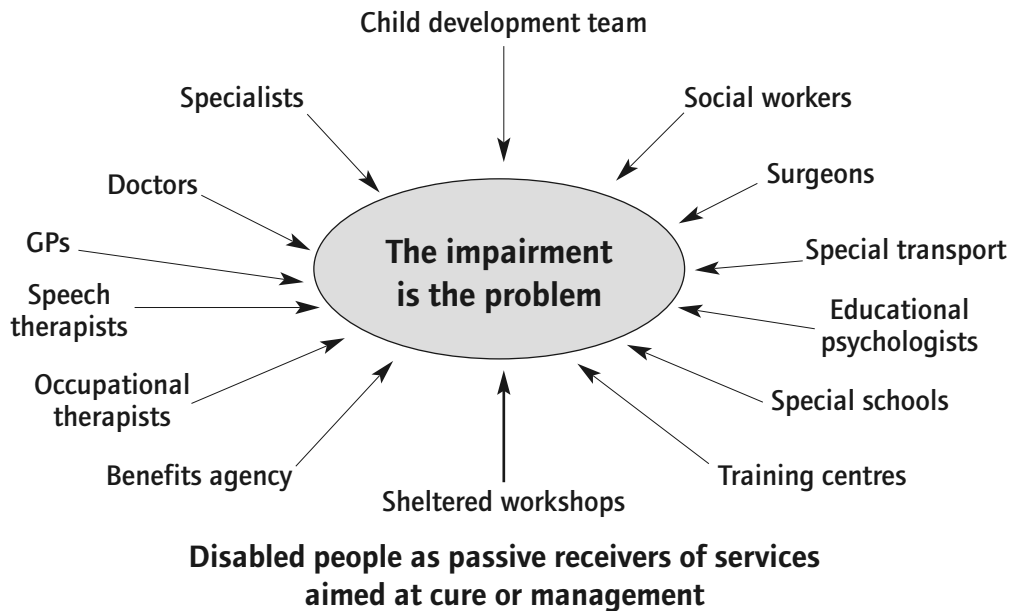
It is important to recognise that medical interventions or support to rehabilitate people's impairments are not dismissed in the social model perspective. Instead, they are built upon and the emphasis changes from focusing on the person with impairment, and how to fit them into a society that does not accommodate them, to how to challenge and change the barriers that disable those with impairments.

This perspective both empowered disabled people and provided the basis for a transformative paradigm shift in the way disability was viewed. Box 3.2 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 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.

Figure 3.2. The social model of disability focuses on the barriers

Lack of useful education

Discrimination in employment

Inaccessible environment

Segregated services

Devaluing

The structures within society are the problem

Poverty

Prejudice

'Belief' in the medical model

Inaccessible transport

Inaccessible information

Disabled people as active fighters for equality working in partnership with allies
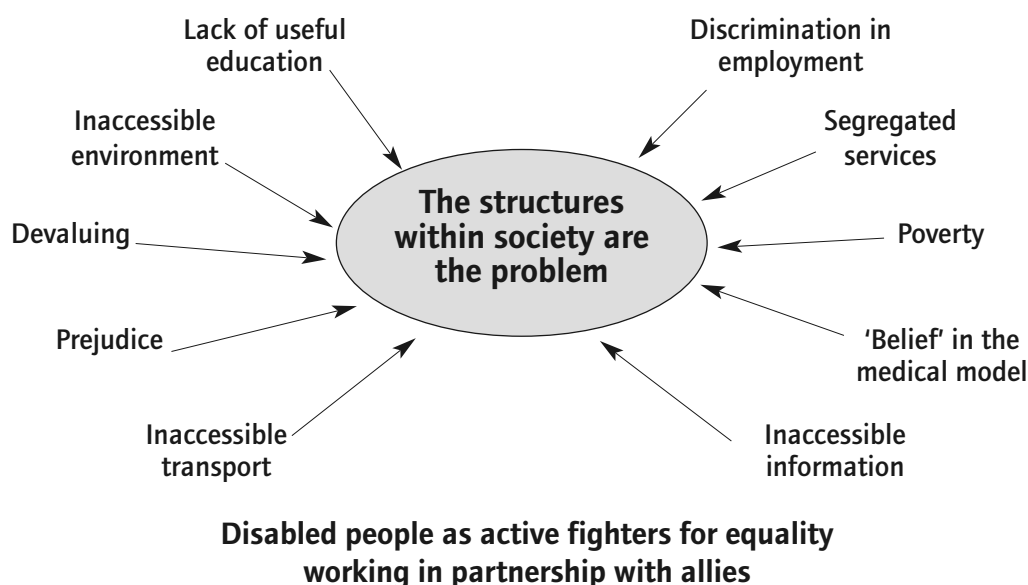
The social model approach recognises the need to:

- Change people's thinking about disabled people

- Alter the environment to make it accessible

- Transform organisations and their policies, practices and procedures.

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 People with Disabilities. Its preamble states:

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

Looking back, it is interesting to see how far we have come, in that nearly everybody, from the World Health Organisation 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 3.2 Medical and social model thinking applied to education[15]

Medical model thinking	Social model thinking
Child is faulty	Child is valued
Diagnosis	Needs defined by self and others
Labelling	Identify barriers and develop solutions
Impairment becomes focus of attention	Outcome-based programme designed
Assessment, monitoring, programmes of therapy 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

*Teacher teaching child
to lip read*
PICTURE: MIMI MOLLICA,
LEONARD CHESHIRE DISABILITY

*Teacher marking work,
Oriang, Kenya*
PICTURE: LEONARD CHESHIRE DISABILITY

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. It 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.[16]

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 their 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.[17]

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.*[18]

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 the 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.[19] (See page 130 for further detail about the Index.)

Segregation, integration and inclusion

It is necessary to be absolutely clear about the differences between exclusion, segregation, 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.[20]

Figure 4.1. Segregated education is based on viewing the problem in the child

'Special' education

'Normal' education

Special child
Square pegs for square holes
Special teachers
Special schools

Normal child
Round pegs for round holes
Normal teachers
Normal schools
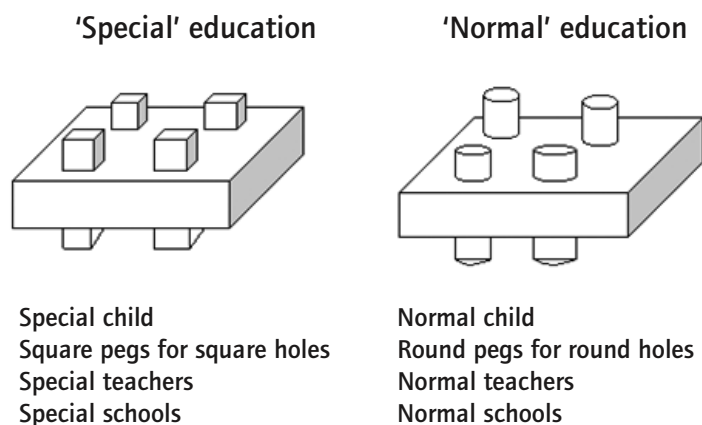
Figure 4.2. Integrated education

- Therapy
- Rehabilitation

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

System stays the same
Child must adapt or fail
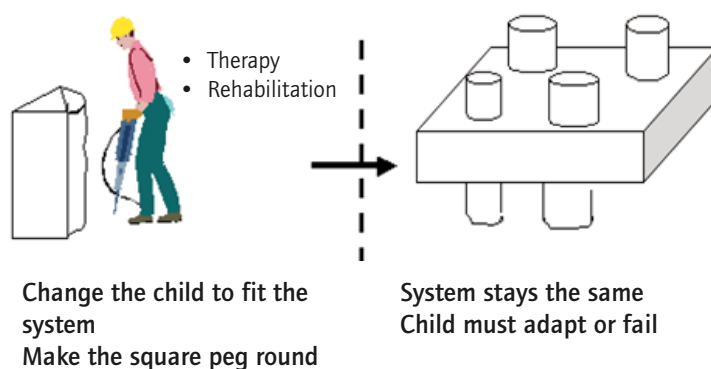
The geographic and pedagogic systems developed from the traditional, medical and social models of disability led to very different educational outcomes.

Figure 4.3. Inclusive education

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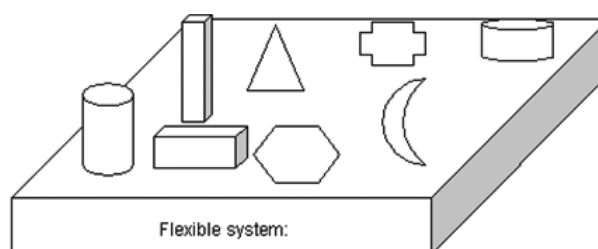
Children are different
All children can learn
Different abilities, ethnic groups, size, age, background, gender
Change the system to fit the child

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 testing, 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,

Box 4.1 Types of thinking about disabled people and forms of education[21]

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.**

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 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.

Integration or inclusion?

UNESCO has identified four key elements that have featured strongly in inclusion practices across all disadvantaged groups:

- **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 appreciate differences and learn from diversity. In this way, differences come to be seen more positively, as a stimulus for fostering learning among both children and adults.

- **Inclusion is concerned with the identification and removal of barriers:** Consequently, 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:** 'Presence' is concerned with where children are educated, and how reliably they attend; 'participation' relates to the quality of their experiences while they are present and must incorporate the views of the learners themselves; 'achievement' is about outcomes of learning across the curriculum, not merely tests 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 that there is a moral responsibility to ensure that those groups that 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.[22]

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.

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 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 a shortage of material resources.[23]

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

Does not respond
Cannot learn

Needs special
teacher

Has special needs

Needs special
environment

**Child as
problem**

Needs special
equipment

Is different from
other children

Cannot get
to school
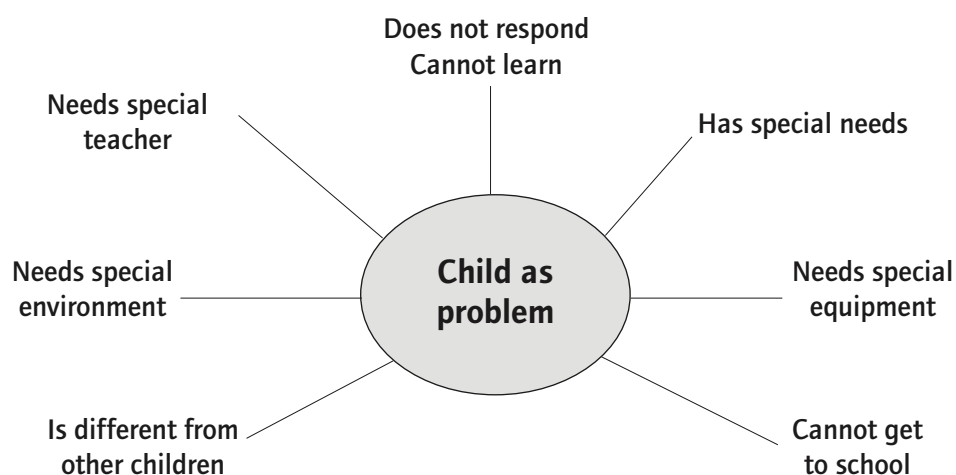
Integrated education solutions fix or fail the child. They can only receive education if:

- 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.

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.

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

Teachers' attitudes

Poor quality teaching

Rigid methods and curriculum

Lack of teaching aids and equipment

Education system as a problem

Inaccessible environments

Parents not involved

Many drop-outs and repeaters

Teachers and schools not supported
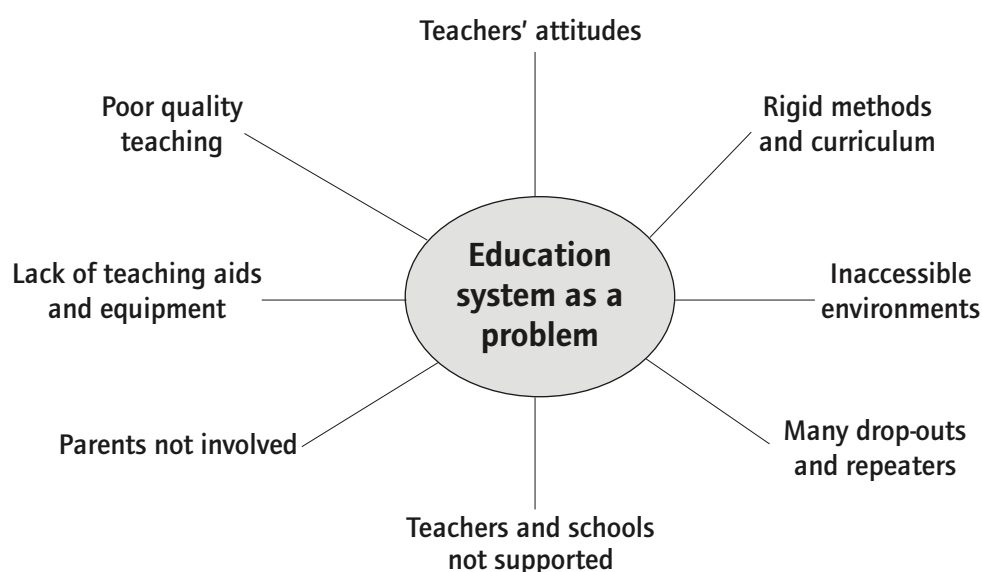
Inclusive education is about identifying barriers created by attitudes, organisation and environments, and developing solutions to the problems that go beyond the child. These solutions include:

- School improvement through carefully managed and participatory change;

An inclusive classroom in Uganda

- Developing a whole school approach – involving joint responsibility and problem solving;

- Identifying, unlocking and using resources in the community;

- 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 programmes.[24]

Box 4.2 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 learners, 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 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.[25] 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 correct, but lack of resources and resistance from teachers, community and 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.

Community-based rehabilitation

In the countries of the South there have been many initiatives that have mobilised local communities, and especially parents, into changing 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 community-based rehabilitation (CBR) is to demystify the rehabilitation process and give responsibility back to the individual, family and community.

For example, 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 who 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.[26]

Another example 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 with getting a job 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 community-based organisation (CBO) workers, carrying out the seven 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.[27]

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 shifting attitudes.

However, given the history of their development, CBR programmes draw on medical model approaches to disability and find it difficult to go beyond the responses identified above, e.g. segregation or integration. They have rarely made the transition to advocacy and empowerment for inclusive education.

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 narrow interpretation 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, '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; 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 approaches need to start with clear human rights principles and involve local disabled people's organisations.

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 4.3). Box 4.3 identifies a range of adjustments that are required at national, regional and school level to develop an inclusive education system. All these adjustments have already been put in place in different places in the world. Inclusive education is an ongoing process and way of thinking.

The costs of inclusion

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

Box 4.3 Characteristics of an inclusive school system at national, regional and school level

Level	Policy	Activity
National	1. A flexible national curriculum 2. Primary education is free to all 3. Sufficient school places and teachers available 4. Pupil-centred pedagogy where all can progress at their optimum pace is encouraged 5. Assessment systems are made flexible to include all learners 6. Specialist teachers are made available to support mainstream 7. Sufficient capital for school building and modification 8. A media and public awareness campaign to establish a rights-based approach to disability and inclusive education	1. Develop means of making the curriculum accessible to all 2. Disabled pupils and their parents 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 found to expand support for learning 7. Programmes developed to mobilise communities to build new schools or adapt existing environments
	Policy	**Activity**
Regional/district	1. Education administrators link with health and CBR workers with a joint inclusion strategy 2. Education administrators link with disabled advisers 3. Recruit enough teachers and support staff; 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	1. Ensure all disabled children identified are enrolled in their local schools 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 training on inclusive learning for teachers 5. Run regular training for parents and community leaders on inclusive education

Level	Policy	Activity
Regional/district (*continued*)	6. Ensure sufficient schools and that they are accessible 7. Ensure sufficient specialist teachers for those with visual hearing, physical, communication, learning or behavioural impairments work with a range of schools	6. Train and use local unemployed to build and adapt accessible school environments 7. Support parents of disabled children to empower their children 8. Share best practice in the region by exchanges and film
	Policy	**Activity**
School/class	1. Ensure sufficient staff and volunteers are in place to provide support for disabled children 2. Ensure all staff understand and know what is required of them to include disabled children 3. Support an innovative curriculum 4. Create a school/classes that welcomes difference and in which pupils support each other 5. Assessment is continuous and flexible 6. Make the school the hub of the community, encourage involvement hard to reach families	1. Inclusion audit regularly and barriers tackled 2. Ensure school environment and activities accessible and information available in alternative forms as required, e.g. Braille, audio, pictures, signing, objects, movement 3. Make sure the curriculum and how it is taught is accessible to all with a range of learning situations, styles and paces, e.g. mixed ability 4. Teachers trained and support each other in planning and developing inclusive practice 5. Assessment is formatively used to assess what children have learned

Richard Rieser, 'Implementing Article 24 – Inclusive Education: A Challenge for the Disabled People's Movement', Paper prepared for the 7th DPI World Summit, Seoul, September 2007

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 seems to promise increased achievement and performance for all

learners. Within education, countries are increasingly realising the inefficiency of multiple systems of administration, organisational structures and services, and that special schools are a financially unrealistic option.[28] 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. The plethora of 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 as in the North. Strategies for resourcing inclusive eduction 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.[32]

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

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 share 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.

Resource-based (through-put) model – where funding is based on 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.

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 children with disabilities 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 economic science, 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 have arguments that 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 really do not have a 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.[29]

Gender and inclusion

In the development of inclusion, disabled girls face particular problems (Miles, 2002):

- **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 women and by girls and women 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 chil-

dren, 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 leads to preferential treatment and allocation of resources and opportunities to male children at the expense of their sisters. For example, in Kenya: 'The 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 advantage 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 women with disabilities 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 to 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:

Girls learning sign language in Kenya

- 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.

The EFA Assessment estimates that 113 million children were not enrolled in primary school in 1998. This figure represents one in five of all 6–11-year-old children. Sixty per cent of the total are girls. Nearly 87 per cent live in three regions: sub-Saharan Africa, south and west Asia, and the Arab states and North Africa.[30]

An index of the school enrolment ratio of girls to boys shows that Lesotho and Namibia have more girls enrolled than boys. All other developing countries have more boys than girls. In 2001, 18 countries had a high gender imbalance, with the greatest disparity in India, Pakistan and Mozambique.[31]

Inclusive education for disabled indigenous people

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 370 million indigenous people of the world received a

Indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization 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

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.[32]

In education, attempts to forcibly 'integrate' indigenous peoples and assimilate them into the dominant culture, as happened to aborigine children in Australia[33] or native Americans in Canada,[34] need to 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.[35]

Box 4.4 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.

New Zealand: A case study

The education of Maori children with special educational needs

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

Maori are the indigenous people of Aotearoa/New Zealand. They are of Polynesian extraction and make up approximately 15 per cent of the country's population. They are the largest 'minority' group. There is an abundance of legislation, official documentation and guidelines that testify to the rights 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, research shows that these learners are often overlooked, inadequately provided for and even excluded.

Research reveals a wide range of factors that mean that provision for Maori learners with special needs is inadequate. For example, 60 different barriers to providing and receiving culturally appropriate, effective services were identified in a three-year, longitudinal evaluation of Aotearoa/New Zealand's national 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 rapid 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 and language 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 and assessment measures in the Maori language and a reported shortage of special education training and 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. On a general level, barriers arise from:

- Denial of cultural difference, resulting in the use of the same identification procedures and assessment measures 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, their parents and *whanau*, for example teachers ignoring parental concerns;

- 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 structures and 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 detrimental beliefs and attitudes are open to speculation. No doubt they include racial prejudice, economically driven decision-making, power plays 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 on the education system. They are unaware of how often their way of doing things offends or disadvantages others. 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 *whanau* members in their children's special education;

4. Compulsory, bicultural pre- and 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).

Initiatives that increase the pool of people with cultural expertise will enable the extension of existing Maori-relevant special educational provision and the development of new assessment measures, research and services. The concurrent introduction of initiatives to increase the general inclusiveness of education in Aotearoa/New Zealand will further strengthen provision for Maori children with special needs. These measures, however, cannot be introduced without a considerable increase in special education funding. Greater financial commitment at a national level will contribute substantially to overcoming the present lack of culturally appropriate provision for Maori children. Extensive changes will not come quickly or easily. Nevertheless, the abundance of legislation, official documentation and guidelines that already exists means that there is both policy support for culturally appropriate, inclusive education and a commitment to bringing about positive change (Bevan-Brown, 2006).

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 national, regional/district and classroom level and describe tools and examples from around the Commonwealth 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.

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.

Dyson, 2004

ABOVE: *Children helping each other in Kenya*
RIGHT: *Satish, Cleves School, Newham, London*
PICTURE: DEE

5. Developing National 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, like Pakistan, are only just developing policies. Sri Lanka and Bangladesh already have policies, but these appear to have little impact on the ground.

To implement Article 24 of the UN Convention, states must develop effective inclusive education at school level, backed by the range of changes indicated by the UN Special Rapporteur on the Right to Education and by UNESCO. The UN Special Rapporteur states clearly that transition from segregated, special education to inclusive education is not a simple exercise, and the complex issues it raises must be acknowledged and 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 persons with disabilities. 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.[36] These include policy formulation and legislative and financial frameworks. Legislation is not an end in itself and its impact depends on implementation, the sustainability of funding, and monitoring and evaluation. More detailed policy frameworks are also needed, that ensure that legal norms can be translated into practical programmes. At a minimum, these frameworks should incorporate the suggestions made by the UN Special Rapporteur (Box 5.1).

Box 5.1 UN Special Rapporteur's suggestions on how to develop inclusive education

(a) **Legislation.** Eliminate legislative or constitutional barriers to children and adults alike with disabilities being included in the regular education system. In this regard States should:
 – Ensure a constitutional guarantee of free and compulsory basic education to all children;
 – Adopt and entrench legislation aimed at ensuring the rights of persons with disabilities;
 – Ensure that legislation prohibiting discrimination in employment is adopted and enforced. This will enable persons with disabilities to become teachers;
 – Ratify the Convention on the Rights of Persons with Disabilities.

(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 promotes inclusion of all students in the mainstream education system.

(d) **Transform Special Schools into Resource Bases.** Transform existing special education resources – special schools or classes – into resources to assist the mainstream system. To do this States may need to:
 – Train special educators to serve as additional resources to regular teachers;
 – Transfer students from special programmes to regular classes supported by the resource staff;
 – Allocate financial resources for the adequate accommodation of all students and for technical assistance to support ministry of education officials, at the district, school and classroom level;
 – Revise testing methods to ensure that accommodation is made for students with disabilities.

(e) **Teacher Training.** Provide pre-service and in-service training to teachers so that they can respond to diversity in the classroom. To this end, States may therefore need to:
 – Train teachers in classroom techniques such as differentiated instruction and co-operative learning;
 – Encourage persons with disabilities to train as teachers;
 – Use pyramid training techniques where teachers, once trained in inclusive education methodologies, teach other teachers and so on.

(f) Train Administrators. Provide training to educational administrators and support staff on best practice in response to individual student needs. States may need to:
– Provide models of practice that provide support such as 'school-based support teams';
– Provide regular access to new knowledge on school and classroom 'best practices';
– Provide domestic research into best practice as it relates to inclusive education.

(g) Remove Constraints on Teachers. Ensure that conditions that constrain teachers to teach inclusively are addressed. To do this, States may need to:
– Address class size. Smaller class sizes are generally considered to be most effective;
– Revise and adapt curriculum content in accordance with best practice;
– Ensure that school buildings and materials are accessible to children with disabilities.

(h) Develop Inclusive Early Years. Invest in inclusive early childhood care and education (ECCE) programmes, which can lay the foundation for lifelong inclusion of children with disabilities in both education and society. States may need to:
– Undertake a consultative process, including disabled people's organisations and groups for parents of disabled children, to develop a national ECCE policy;
– Include ECCE in key government resource documents such as national budgets, sector plans and poverty reduction strategy papers.

(i) Train and Empower Parents. Provide training to parents of children with disabilities so that they know about their rights and what to do about it. Here States may need to:
– Support civil organisations, including those of parents of children with disabilities, to build capacity on the right to education and how to influence effective policy and practice.

(j) Monitor Enrolment and Participation. Develop accountability mechanisms in order to monitor exclusion, school registration and completion of education by persons with disabilities. States should therefore, as a minimum:
– Adopt and revise reporting mechanisms to disaggregate data on school participation. Such data should specifically include type of disability.

(k) Prioritise International Collaboration. Seek, and act upon, assistance as required. To this end, States may need to:
– Seek assistance on best practice from States and international and/or intergovernmental organizations;
– Integrate these best practices into legislative and policy frameworks;
– Where adequate resources are lacking, seek international assistance.

The UN Special Rapporteur also calls on national human rights institutions and civil society to participate actively in the design of inclusive education and to help monitor implementation and raise awareness.

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

Key partners in this national process are disabled people and their organisations. 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 (SAFOD) and Disability Equality in Education (DEE) showed the powerful effects of such training, with participants from all eight countries increasing their understanding and developing strong national action plans (Box 5.3).[37]

Involving the parents of disabled children

Parents of disabled children have often been in the vanguard of struggling for the full human rights and inclusion of 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 5.5), Inclusion International (Box 5.6) and CAMROD (Box 5.7) demonstrate how effective such empowered parents can be in advocating the development of inclusive education for disabled children.

Parents building an accessible school in Kisarawe, Tanzania

Box 5.2   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 governing council are disabled people. It has run many grass roots campaigns in support of families wanting to get their disabled children into mainstream schools.

The thinking of disabled people has been the driving force of the Alliance, linked to the energy and will of parents wanting an inclusive life for their disabled 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 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, telling it: 'We know inclusion works'. Evidence gathered from schools and families was presented to Education Minister Lord Adonis. The lobby was held in response to uninformed and negative publicity opposing inclusive education in the UK.

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

Box 5.3 Involving organisations of disabled people in Southern Africa

SAFOD: Inclusion training

The Southern African Federation of the Disabled (SAFOD) is a regional body that brings together the national councils of 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 their advocacy of inclusive education, SAFOD worked with the UK-based organisation Disability Equality in Education to raise funding from the UK Department for International Development (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 and solutions for inclusive education and the actions necessary at national, regional and school level 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 of disabled children and three government representatives.

The style of workshop – with two experienced UK trainers – was interactive and participative through many activities and group work. Surprisingly, much of the thinking developed in the UK was applicable, 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 to develop inclusive education in their countries. Each country's representatives produced national implementation plans to take back to their governments. There is an urgent need to develop capacity among disabled people and parents. As Alexander Phiri, Director General of SAFOD, said in an appeal for further funding:

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.

Box 5.4   Disability Equality in Education: Training for inclusion led by disabled people

Disability Equality in Education (DEE) is a training organisation that over the last 15 years has developed training for educationists on how to develop inclusive education, from a disability rights perspective. All the training is 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*, published in 1989–1990. 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. Its focus was on shifting thinking from a deficit special education model to a rights based disability equality model based on the thinking of the Disabled People's Movement.

Other ground-breaking publications followed: *Altogether Better* (1994) with Comic Relief; *All Equal All Different* (2003), raising the issue of disability with teachers of 4–7-year-olds; *Disabling Imagery* (2004) with the British Film Institute, bringing 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.

Over 500 disabled people in England, Scotland, Wales and Northern Ireland attended 30 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 130 freelance DEE trainers. More than 90,000 educationists have attended DEE training sessions and this has been shown by independent evaluation to substantially change both attitudes and practices. DEE has also produced a range of resources to raise issues relating to disability equality in the classroom.

In more recent years, DEE and its trainers have delivered training in Mumbai, India and in Egypt, Morocco, Argentina, Russia and Malaysia and European countries. The model developed is important. It relates individuals' experiences of education to the historical oppression disabled people have experienced in education, 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 to provide culturally appropriate tools to advocate and train for the development of inclusive education.

Disability Equality in Education, www.diseed.org.uk

Box 5.5 Parents for Inclusion

'I think Parents for Inclusion are great. They make you realise you are not on your own, and coming to their groups makes life doable. By coming together we are stronger and able to challenge the barriers created by others, not ourselves. Of course our children must be included.' Parent of a disabled child

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 tell us 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 individual people first, with human rights and preferences and a right to an optimistic and self-determined future. They then go on to make sure these children are included, in all kinds of ways, in the world.

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 step back and see the world from their child's point of view. The disabled trainers use their own real life stories to illustrate the training and they 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. Head teachers 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 130 (543 parents) in 2003, and to 180 (1,492 parents) in 2004.

Parents for Inclusion, London, www.parentsforinclusion.org.uk

Box 5.6 Inclusion International

Inclusion International 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. It seems 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.

In South Africa, parents associated with Inclusion International have been formally represented on national policy forums dealing with marginalised learners. Organisations such as the Parents' Association for Children with Special Educational Needs (PACSEN), the Disabled Children's Action Group (DICAG) and the Down's Syndrome Association have campaigned vigorously on behalf of disabled learners. Working with disabled people's organisations, they have organised public meetings and workshops on inclusive education. With support from UNESCO and other donor organisations, they have brought international advisers to the country and have used them extensively in teacher education and public awareness campaigns. This has had a significant impact on policy development.

In India, the parent movement has given rise to an organisation called Parivar that is working to raise the awareness of parents. The aim is for parents to raise their expectations of what is possible for their children, particularly for children with an intellectual disability. Members contributed to the passing of the 1995 Persons with Disabilities Act. The impact of their campaigns and their lobbying at central and state level is most evident in the establishment of a National Trust for the Welfare of Persons with Mental Retardation and Cerebral Palsy. The National Trust Bill was passed by Parliament in 1999.

UNESCO Open File on Inclusive Education, 2001, p. 87; http://www.inclusion-international.org/en/ii_priority_areas/ie/index.html

Box 5.7   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. These 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 (including fathers and self-advocacy).

In the late 1980s, CAMRODD shifted its focus to rights, based on the UN Declaration of Human Rights and the UN Convention on the Rights of the Child. Instead of fighting for services and better treatment, CAMRODD began to fight for rights and inclusion. Slowly its focus moved from parents working in isolation to collaboration between families, professionals and governments. Leadership training was developed and delivered in a wide range of member countries, and was called SCOPE. The course was designed to train parents, family members, teachers, nurses and other professionals so that services and communities create opportunities for people with disabilities through equality.

The leadership 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 are to:

- Explore a common vision of human rights based on equality;

- Link this vision to the UN Declaration and countries' obligations as signatories;

- Examine social policy development and its role in social change so that new approaches are put into practice;

During the SCOPE course, which is delivered by CAMRODD in countries all over the Caribbean, participants design and implement a community development project.

Enabling Education Network (EENET)

Blind and sighted pupils learning together in Uganda

What progress are states making in implementing inclusive education?

A very mixed picture emerges when we examine a cross-section of Commonwealth countries. Firstly, no coherent survey exists which compares like with like, so case studies in various reports and on the worldwide web have been drawn upon. The key driver that makes inclusion happen is having a national policy. Following the 1994 Salamanca Declaration, a number of countries committed themselves to developing an inclusive education system. They include India (Box 5.8), Lesotho (Box 5.9), Mozambique (Box 5.10), New Zealand (Box 5.11), Papua New Guinea (Box 5.12), South Africa (Box 5.13), Sri Lanka (Box 5.14), Uganda (Box 5.15) and the UK (Box 5.16). However, having a policy does not mean that it is implemented, unless the government takes active steps. Training programmes for teachers have proved a key determinant, as in India, Lesotho and Papua New Guinea.

Very often NGOs take the lead in initiating conferences and policy development, as the Norwegian agency International Development Partners (IDP) has done in Pakistan (Box 5.17), or in launching projects that include disabled pupils, as in Bangladesh (Box 5.18) and St Lucia (Box 5.19), or those with learning

difficulties, as in Jamaica (Box 5.20). In Oriang, Kenya (Box 5.21), inclusion started with community-based rehabilitation identifying disabled children not in school and devising a programme in a few schools which could then act as a model to be rolled out to 300 schools in Kisumi Province in western Kenya. Crucial to this approach, by Leonard Cheshire Disability, is making links with a local university to develop and provide the training needed by teachers on a longer-term basis to develop their capacity to meet the diversity of needs of disabled children with different impairments. A similar approach has been initiated by the Norwegian Association for Development Research (NFU) with the Tanzanian and Zanzibar Ministries of Education (Box 5.22), working with local disabled people's organisations.

Disability rights legislation in New Zealand, India, the UK and South Africa has prompted challenges to the existing special educational needs system. School improvement for all lies behind approaches in New Zealand and in Queensland (Box 6.2) and Victoria, Australia.

International agencies such as UNESCO and the World Bank, and to a lesser extent UNICEF, through the Education for All Flagship on Inclusive Education and regional groupings arising from the Flagship, are beginning to have a real impact in moving states forward by exchanging good practices and ideas, and developing conceptual frameworks that states can draw on.

International co-operation is clearly very important in the development of inclusive education (see Box 5.23 for an example of this, between Ethiopia and Zambia). In looking at how to develop inclusive policies, states need to apply Article 32 of the Convention on the Rights of People with Disabilities:

> *States parties recognize the importance of international co-operation and its promotion, in support of national efforts for the realization 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 organizations and civil society, in particular organizations 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.

Box 5.8 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). NCERT (1998) 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. A recent World Bank study (2007) showed that gender differences are less between disabled boys and girls, reflecting low attendance levels. Illiteracy is 52 per cent for disabled people, compared to 35 per cent in the general population, and in all Indian states the proportion of children with disabilities who do not attend school is 5.5 times that of the general population. Even in the best performing states, a significant proportion of out-of-school children are disabled (in Kerala 27 per cent and in Tamil Nadu over 33 per cent). Disabled children rarely progress beyond primary education.

Historically, NGOs established special schools on the European model. There are now 2,500 special schools, but it has become apparent that 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 of India is committed to universal elementary education. The constitutional right was given new impetus with 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'.

The District Primary Education Programme (DPEP) set up by the Government was launched in 1994. It is a decentralised programme. Starting in one or two blocks in each state, with one or two clusters of districts, it 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 has been 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 1 million teachers had received one 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 models for training, 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 architectural barriers (Government of India, 2003).

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. So far, 200,000 schools have been built (UNESCO, 2001).

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

However, overall, the spending share on inclusive education in SSA is low – only 1 per cent. There is a big variation in inclusive education spending between states, ranging from 5 per cent of total spending on education in Kerala to under 0.5 per cent in Madhya Pradesh, Jharkhand, West Bengal and Rajasthan.

The Ministry of Human Resource Development is currently in the process of developing a comprehensive action plan on the inclusion of education of children and youth with disabilities by consulting with experts, NGOs, disability rights groups, parents' groups and government bodies.

A statement spelling out action areas was made in the Rajya Sabha by Shri Arjun Singh, Minister for Human Resource Development, on 21 March 2005.

He outlined the framework of the Action Plan and listed the activities developed as a result of the initial consultations. The plan covers the inclusion in education of all children and young persons with disabilities by 2020.[38]

The main objectives of the Plan are to:

- Ensure that no child is denied admission to mainstream education;

- Ensure that every child has the right to access an *anganwadi* and school and no child is turned back on grounds of disability;

- Ensure that mainstream and specialist training institutions serving persons with disabilities, in both the government and non-governmental sectors, facilitate the growth of a cadre of teachers trained to work within the principles of inclusion;

- Facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels;

- Provide home-based learning for persons with severe, multiple and intellectual disability;

- Promote distance education for those who require an individualised pace of learning;

- Emphasise job training and job-orientated vocational training;

- Promote an understanding of the paradigm shift from charity to development through a massive awareness, motivational and sensitisation campaign (World Bank, 2007).

The various departments at central government level are in the process of developing their work plans. The roles and responsibilities of the implementing agencies and their partners, and the roles of NGOs and parent groups are also being drafted. Monitoring guidelines and performance indicators are being reviewed. The role of special schools, special educators and other support professionals is being assessed within the changing scenario. It is clear that education policy in India has gradually increased the focus on disabled children and adults, and that inclusive education in regular schools has become a prime policy objective.

In June 2008, the Government of India, as part of implementing its inclusive education programme, increased resources to support a range of disabled pupils in completing four years of secondary education. This will include students with learning difficulties, mental illness, autism, cerebral palsy, blindness, low vision, leprosy, hearing impairment and loco-motor impairments. It will include a child-specific allowance for support for teachers in specialised teaching styles and identification.[39]

Box 5.9   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.

In an attempt to implement this policy, the Unit of Special Education has developed the following strategies to reach out to children with special needs and their parents, as well as to the whole community:

1. Providing special education for all children who need it;

2. Creating awareness in the whole society about children with special needs and the services available;

3. Conducting a study to determine the feasibility of integration, as well as to identify children with special educational needs in regular primary schools;

4. Developing in-service teacher training materials;

5. Conducting in-service teacher training;

6. Developing and conducting 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 about the policy on integration;

• 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 there were about 371,950 pupils enrolled in 1,201 primary schools with a pupil teacher ratio of 1 to 54. Twenty-six per cent of schools were visited and all teachers 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 high a 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. Membership included representatives from the Ministries

Pupils at Leseli School, Lesotho
PICTURE: DEE

of Education and Health and Social Welfare, the National Disabled People's Association, parents of non-disabled children, and later the National Organis-ation of Parents of Disabled Children. The committee discussed the implementation of the new programme, and contributed to the development of a new in-service teacher training curriculum. This ensured that there was full understanding and co-operation from all profes-sionals and stakeholders. Fifteen years later this programme is still supporting inclusive education at national level.

Short in-service training courses delivered in schools provided teachers with 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 the 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 thought they might lose their jobs. The teachers were trained to do simple assessments of children who had learning difficulties and in how to meet their needs. This made them more aware of some of the children who had been in their classes for many years without making any significant academic progress. 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 supportive video material which was piloted in ten schools and then rolled out across the country.[40]

Box 5.10 Mozambique: 'It's not about resources, it's about attitudes!'

In Mozambique, the national education policy defines basic education as a universal right. However, most of the children who remain outside the school system and those who repeat or drop out during the early years of primary education are disabled or have learning difficulties. In 1998, the Ministry of Education launched an inclusive schools project, with UNESCO's support, in all of Mozambique's ten provinces.

The focus of the programme is on awareness raising and training for all staff throughout the education system. Activities include short capacity building courses for provincial co-ordinators and for teachers involved in pilots in inclusive schools. Four teacher education institutes are also involved in the programme. Teachers and schools are now able to identify pupils who have special educational needs or disabilities, and what type of needs they have.

In 2001, the province of Maputo organised an inclusive education competition in two stages. Each district asked teachers to share their experiences of identifying special needs in the classroom and to report on how they teach pupils who have difficulties in learning or who have impairments.

The teachers who produced the best case reports were awarded bicycles, radios and books on inclusive education. This approach has generated a change of attitude in the education sector, which now regards disabled children in the same way as it does all other children.

Dutch Coalition on Disability and Development (DCDD) leaflet, 2006

Box 5.11 New Zealand: The challenge of equity

Our education system is good – the best in New Zealand is as good as anything in the world. However, at present we have a group of students, many of whom are Maori, Pacifica or who have special educational needs, who are not succeeding and for whom the system is not delivering. All New Zealand's children are entitled to the best education and we cannot be tolerant of failure where it affects the education of New Zealand's children and young people.

Karen Sewell, Secretary for Education

In 2007, New Zealand's Ministry of Education issued a Statement of Intent[41] which said that to achieve this outcome the country's education system needed to change. There needed to be changes in what New Zealanders learned and also in the way they learned.

'We need to create open and dynamic learning environments where the needs of students are at the heart of the system. The system must support teachers, students and their families to:

- Recognise and work with diverse strengths, interests and abilities

- Connect learning to family and community backgrounds

- Create diverse learning opportunities and networks

- Use diverse teaching approaches

- Balance academic achievement with the development of knowledge, skills and values.

There is a need for increasing responsiveness to students with special educational needs through the development of stronger special education networks.

To deliver ministerial priorities for education and build an education system for the 21st century we are focused on three paths:

- Specific and immediate areas of focus to achieve significant improvements in student presence;

- Engagement and achievement in early childhood education and schooling and a major reforms programme in tertiary education to drive improvements in quality and relevance of education, training and research;

- Developing the key features of personalising learning that will support the system to deliver educational innovation and change, leading and supporting change to ensure that the education system values, respects, and is successful for all children and young people, in particular Maori, Pacifica and students with special educational needs.'[42]

According to the Statement of Intent, the government's primary target was to ensure that all children were able to positively engage in safe and inclusive learning environments. It said it would take action to strengthen early interventions for 5–8-year-olds, particularly for Maori and Pacifica children and children with special education needs.[43]

Raising presence, participation, learning and achievement of students with special educational needs

In special education, through the Better Outcomes for Children Plan 2006–2011, work is under way on three fronts:

- **Quality services:** putting in place specific service standards, with agreed service pathways for clients of special education services;

- **Skilled staff:** providing training that enables special education staff to be skilled and to keep learning, including supervision, reflective practice and research;

- **A focus on learner outcomes:** ensuring that the focus is on the presence, participation, learning and achievement of children with special educational needs.

The Ministry is committed to implementing the New Zealand Disability Strategy to ensure that people with impairments can say they live in 'a society that highly values our lives and continually enhances our full participation'. The incorporation of the New Zealand Disability Strategy throughout the education system is necessary to achieve this vision.

Significant changes across the system will need to occur if New Zealand is to make progress. The ministry will need to take the lead across the sector to ensure that:

- No child is denied access to their local school because of their impairment;

- Teachers and other educators understand the learning needs of disabled* people;

- Disabled students, their families, teachers and other educators have equitable access to the resources available to meet their needs.

New Zealand is pledged to work to improve schools' responsiveness to, and accountability for, the needs of disabled students, as well as improving post-compulsory education options for disabled people.

The Equal Employment Opportunities (EEO) Plan aims to ensure that any barriers for

*The New Zealand Disability Strategy sector reference group recommends the use of the term 'disabled people' rather than 'people experiencing disability'.

staff who identify as differently abled are identified and removed, and that the Ministry's capability and practice reflect the needs of this group and of its clients. It also seeks to match the Ministry's workforce with the diversity of the communities with whom it works, to help achieve better educational outcomes for all.

Monitoring

In each of the measurement areas, information is broken down as much as possible, so that the progress of a diverse range of learners, including Maori students and Pacifica students, can be monitored. Wherever possible, it is broken down further to look at children and students with special educational needs and disabled students. The Ministry reports annually on the most up-to-date indicator information.

Funding for inclusion

A flexible funding strategy is currently being developed in New Zealand as part of the Special Education 2000 policy. All schools receive a Special Education Grant (SEC) so that they can make provision for the 4–6 per cent of students who are regarded as having 'moderate' special educational needs.

The level of the SEC does not depend on individual assessment, but on the numbers of students on roll combined with a weighting to take account of the socio-economic status of school populations. Schools can use these funds flexibly and do not have to spend them on identified individuals.

Around 1 per cent of students are identified individually as having 'high' or 'very high' needs. Descriptors of such needs are being developed which emphasise their support needs (particularly in terms of curriculum access) rather than categories of disability. The identification process involves educators, in collaboration with parents, completing an application form which is 'verified' by an independent panel. Resources are then allocated to individual students regardless of where they are placed.

This means that parents have greater effective choice of school for their child. These funds can then be managed by an accredited school or cluster of schools, or by the national Specialist Education Service. The fund holder is responsible for purchasing the services needed by the student.[44]

Box 5.12 How inclusive education is delivered in Papua New Guinea

Papua New Guinea (PNG) is a South Pacific island nation which has approximately 5.2 million people. It is heavily forested, with many mountains and swamp areas, which make 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 PNG 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. The Government is also committed to UNESCO's target of Education for All by 2015. Inclusive education priorities include capacity building through pre-service and post-service special education teacher training.

The 1990 national census identified approximately 12,000 people with disabilities over the age of 10 years. The number of children with disabilities enrolled in schools has not yet been documented, due mainly to the absence of a national data collection mechanism. Special education service provision in PNG 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, Red Cross and the St John's Association for the Blind. They support families and children with disabilities, educators and school administrators, and provide community-based rehabilitation services for children with disabilities who are not attending school.

A university course has started to train specialist teachers in the methods of inclusive education at Port Moresby.[45] In order to achieve inclusive education the Government decided to introduce initial changes at the teacher training level to ensure that new graduates would take the principles of inclusion into schools. PNG 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 postholders liaised with the staff at the resource centres to provide practical and experiential input to college courses. The SERC staff provide the essential hands on, community-based experience essential to student teachers to enable them to put into practice the theory taught at the teacher training institutions.

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 and development of such a facility. The specialist teacher's role in this instance would be to deliver a special curriculum for children within the special class which would lead to inclusion, while at the same time supporting mainstream teachers in providing an inclusive curriculum.[46]

In order for an inclusive approach to be successful for deaf pupils, the following measures were 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, not only for the child with hearing impairment or deafness, but also for parents, siblings and community members;

- Teachers and classroom assistants who are able to 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/ 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.

Box 5.13 South Africa: Situational analysis and policy developments

South Africa's White Paper on special needs education states:

In this White Paper we will also be able to convince the thousands of mothers and fathers of some 280,000 disabled children – who are younger than 18 years and not in schools or colleges – that the place of these children is not one of isolation in dark back rooms and sheds. Because of the great inequalities inherited from the apartheid years the Government make it clear that special schools will be strengthened rather than abolished. Following the completion of our audit of special schools, we will develop investment plans to improve the quality of education across all of them. Learners with severe disabilities will be accommodated in these vastly improved special schools, as part of an inclusive system. The process of identifying, assessing and enrolling learners in special schools will be overhauled and replaced by structures that acknowledge the central role played by educators, lecturers and parents. Given the considerable expertise and resources that are invested in special schools, we must make these available to neighbourhood schools, especially full-service schools and colleges.

We also define inclusive education and training as:

* Acknowledging that all children and youth can learn and that all children and youth need support;

* Enabling education structures, systems and learning methodologies to meet the needs of all learners;

* Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases;

* Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures;

* Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners;

* Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.

The Ministry appreciates that a broad range of learning needs exists among the learner population at any point in time, and that where these are not met, learners may fail to learn effectively or be excluded from the learning system. In this regard, 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 may also arise because of:

- Negative attitudes to and stereotyping of difference

- An inflexible curriculum

- Inappropriate languages or language of learning and teaching

- Inappropriate communication

- Inaccessible and unsafe built environments

- Inappropriate and inadequate support services

- Inadequate policies and legislation

- The non-recognition and non-involvement of parents

- Inadequately and inappropriately trained education managers and educators.

In accepting this inclusive approach we acknowledge that the learners who are most vulnerable to barriers to learning and exclusion in South Africa are those who have historically been termed 'learners with special education needs,' i.e. learners with disabilities and impairments. Their increased vulnerability has arisen largely because of the historical nature and extent of the educational support provided.

Accordingly, the White Paper outlines the following as key strategies and levers for establishing our inclusive education and training system:

- The qualitative improvement of special schools for the learners that they serve and their phased conversion to resource centres that provide professional support to neighbourhood schools and are integrated into district-based support teams.

- The overhauling of the process of identifying, assessing and enrolling learners in special schools, and its replacement by one that acknowledges the central role played by educators, lecturers and parents.

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

- Within mainstream schooling, the designation and phased conversion of approximately 500 out of 20,000 primary schools to full-service schools, beginning with the 30 school districts that are part of the national district development programme. Similarly, within adult basic, further and higher education, the designation and establishment of full-service educational institutions. These full-service education institutions will enable us to develop models for later system-wide application.

Pupils in KwaZulu-Natal, South Africa   PICTURE: DEE

- Within mainstream education, the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the targeting of early identification of the range of diverse learning needs and intervention in the foundation phase.

- 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 that are part of the national district development programme.

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

The development of an inclusive education and training system will take into account the incidence and the impact of the spread of the HIV/AIDS pandemic and other infectious diseases. For planning purposes the Ministry of Education will ascertain, in

particular, the consequences for the curriculum, the expected enrolment and drop-out rates and the funding implications for both the short and long term. The Ministry will gather this information from an internally commissioned study as well as from other research being conducted in this area.

Barriers to inclusion

The following barriers to inclusive education were identified in the White Paper.

Barriers to learning and participation in schools in South Africa arise from:

- Socio-economic deprivation, negative attitudes to and stereotyping of difference, an inflexible curriculum;

- Inappropriate languages or language of learning and teaching;

- Inappropriate communication, inaccessible and unsafe built environments;

- Inappropriate and inadequate support services, inadequate policies and legislation;

- The non-recognition and non-involvement of parents;

- Inadequately and inappropriately trained education leaders and teachers.

Previously marginalised and disadvantaged schools in South Africa face particular challenges. Overcrowded classrooms, poverty stricken communities and a lack of resources place a strain on teachers that cannot be ignored, and all these factors are also counterproductive to the implementation of inclusive practices.

The new curriculum

Until recently South Africa had rigid curricula 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 of the outcomes can be assessed. The previously examination-dominated curriculum has given way to one which now permits modular credit accumulation with frequent assessment. It also means that work-related competencies can be incorporated into the curriculum and that multiple pathways can be opened up into further education and training. This means that the school curriculum is linked more closely to the post-school world.[47] There is considerable resistance from teachers to adopting this approach which is being countered to some extent by training.

Special Needs Education: Building an Inclusive Education and Training System, White Paper No. 6, Department of Education, Pretoria, 2001, http://www.info.gov.za/whitepapers/2001/educ6.pdf

Box 5.14 Sri Lanka: Implementing the Salamanca Declaration

Disabled children in Sri Lanka have access to school education through one of three approaches. Many children attend mainstream classrooms in government schools; others are integrated in special education units which are special (separate) classrooms and streams also in ordinary schools; and others attend special schools run by NGOs.

Sri Lanka has moved towards inclusive education for disabled children since the 1994 Salamanca Conference. Progress remains limited partly because of the strong association between disabled children and special education. This influences the attitudes of all those concerned. There is a widespread belief that disabled children are the responsibility of special education and this is a huge barrier to the development of inclusive education.

Providing educational opportunities for disabled children is the responsibility of the special education branch of the Ministry of Education. The branch has its own budgetary allocation and manages special education provision through provincial and zonal (peripheral) departments manned by special education directors, assistant directors, officers and teachers. The education of disabled children both in terms of infrastructure and personnel thus remains outside the mainstream primary education system. This gives root to prevailing attitudes.

The same extends to Sri Lanka's well-developed teacher training systems, which have not yet mainstreamed disability. If the countrywide networks of national colleges of education (providing basic training) and teacher centres (providing continuous education), and the National Institute of Education (developing curricula and materials) were to adopt strategies for inclusion, a significant change could be expected. On the other hand, since the 1994 Salamanca Declaration, inclusive education is Sri Lanka's implicit policy and attempts at creating an inclusive system are ongoing. Sri Lanka's action plan for EFA lists inclusive education as the strategy to be used for disabled children. The National Policy on Disability uses inclusion as the basis for education. A Disability Rights Bill is to be enacted soon to give effect to the national policy and the UN Convention on Persons with Disabilities.

The Ministry is also interested in developing child-friendly schools. These have put into practice teacher preparation and motivation, children's participation, parental involvement and community support. They have established structures and interactions with communities and have already laid much of the groundwork required for inclusion.

To overcome many attitudinal and other barriers, an advocacy strategy has been planned that addresses two issues: that inclusive education cannot be implemented using special education structures; and introducing disabled children as a cross-cutting theme within all relevant divisions of the Ministry. It is expected that through advocacy, inclusive education will be accelerated and the educational rights of disabled children protected.

Box 5.15   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, as did others, how to do practical chores and they 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. In 1990–2001 the Danish International Development Agency (DANIDA) supported the Ugandan Government in the development of education for learners with disabilities.

As a plank of its commitment to rebuild the social and economic fabric of the country, the Ugandan government has for some years 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 near all children, including children with disabilities, without tuition fees (fees can be charged for materials and/or feeding). The concept of learners with special needs included *all* children who were marginalised because of social, cultural, economical, political conditions and/or disability. 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: children with a disability, girls, boys. Today all children are enrolled. In other words, UPE implied inclusion.[48]

This 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 UN Development Programme (UNDP), supported by UNICEF. Twenty per cent of project funds have been allocated to the Ministry of Education to undertake school construction and for 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 (FSN&R) for the development of two pilot inclusive schools. The project includes upgrading the entire school staff (including head teachers) and developing material

Inclusive class in Uganda

that will be distributed to schools, teachers' colleges and resource persons. The project was due to be finalised by February 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 in 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.[49]

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.

Within this general context, the Ugandan Government has taken a number of specific steps to ensure that the needs of disabled children are given priority. For example:

- 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 district, staffed by three special teachers specially upgraded so that they can make assessments, suggest school placements and give guidance to parents;

- Coordinating 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 is also supporting 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.[50]

Box 5.16 Showcasing best practice in the UK

Background

Before 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 special schools were set up to segregate disabled children because it was felt these establishments would best meet 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 for comprehensive schools.

In 1978 the Warnock Report recommended dropping medical labels and replacing them with special educational needs statements. 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 Act. Some local education authorities, such as 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 the child could always go somewhere else. So schools and teachers did not have to restructure themselves to accommodate the needs of all learners.

From special needs to rights

In 1997 a Labour Government was elected on a manifesto that made a commitment to introduce 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. However, only around 20 per cent of schools are effective in including disabled pupils[51] and there has been no overall decrease in the number of disabled pupils in segregated settings in the last seven years.

The 'marketisation' of education and competitive school attainment tables are often CITED as reasons for the lack of progress in inclusion.[52] The main reasons why parents withdraw their children is because they are not made welcome and staff do not know how to meet their child's needs. At the same time, there is very good inclusive practice in a significant number of schools.

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[53] 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?

The project's key findings were that what counted was an inclusive ethos, strong leadership and a 'can do' attitude on the part of the staff. The most important factors were:

- Vision and values based on an inclusive ethos

- A 'can do' attitude from all staff

- A proactive approach to identifying barriers and finding practical solutions

- Strong collaborative relationships with pupils and parents

- A meaningful voice for pupils

- A positive approach to managing behaviour

- Strong leadership by senior management and governors

- Effective staff training and development

- The use of expertise from outside the school

- Building disability into resourcing arrangements

- A sensitive approach to meeting the impairment-specific needs of pupils

- Regular critical review and evaluation

- The availability of role models and positive images of disability.

See examples in Chapter 7 and DVD 2.

Box 5.17 Pakistan: Education for All in an inclusive setting[54]

At federal level, the Directorate General of Special Education within the Ministry of Social Welfare and Special Education runs 51 institutions for children with different disabilities as single disability schools. Provincial governments run over 200 institutions. There are about 230 private special schools with a total enrolment of about 24,000 children with disabilities. More than 30,000 children with disabilities are already in ordinary schools. This amounts to less than 4 per cent enrolment of the total number of school age children with disabilities.

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 students with disabilities.[54]

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.

Leading up to the 2007 conference, ten schools in Islamabad were selected by the Federal Directorate of Education (FDE) as pilot schools for inclusive education. This initiative is supported by IDP Norway and Sight Savers International. The ten schools have now grown to 16 schools, situated in both rural and urban areas.

In July and August 2007, teachers from the pilot schools went out into their communities 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 because of poverty or lack of flexibility in the education system. 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 6, 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 playing and interacting with other children. However, the teachers in the nearby pilot school persuaded his parents to send him to their school. After four months in school he can speak, knows his name, enjoys playing with his class mates, 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.

To address and remove these barriers the FDE and IDP Norway have:

- Published a *Compendium on Conventions, Agreements and Laws Guaranteeing All Children Equal Right to Quality Education in an Inclusive Setting* to promote awareness of the rights of all children to education, care and protection, in collaboration with UNESCO in August 2007;

- 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 of head teachers and class teachers in developing and managing inclusive and child friendly classrooms – this programme was started in February 2007 and will continue until the end of 2009;

- Collaborated with the Pakistan Disabled Foundation to provide a team of young people with disabilities who will tutor children with disabilities and assist their class teachers with orientation and mobility, activities needed for daily living and Braille literacy – this will start in April 2008;

- Begun training school counsellors, because many children (with and without disabilities) experience social and emotional difficulties – this will start in March 2008;

- Worked with activists within the deaf community to assess different sign languages used in schools and communities throughout Pakistan to make sure that the use of indigenous sign languages is promoted in the inclusive schools (complementing the use of the standard Urdu sign language) – this will start in June 2008;

- Begun to develop 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 – this will be published by March 2008.

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 will start in four schools in Quetta, Balochistan in April 2008. This initiative is being financed by the Norwegian Government and implemented in collaboration with the Provincial Education Department in Balochistan, IDP Norway, the FDE and the Pakistan Disabled Foundation.

Box 5.18 Bangladesh: Situational analysis

The Centre for Services and Information in Bangladesh was commissioned in 2005 as part of the Knowledge and Research Project, funded by DFID. In Bangladesh, special, integrated and inclusive educational methods are being used to educate children with disabilities. The Government of Bangladesh has established a special and integrated education system and NGOs are implementing special and inclusive education systems. The Department of Social Services (DSS) runs five special schools for blind children, seven for deaf children and one for intellectually disabled children. The DSS 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-government 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 to identify disabled children or encourage them to enrol, so many places are not filled;

- Teacher training facilities are inadequate and there are not enough trained teachers;

- Teachers have an interest in advancing 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 – organisations use different curricula developed by themselves;

- 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 singing has been developed recently but is not yet widely practised;

- There is a lack of relevant support systems, for example extra sessions and individualised education programmes, and of therapeutic and assistive technology;

- Special education system 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 only for blind boys;

- The supply of Braille books and equipment is inadequate in integrated schools;

- 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;

- The supply of teaching and learning materials and equipment is insufficient.

Centre for Services and Information on Disability, *Situational Analysis and Assessment of Education for Children with Disabilities in Bangladesh, South Asia, East Asia and South Africa*, CSID Disability Knowledge and Research Programme, 2005

Box 5.19 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 need 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.

The beginning of integration

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.

Resource rooms

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.

EENET, Newsletter No. 6, 2005

Box 5.20 Jamaica: Working in partnership

In Jamaica, the 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 retardation' are sent to schools operated by JAPMR with government funding. Children with 'mild retardation' 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 eligible child who receives a place, two or three others who are eligible do not.

The Primary Intervention Programme

Since 1996, the Primary Intervention Program (PIP) has been assisting schools and teachers with children who have been 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. They have traditionally been enrolled in school, but over time, as their learning problems have developed, many of these children have dropped out of school – in many instances to the relief of the teacher. Teachers have had no assistance in dealing with their needs and without intervention the outcome for many of them is predictable from the beginning. In fact, the idea of setting up the PIP was generated as a consequence of JAPMR staff being inundated by requests from principals of regular schools for assistance to deal with children who were not coping.

The pilot

The PIP effort 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 a level of 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, however, the programme led to agency staff providing training for the teachers and supplying materials, as well as sharing strategies for meeting the needs of these students.

The programme was built on the underlying principle that all children can learn and that

teaching styles must be matched with learning styles. The key objective of the programme is to allow the 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.

The results

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'.

What was learned?

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 disabilities can achieve in the regular school system.

Continuing action

JAPMR continues to practise and support the principle 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 current resources have limited participation.

Partners and the challenge

Children with disabilities 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 children with disabilities, continues to receive national attention. JAPMR will continue to support the government programme to provide inclusive education for children who are at risk.

Gordon Porter, 'Disability and Inclusive Education', Paper prepared for the Inter American Development Bank Seminar on Inclusion and Disability Santiago, Chile, March 16, 2001

Box 5.21 Oriang, Kenya: Developing an inclusive environment

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

Through its regional training and development programme, LCI 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.

African culture in the classroom

Teachers from lower primary classes (and head teachers) have recently been trained in using this approach 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, legends and songs.

Teacher education

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 are on an in-service diploma course in inclusive education, which includes sign language, Braille and the use of teaching and adaptive aids.

Community involvement

The two big challenges were the cultural aspect and feeling of hopelessness. The wider community held the view that having children with disabilities 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 then 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 children with disabilities have positively accepted their children and parents who do not have children with disabilities are now willing to let their children mix with disabled children. Despite the poor infrastructure, parents and siblings are 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. The committee has been trained in community project management.

Child-to-child methods

Using child-to-child principles the project has been able to disseminate key messages to pupils and community members through participatory theatre, story-telling, music and poetry.

Resource materials

A central resource centre has been established which provides specialist support for schools and families. This has a library, training facilities, a therapy area and a communications unit. In 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.

Documentation

Recently, LCI 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 do this through a newsletter and a video documentary. Both will include stories of human interest and lessons learned. We plan 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. The model is now being by used by LCI to develop inclusive education in districts in Botswana, Malawi, Pakistan, Bangladesh and India. *See DVD 1.*

EENET, Newsletter No. 6, 2005, orpatieno@yahoo.com

Box 5.22 Inclusive education projects in Tanzania

The Norwegian Association for Persons with Developmental Disabilities (NFU) 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 DPO 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.

Project achievements

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 children and young people with disabilities.

The project has also highlighted barriers to inclusive education and to improving the quality of learning within the wider education system. For example, 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 children and young people with disabilities, 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 children and young people with disabilities in schools – in 2006, there were 730 disabled students (407 boys and 323 girls) in the 20 pilot schools, three times more than there were 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 there are plans to reassess examination methods during 2008 or 2009;

- 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 children and young people with disabilities;

- Better aspirations for children and youth with disabilities.

The project in Zanzibar has come furthest by initiating a new education policy which is promoting inclusive education. The project is consolidating its efforts in the initial 20 pilot schools and will expand to 20 new schools during 2008 and 2009.

The MoEVT in Zanzibar now has a very positive attitude to inclusive education. The MoEVT has even changed the title of the 'special needs education office' to 'inclusive education unit'.

This summer, 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 is to take over the pilot project from next year. It is 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, two secondary and four folk development colleges (FDCs)), and is 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 will not be able to continue supporting this pilot project and 2007 is the last year in which it will fund it. However, a Finnish agency is currently looking at education policy on the Tanzanian mainland. Hopefully, the MoEVT will try to combine these two initiatives to create a more holistic approach.

Teacher training programmes

Seven teachers from each school (including school inspectors and head teachers) receive intensive training courses on a general introduction to inclusive education (what it means, how it benefit students and teachers, placement in class, etc.), 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 were trained last year in advanced Braille and sign language. These teachers then train their colleagues, so that all teachers at the school have knowledge of the various inclusive education concepts. Sometimes this works 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 a disability. By the end of 2006, assistive devices (glasses, tricycles, etc.) 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 1.

Santa Kayonga Anne Nkutu, E*valuation of Inclusive Education Project in Zanzibar,* Norwegian Association for Persons with Developmental Disabilities, 2007; personal communication from Silje Handeland, Development Adviser, NFU

Box 5.23 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.

EENET, www.eenet.org.uk

ABOVE: *Children in an* anganwadi, *Dharavi, Mumbai, India*
PICTURE: CARLOS REYES-MANZO

RIGHT: *Boys together*
PICTURE: C. N. SUDINDRA, LEONARD CHESHIRE DISABILITY

6. Inclusive Education at Provincial, Regional and District Level

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 6.1) and the Northern Territories being fully inclusive in their provision, and a 'mixed economy' of inclusion and special schools in other provinces. In Quebec there are some pioneering school boards.

A similar situation exists in Australia, where Queensland (Box 6.2), Tasmania and Victoria have strong policies on developing inclusive education. The national government has now achieved agreement on an equalities framework, under which all provinces will move towards inclusion.

Inclusion at regional and district level

It is very apparent, when examining inclusive education at regional and district level, 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. The story of change in Hamilton-Wentworth Catholic School Board in Ontario, Canada (Box 6.3) is an early example of systemic restructuring for inclusion led by a values-based approach. A similar approach was taken by a group of parents in the London Borough of Newham (Box 6.4). The borough effectively removed the special school option by enhancing provision in mainstream schools and closing its special schools. The Dharavi, Mumbai early years education project (Box 6.5) proves that developing inclusive practice at a local level is not about resources, but about changing attitudes and developing good practice.

Box 6.1 New Brunswick, Canada: Inclusive education as official policy

Inclusive education became official policy in the Canadian province of New Brunswick in 1968 and this was confirmed in the 1985 amendment to the Schools Act. 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 showed that a New Brunswick district ranked highest in standardised English and maths examinations in Canada in the years covered by the report and had one of the highest graduation rates in the country.

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

Box 6.2 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.[56] It had already developed a review of its schools through Queensland 2010, the Queensland School Reform Longitudinal Study[57] and other approaches that focused on the quality of teaching and learning needed to enable young people to achieve high-level outcomes and 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 students with disabilities and other disadvantaged and marginalised groups in pursuit of Education Queensland's goal of inclusive schooling.

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;

- 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 ten issues featured in the consultation were:

- Teacher training and professional development;

- The attitudes, values and cultural changes required;

- The effective provision and utilisation 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 – teaching and learning strategies;

- School/parent/community relationship development;

- Class sizes and student:teacher ratios;

- Involvement of parents;

- Buildings, classrooms and access.[58]

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 of inclusive education.

The meeting culminated in the development of an action plan covering the ten issues listed above. Delegates were asked to identify actions across the education system, and at district, school and community levels in each of the dimensions.

The taskforce has developed a vision for inclusive education that states:

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 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 and benefits 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 to achieve that vision.

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 – training for staff 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 categories[59] and additional resources are allocated to schools through local districts.[60]

Box 6.3 Each belongs: Hamilton-Wentworth Catholic District School Board, Ontario, Canada

The move to inclusion by Hamilton-Wentworth Catholic District School Board (HWCDSB) 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 HWCDSB, leading to demonstrably effective inclusive practices in its schools, is underpinned by the *Each Belongs Credo*:

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 unrepeatable.*

- *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.

See DVD 2.

Jim Hansen with G. Leyden, G. Bunch and J. Pearpoint, *Each Belongs: The Remarkable Story of the First School System to Move to Inclusion*, 2006, Inclusion Press, Toronto

Box 6.4 London Borough of Newham, UK: Inclusion in the inner city

The London Borough of Newham shows how moves towards inclusion can occur in a poor multicultural inner city area. Located in the East End of London, 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 onto 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, the Council has been committed to developing inclusive education.

A 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.   London Borough of Newham, 1987

Methods used

- 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 measure

- Ensuring that all new buildings are fully accessible

- Providing ongoing political support and leadership.

Outcomes

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 2004, 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 are becoming increasingly confident that their neighbourhood schools can meet diverse needs and teachers have signed an agreement on inclusive education. It is often argued that inclusion in Newham was achieved by exporting pupils with the most severe impairments to other boroughs. Newham has 14 resourced mainstream schools and is planning another. It will then run this provision down as staff capacity to meet diverse needs increases. More parents of disabled children want them to attend mainstream schools. In 2004, only 195 pupils were in special schools. Of 49,815 pupils, only 0.39 per cent are not in mainstream schools, compared to an average for England of 1.3 per cent. 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. It is now planned that these will be phased out as Newham moves to inclusive neighbourhood schools.

From the start, the process envisaged radical changes in mainstream schools, rather than fitting children with special educational needs into the existing system. An independent report commented that catering for children with serious learning difficulties helps schools make better provision for all pupils. This is born out by results. In 1997–2000 Newham schools had the biggest national improvement in their GCSE results for all pupils. Many children labelled as having severe learning difficulties are now passing exams. In addition, the number of exclusions from school for bad behaviour has been falling. The process is ongoing, with some schools strongly inclusive in their ethos and practice, and others still having a long way to go. The local education authority has appointed four officers to address the process of developing inclusion from integration.

Newham Inclusion Strategy 2004–07, http://www.newham.gov.uk/Services/Inclusive Education; L. Jordan, and C. Goodey, *Human Rights and School Change: The Newham Story*, CSIE, Bristol

Box 6.5 India: Early years education in Dharavi, Mumbai

In 1974 the Indian Government began to introduce early childhood care though 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 3–6-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. Previously, it had no projects that disabled children could attend. Research established that disabled children were excluded from the ICDS and that parents and workers opposed their inclusion (Mithu, 1998).

The National Resource Centre for Inclusion (NRCI), formerly the Spastic Society of India, developed a project with UNICEF that included disabled children in six *anganwadis* (nurseries) (Mithu 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, girl children and children with disabilities receive daily instruction based on an accepted early childhood curriculum, including personal hygiene, nutrition and English. This has created a cost-effective model of inclusion in the community. Research has shown big positive shifts in attitudes towards disabled children by all concerned.

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

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

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

- Newspapers for tearing, painting and crushing, and arts and crafts activities;

- Pictures taken from books and magazines for picture composition;

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

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

In the first six months of the pilot the disabled children showed a much greater range of developmental gain than the non-disabled children. There was also an overall decrease in barriers facing the disabled children. The key change in parents' attitudes was that they became more satisfied with the school. The project was also successful in addressing negative attitudes towards disabled children. In households with disabled children there was a positive shift in how they valued them.

From this and other projects the Mumbai National Resource Centre for Inclusion developed the 'How to' series of inclusive education manuals' and *Culturally Appropriate Policy and Practice* (CAPP) – a set of three ringbinders.[61] The NRCI has been using its resources to run training for inclusive education in the whole south Asia region.

See DVD 1.

Involving disabled children and young people

The *UNESCO Open File on Inclusive Education* (2001) (Box 6.6) provides support material for managers and administrators. It is a useful compilation of strategies which gives many examples from around the world. Starting with strategies for change, it describes how to initiate change, create new administrative structures and mobilise resources. There are a number of useful sections.

The *Open File* seems comprehensive, but omits the role that should be played by disabled children and young people themselves. A recent UNICEF publication makes this point well (UNICEF, 2007):

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 effectively 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 children with disabilities 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. Under-estimation 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 6.7) 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 at the Inclusion Centre in Toronto in early pioneering work on developing inclusive education. In Canada, more than two decades of inclusive education practice 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

Box 6.6 *UNESCO Open File on Inclusive Education*

Professional development necessary for inclusive education to be effective

- 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.

- It 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 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 which is provided from the resources which are 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 the 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. Therefore it cannot be rigidly prescribed at national or central level.

• 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 other 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.

Box 6.7 Mpika, Zambia: Using child-to-child methods

In the Mpika Inclusive Education Programme, there were only a small number of teachers who 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 have developed their own locally appropriate solutions. Previously, they relied on specialist teachers to work with children identified as having special educational needs and disabilities (Miles *et al.*, 2003).

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

- Introducing children to their rights and responsibilities;
- Co-operative group learning and problem solving;
- Encouraging pupils to question traditional sources of knowledge;
- Evaluation of the learning process by both pupils and teachers;
- Involving pupils in decision-making;
- Putting a strong emphasis on gender equality;
- Encouraging parents to participate in their children's learning.

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

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

Susie Miles, *Enabling Inclusive Education: Challenges and Dilemmas*, 2000, http://www.eenet.org.uk/theory_practice/bonn_2.shtm, EENET, Manchester

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 Centered Planning, Making Action Plans (MAPS), Circles of Friends and PATH (Planning Alternative Tomorrows with Hope).[62] 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.[63] In 1989 Marsha and her husband, Jack Pearpoint, established the Centre for Integrated Education and Community in Toronto, Canada. The Centre continues to initiate and support path-breaking activities to advance inclusion in education and communities.[64] Examples include schools in the UK (Box 6.8) and applying a child-friendly approach in Vanuatu (Box 6.9).

Box 6.8 UK: Friendship comes first

Davigdor Infants School, Brighton and Hove, is the main placement for William, a child with cerebral palsy who cannot speak with his 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, enabled her to give. She is more sparkly when she knows William will be in school. She gets up and says "It's a William 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 each other.

'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 mustn't 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. 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.' Child, Davigdor Infants School

At Cottesbrooke Infants 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 and help each other to find solutions. 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.'

'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.'

Snapshots of Possibility, Alliance for Inclusive Education, London, 2004

Box 6.9 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
- Team work with parents, teachers and students
- Child-friendly leadership and administration
- Gender-responsive education
- Effective learning through effective teaching
- A healthy and protective environment.

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

Edgar Tani, 'Getting All Children into School and Helping Them Learn', Pacific Workshop on Inclusive Education, Samoa, November 2005, UNESCO, http://unesdoc.unesco.org/images/0014/001472/147204e.pdf

Box 6.10 Bangladesh: Non-formal education

The Bangladesh Rural Advancement Committee (BRAC) is one of the largest NGOs in the country. Its efforts are focused on poverty alleviation. It started a non-formal primary education programme in 1985 with 22 pilot schools and now encompasses over 40,000 schools. It provides schools for students who have dropped out of government primary schools. After completing BRAC courses, children are able to continue their education by enrolling in formal primary schools at the appropriate level. Most BRAC schools are situated in the centre of villages and teachers are recruited locally. They are required to have completed nine years of schooling and are given a 15-day training course, supplemented by in-service training. Parents and teachers determine the timing of lessons. The community is involved in choosing a site for the school and in providing labour and materials to build classrooms. The Bangladesh non-formal primary education programme aims to reduce mass illiteracy, increase girls' participation and provide basic education for all, particularly the poorest. It is characterised by:

• A flexible schedule with lessons in the early morning and shifts

• Teachers who are educated locally

• Monthly in-service training

• Community involvement in timetabling, building and providing materials

• Learner-centred teaching methods

• Use of games and creative activities in the curriculum.

BRAC argues: *'The rigid approach of the formal system has a great deal to learn from the innovative approach of non-formal education, which is more child-centred and emphasises active learning'.*

Box 6.11 Using university students to support inclusion in Mumbai, India

The National Resource Centre for Inclusion in Mumbai, India has helped more than 40 schools in Mumbai include disabled children whom they would not previously have taken. It has used school and college students under the National Social Service League programme to support inclusive education.

The students are given extra marks for what is designated as socially productive work. They go into mainstream schools and offer any extra inputs required, as the schools include a great diversity of students.

UNESCO Open File on Inclusive Education, pp. 111–12

Box 6.12 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.

A private commercial bank, ICICI, has collaborated with Pratham and it has been able to extend its services to 250 sites all over the city.

Box 6.13 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 educational 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 in policy and legislation and has developed guidelines for parents on how to be effective in their campaigns. Parents are encouraged and supported:

- To talk about issues affecting them;

- To discuss and find common viewpoints;

- To develop a standard position statement, and compile a list of frequently asked questions, and answers to them;

- To 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.

UNESCO Open File on Inclusive Education, 2001, p. 89

Box 6.14   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 their right to education in educational institutions. Vidya Sagar trains educators in six blocks, reaching out to 400 schools and to 1,500 children with disabilities in mainstream schools.

Under the programme, 47 pupils are receiving inclusive education in schools and ten students are now in different colleges in Chennai. The Sarva Shiksha Abhiyan programme has given Vidya Sagar the opportunity to help 1,424 students with disabilities to attend regular schools, and involve 174 students in early intervention programmes and 12 students in alternative schools. Inclusion is only meaningful if students participate in all the activities organised by the educational institutions. This is facilitated by giving assistance in academic studies, physiotherapy, communications, counselling and financial support, and providing furniture, orthotic and communication aids, and learning materials.

Support services

All students receive support services according to their needs. SSA students are supported by 12 special educators and a physiotherapist appointed by Vidya Sagar for the SSA programme.

The specific needs of these students are also met at the six resource rooms created for each block in the SSA programme. The highlight of this year's programme was the creation of six inclusive playgrounds. These create opportunities for disabled and non-disabled children to play together. Their equipment also makes therapy an enjoyable activity.

Community participation is vital. The inclusion cell organises training programmes for teachers, and workshops for students, parents and volunteers. Ten training programmes were conducted for 150 teachers and five workshops for parents. Some of the parents volunteered to assist students in their academic studies. Workshops were held for students to enable them to understand the abilities and needs of their disabled peers. A volunteers' drive was launched towards the end of the year.

The inclusion cell has been working towards creating opportunities for inclusion and sustaining it.

Vidya Sagar, Chennai, http://www.vidyasagar.co.in

Box 6.15 Sikshit Yuva Sewa Samiti, Uttar Pradesh, India

In 2003, UNICEF evaluated a number of inclusive education projects in India, using the Index for Inclusion (p. 130) 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 rehabilitation of the incurably blind. As a precursor to this project, SYSS trained three people at Gramoday Vishwavidyalay 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 disabilities. 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 schools 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 because all children with disabilities are now enrolled in schools. A few children with severe disabilities have been enrolled in special schools outside the district.

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 children with disabilities. The district's Basic Education Officer is enthusiastic about further training of teachers in the management of children with disabilities.

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 schools are being modified to provide better access. There are five classes in each primary school. 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, multi-grade schools.

Examples of Inclusive Education, UNICEF Regional Office for South Asia, Kathmandu, Nepal, 2003, http://www.unicef.org/rosa/InclusiveInd.pdf

Box 6.16   Kerala, India: Integrated education of disabled children

Since 1992, the Integrated Education for Disabled Children 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 so far Rs 33 million have been 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 DPEP programme 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. A series of resource books and teachers' aids was developed in the first three years. Since 1998 identification has been carried out in all blocks, and aids and appliances have been distributed to needy children. There is no provision for surgery or other treatment.

Orientation and training programmes of varying duration were conducted for resource teachers, general teachers, administrative personnel, parents and the public. There are 15 resource centres and 40 resource teachers under the DPEP, and 17 resource teachers under the IEDC scheme, who all work together as a team. Multi-grade learning centres, also called alternate schools, with a single teacher, have been set up to give support to children. 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. There is a need for more learning aids. 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 DPEP. The programmes have mobilised manpower, money and materials for enrolling children with special needs in general schools. 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 impairment are still studying in special schools; they will eventually be enrolled in mainstream middle or high schools. Although the models presented here can cater for the needs of all children with disabilities, 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.

Examples of Inclusive Education, UNICEF Regional Office for South Asia, Kathmandu, Nepal, 2003, http://www.unicef.org/rosa/InclusiveInd.pdf

Box 6.17 Zambia: Supporting educators in inclusive classrooms

Zambia's North West Province is a rural area where general schools are flexible so that they 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 (ESSP) to provide inclusive education. In 2001, the Ministry collected extensive data to provide a baseline from which to operate. This 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 in North West province is difficult and the average distance between schools is 22 km.

A total of 52,168 children did not attend school. The reasons given for this were as follows:

- Economic (40.9%)

- Long distance (23.9%)

- Disability (22.4%)

- Illness (6.4%)

- 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. Sensitisation and capacity building workshops were held. In 2003 the programme was extended to four more districts and and then to a further two. Large numbers of 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.

However, traditional views persist, with many still believing that their disabled children will not benefit from mainstream education. The problem with this type of project is its sustainability and the lack of involvement of local disabled people and parents in forming ongoing alliances with local schools.

H.C. Alasuutari, J. Hibesa and M. Makihonko, 'Development of Inclusive Education in North West Zambia as Part of a Sectoral Development Programme', in *When All Means All*, Government of Finland, Helsinki, 2006

Box 6.18 Mozambique: Training more disabled teachers

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

The objectives of the ADEMO programme are to:

- Promote the right of disabled people to be educated;

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

- Create an educational environment where there is room for all;

- Promote the idea that people with disabilities can participate fully in the development of society.

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

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

Children together in Zanzibar

Teacher training and the attitudes of teachers are crucial. Training people who themselves have disabilities to teach disabled children provides role models and shows that they can participate fully in society. This is happening in Mozambique (Boxes 6.18 and 6.19).

Box 6.19   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 head teacher 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 on his way out of the building and made to return the contract. The disability organisation wrote to the provincial department, who responded saying 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. He also said that the Department could not provide special working conditions for Salimo. The college head explained that Salimo did not need or want any special conditions. Finally, a contract was re-issued to Salimo and he now works at the school where he did his training. If such attitudes and traditions 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 collegial and classroom-based way. The teachers 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.

UNESCO Open File on Inclusive Education, 2001, p. 59

Box 6.20 Teachers' views in Papua New Guinea

A study investigated primary school teachers' views and experiences in implementing inclusive education in regular schools.[65] 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 there needed to be a change 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.

Box 6.21 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: 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.

Tradition and children's rights: 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.

Solutions – children's voices: 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.

Self-evaluation: 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.

Teacher evaluation: 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.

Parents' questionnaire: 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.

Children's questionnaire: 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.

Discipline v dictatorship: 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.

See DVD 1.

Inclusive teaching, North Beckton, Newham, London
PICTURE: DfES

7. Inclusive Education in the Classroom

Accommodating disabled pupils

Article 24 does not go into detail about the extent of the provision that should be made to accommodate students with disabilities. It states:

> *Reasonable accommodations should be provided for individual requirements and support provided in individualised programmes to facilitate their effective social and academic education.*
>
> UN Convention on the Rights of People with Disabilities, Article 24, para. 2(e)

and

> *'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 this chapter we present some resources that have been developed to help schools and teachers implement inclusive practices and change teaching and learning in the classroom. We explain a self-evaluation tool and monitoring device, the *Index for Inclusion*, and we discuss the best ways of meeting deaf pupils' needs and whether this is possible in an inclusive setting. This is followed by a description of a range of adjustments and accommodations made for individuals and groups, which have enabled them to achieve at school.

In 2001, UNESCO set out nine golden rules for dealing with the diversity found in any class of children, but especially when some of the children 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**

Toolkit for creating inclusive learning-friendly environments

An inclusive learning-friendly environment (ILFE) 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 will be 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.

An important concept that everyone must accept is that all children are different and all have an equal right to education, no matter what their background or ability. Many schools and educational systems are moving towards inclusive education, where children with different backgrounds and abilities are encouraged to attend ordinary schools. On the one hand,

Box 7.1 UNESCO toolkit for creating inclusive learning-friendly environments (ILFE)

Booklet 1 Becoming an Inclusive Learning Friendly Environment
This booklet explains what an 'inclusive, learning-friendly environment' is and how it can be created.
http://www2.unescobkk.org/elib/publications/032revised/booklet1.pdf

Booklet 2 Working with Families and Communities to Create an ILFE
Booklet 2 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.
http://www2.unescobkk.org/elib/publications/032revised/booklet2.pdf

Booklet 3 Getting All Children in School and Learning
Booklet 3 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.
http://www2.unescobkk.org/elib/publications/032revised/booklet3.pdf

Booklet 4 Creating Inclusive Learning-friendly Classrooms
Booklet 4 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.
http://www2.unescobkk.org/elib/publications/032revised/booklet4.pdf

Booklet 5 Managing Inclusive Learning-friendly Classrooms
Booklet 5 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.
http://www2.unescobkk.org/elib/publications/032revised/booklet5.pdf

Booklet 6 Creating Healthy and Protective ILFE
Finally, booklet 6 suggests ways to make your school healthy and protective for ALL children, and especially those with diverse backgrounds and abilities.
http://www2.unescobkk.org/elib/publications/032revised/booklet6.pdf

As the toolkits, which had been tested and developed by practising teachers around the world were being used, it became clear there was a gap. How to deal with difficult behaviour in an inclusive manner?

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 in their schools. The guide focuses on abolishing corporal punishment in schools by using positive discipline as an alternative. It presents positive discipline tools that are concrete alternatives to such punishment practices as caning, spanking, pinching, threatening, pleading, bribing, yelling, commanding, name-calling, forced labour and other even more humiliating actions. This is an essential tool for teachers and teacher educators.

Toolkit for Creating Inclusive Learning-Friendly Schools, UNESCO Asia-Pacific Region, Bangkok, Thailand, 2004, http://www.unescobkk.org/fileadmin/user_upload/appeal/IE/Publications_and_reports/Pos_Dis-final.pdf

*Anganwadi teaching,
Mumbai, India*
PICTURE: UNESCO

attending school increases their opportunities to learn because they are able to interact with other children. Improving their learning also promotes their participation in family and community life. On the other hand, the children with whom they interact also benefit: they learn to respect and value each other's abilities, no matter what they are, as well as patience, tolerance and understanding.

Creating an inclusive learning-friendly environment is a process, 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. The toolkit comprises six booklets, each of which contains self-study tools and activities that will help in beginning to create an inclusive learning-friendly environment. The toolkit has been translated into several languages, including Malay, Chinese, Samoan and Urdu.

Box 7.2 How to organise an inclusive classroom

All schools need to have an ethos where all children feel welcome and safe, challenging racism, disablism, sexism and all forms of prejudice and bullying, promoting equality through measures such as these:

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, can challenge discrimination and include those who may feel excluded, supporting them within and outside the classroom. Young children can be taught this by drawing on their great sense of fairness.

2. Being aware of harassment that can take many forms (from moving away from a child on the carpet to physical attack) 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.

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 used 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, not charity, perspective, Black History Month, Refugee Week, Eid (from an anti-racist perspective) and International Women's Day (8 March). It is important also 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 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. Develop an approach of celebrating achievement compared with each child's previous achievements, rather than standardised attainment.

10. Promoting inclusion through the curriculum, e.g. circle time, circles of friends, visiting speakers from local minority ethic communities and disabled people's organisations; displaying work from all pupils with achievements in any area of the curriculum; ensuring that the materials and content of lessons cover a wide diversity of different cultures and people; purchasing and reviewing resources to ensure they are inclusive; providing accessible school 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. This means that children feel safe enough to express their own fears. The teacher needs to teach where discriminatory attitudes come from, historically and currently, so children understand that all differences in people are acceptable and can be celebrated. This can be achieved with young children because they have a great sense of fairness.

2. It is more effective to bring issues into the open and deal with them collectively than talk to individual children after the session, although this is sometimes the best course. In all classes, if anyone is being offensive in any way (however subtle), the teacher can stop the whole class who can discuss the issue. The aim is to develop a positive and supportive attitude to difference. 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 (taking account of children's needs) – a mix of ability, impairment, social background, gender and ethnicity is important.

5. The teacher needs to show that all children are valued by openly praising each child's individual efforts and achievements and encouraging the class to do likewise. This should be in all areas of achievement – creative, physical, social and academic. This will create a strong ethos in classrooms.

Making friends

If you have developed the supportive ethos described, children will welcome and look after anyone new to the class. They can all feel responsible for making new pupils feel welcome and looking out for them. Sometimes a child with behavioural or learning difficulties can benefit a great deal from supporting someone else.

Peer support, India
PICTURE: CARLOS REYES-MANZO

Teachers need to be aware of how friendship patterns are developing in the class so they can intervene where necessary. If they notice some confident children controlling the forming of friendships and making some children feel unwanted, they need to nip it in the bud because it can escalate and cause unhappiness. 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. Even very young children are able to take on this ethos and make it their own. You cannot force children to be close friends with everyone, but you can teach them to be tolerant, kind and respectful of the feelings of others and to treat each other supportively in and out of the classroom. Children want a harmonious and happy environment as they spend many hours at school. This applies to those who bully as well. Even children with difficult behaviour, who are hurt or damaged by what has already happened in their lives, can flourish in a safe and supportive atmosphere.

Adapted from Susie Burrows and Anna Sullivan, 'Developing an Inclusion Policy in the Classroom', in *All Equal All Different – Pack for Early Years and Primary Schools*, Disability Equality in Education, London, 2004

Index of inclusive education

The *Index for Inclusion* is a useful checklist piloted by the Centre for Studies on Inclusive Education (CSIE), which enables schools to measure their progress. It is a tool that can be used both to initiate a school 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.[66]

The following questions at the level of policy and legislation 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 the policy level act as a deterrent to the practice of inclusion and how can they be addressed?

- How can suitable guidelines to address and facilitate inclusion be prepared and followed?

- How can debate and discussion be generated among relevant stakeholders to promote inclusion?

- How can monitoring mechanisms be formulated and incorporated into plans and realistic goals set for achieving intended 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 the barriers to learning and participation that may occur within each of these areas;

- 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 20 languages and is used in 70 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 and values, and monitoring progress.

The 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 and questions within each dimension need adjustment to fit each country's cultural and socio-economic situation (Booth and Black-Hawkins, 2001).

The Index process gets various stakeholders to ask a series of questions, prior to administering the full range of indicators and questions and adjusting to local circumstances. It is recommended that a steering group of representatives from parents, staff, the community and educational administrators should be set up. They could commence their work by asking the following key 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, accepting, collaborating and stimulating community in which everyone is valued, as the foundation for the highest achievements of all students. 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. The principles, derived

from inclusive school cultures, guide decisions about policies and moment-to-moment 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 securing inclusion at the heart of school development, so that it permeates all policies and increases the learning and participation of all students. Support is considered as those activities which increase the capacity of a school to respond to student diversity. All forms of support are brought together within a single framework and are viewed from the perspective of students and their development, rather than school or local education authority administrative structures.

Dimension C: Evolving inclusive practices
Orchestrating learning – mobilising resources

This dimension is about making school practices reflect the inclusive cultures and policies of the school. It is concerned with ensuring that classroom and extracurricular activities encourage the participation of all students and draw on their knowledge and experience outside school. Teaching and support are integrated in the orchestration of learning and overcoming barriers to learning and participation. Staff mobilise resources within the school and local communities to sustain active learning for all.

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 the *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 the school's progress in developing an inclusive culture, policies and practices.

Figure 7.1. The *Index* process and the school development planning cycle
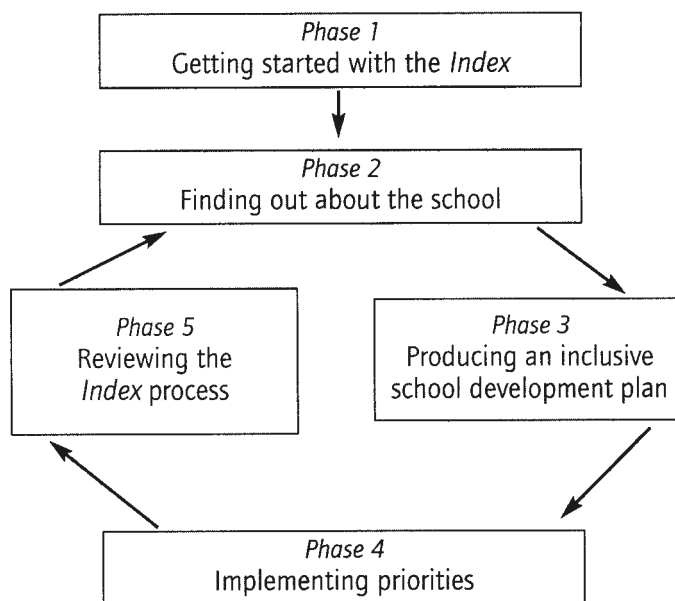
Getting school buildings right

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.[67] All new construction should be fully accessible for those with dis-

ability; 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, and involving the community and taking cost-effective decisions are all essential. The best way to guarantee that the access needs of disabled people are taken account of is to involve them from the planning stage onwards.

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. Article 24, para. 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:

Hearing impairment can be mild, moderate or severe and also affects individuals differently. Some children with mild hearing impairment can learn within integrated environments providing the teacher is aware, takes care to face them and speak and write clearly. But for many hearing impaired children, this is not possible. Hearing aids are not only difficult and expensive to obtain, but need constant maintenance and monitoring which is usually impossible in remote rural communities.

Also 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 already 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 people.[68]

Some children are deafblind and the challenges posed by educational inclusion for them are even more severe.

> **Box 7.3 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.
>
> *UNESCO Open File on Inclusive Education,* 2001, p. 74

Deaf children

The problem for the majority of deaf children who live in economically poorer countries is that segregated residential special schools are expensive. Providing them on any significant scale is unrealistic, so they can only meet the needs of a few children. In addition, separation from their families and communities can de-skill 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 and the Salamanca Declaration.

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.

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;

Deaf children signing the South African National anthem, Kamagugu, Mpumalanga, South Africa

PICTURE: DEE

- Small groups of deaf children and adults can meet to learn sign language without being excluded from overall education planning and provision, and they can stay within their own communities;

- Bilingual education needs to be explored at the family, community and school levels.

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.

Children with profound and/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 (Stubbs, 2002).

Inclusion and the HIV/AIDs pandemic[69]

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 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. In fact, HIV/AIDS threatens the development of education, through the sickness and deaths of policy-makers, teachers and administrators, and through 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.

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

Box 7.4 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 9000 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 and 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.

The six participating schools in this study[70] report that between 13 and 40 per cent of their pupils have 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 orphans reported bullying and 20 per cent said they had been sent away when 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.

Solutions

- Additional government efforts to recruit extra teachers and reduce class sizes;

- Redirection of resources to teacher support and school development;

- Shift from a focus on prevention to dealing with orphans and HIV-positive people;

- Developing a stronger inclusive ethos and welcoming those who have been stigmatised;

- Developing and delivering 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.

The study found that students, teachers and other professionals discussed issues concerning HIV/AIDS, and made many of the suggestions outlined above.

and constrain the flow of resources from the private and house-hold sectors. According to the *EFA Global Monitoring Report* (2002), 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;

- The incremental school and education programme costs for mainstreaming HIV/AIDS preventive education in curricular and other areas of school life; and

- The social subsidies needed to encourage or enable orphans and vulnerable children from families affected by AIDS to attend school.

Most of these problems have a negative effect on the quality of education.

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.

Examples of classroom and individual measures taken to accommodate students with disabilities

The National Resource Centre for Inclusion and its teams encourage the inclusion of students with disabilities in main-stream schools. Box 7.5 gives examples of this in the words and thinking of some of the teachers involved. The views expressed here reflect a model of integration rather than inclusion, in a context where large numbers of disabled children have no access to education.

Box 7.5 India: Inclusion of students with disabilities

Girl with Down's Syndrome in mainstream class, India   PICTURE: MIMI MOLLICA, LEONARD CHESHIRE DISABILITY

Rahul Sonawane, Mumbai

Rahul is 13 years old and studies at Sant Kakkaya Municipal School (Marathi No. 1). He is intellectually impaired. After completing pre-primary education with NRCI's Karuna Sadan branch, Dharavi, Rahul was accepted into Standard 1 of the local Marathi-medium municipal school at the age of 9. 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 that was identified had not previously been exposed to the idea of inclusion and the management of disability, so an orientation programme was put in place to sensitise the management and train the teachers. The team also focused on making inputs into classroom management techniques with respect to toileting, placement in class, a buddy system for feeding and work habits.

Rahul is now in 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, Colaba

Parinaze is a 14-year-old girl, with cerebral palsy and hemiplegia with intellectual impairment. She presently studies at Holy Name High School, Colaba (a grant-in-aid school), and is an alumnus of NRCI's branch at Colaba, where she studied till Standard I. She moved to her present school when she was 12.

Parinaze is a charming and cheerful young girl and the NRCI team estimated 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 may not be able to meet the standard state board curriculum for secondary education. The parents were counselled over a series of meetings focused on discussing their concerns and building their morale.

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 to facilitate mobility. 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 is presently studying in Class IV and is doing very well. Her parents and school have taken over responsibility for her social and academic progress.

Rachna

Rachna is 12 years old and was born deaf. Because her father could not cope with her disability, 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, Rachna attended a kindergarten for deaf and hard of hearing children. She then went on to attend Ankur primary school – the same school that Rachna's 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, to communicate in sign language and to speak a few words in her first year of school.

Recently Rachna has become a star in classical Indian dance despite her profound deafness. She performs in public events and has gained wide recognition. Rachna's 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.[71]

Dharavi, Mumbai, India   PICTURE: UNESCO

Ayush Srinivasan, Bandar

Ayush 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 had a competitive spirit and enjoyed 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 initiation and counselling of the parents as with all other students who are included, except that in Ayush's case the focus and 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 with the school's principal and conducted an orientation for all the staff. In the course of 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 lower level 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 with respect to seating and toileting concerns, providing an attendant, etc.

Ayush is now in Standard IX. His academic performance is above average and at par with the rest of his class. Socially, he is a very popular boy at school. His family has been very supportive and works in co-operation with the school staff and the resource team.

Box 7.6 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's 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's 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's 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!

EENET, Newsletter No. 8

Box 7.7   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, though they remain within the confines of the school boards.

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. In1979, it had 90 poor and non-fee-paying girls on its roll out of a total 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.[72] 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 vision and 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 rather 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 time slot. Many 'Rainbow' children' go on to enrol in regular schools and others have found secure jobs. The school runs many other programmes and activities to reach out to the community.

Loreto challenges the conventional view of a school and its structure by seeking to put in practice a set of values which challenges parents, teachers and pupils to build an outward looking community, to be flexible, and to live simply. '... flexibility places utmost value on people ... simplicity places the resources at Loreto's disposal in the broader context ... it therefore stands against acquisitiveness, consumerism and the trappings of modern life in favour of valuing people and relationships' (Jessop, 1998). The school also has a class for children with special needs with two full-time teachers for 30 students, some of whom are also part of the live-in 'Rainbow' population.

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 in turn they have brought primary education to over 350,000 village children who previously had no access to school. The appellation 'barefoot' teacher comes from the philosophy that one does not need shoes to walk, but only feet. The teachers in this programme are given practical teaching skills (the feet) without the unnecessary (and irrelevant, in this case) addition of teaching theory (the shoe).[73]

The 'Rainbow' idea started in 1979 at Loreto Sealdah, a school founded in 1857. The experiment was born out of an uneasiness at being part of a formal school system that gave quality education to a privileged few, while millions of others got virtually nothing at all. It has involved opening up the school to underprivileged youngsters from slum areas and pavements, to produce a healthy mix of children from all social, economic and religious backgrounds.

The non-fee-paying students are helped to pay for food, uniforms and medicines, and are given money to meet the rent when eviction threatens. They also receive specialised teaching to enable them to cope with work in the classroom. These children, in turn, are involved in reaching out to others even less privileged than themselves through a broad spectrum of services. In this way, Loreto Sealdah seeks to become a community resource centre, creating dynamic people with values of giving and sharing – a vibrant, living instrument for change.

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 disabilities, 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. Its 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 programmes that helps children and adults from underprivileged groups in literacy and skill building.

These two examples show how an inclusive approach can be adopted in a natural way and overcome barriers that are created by the rigid policies and structures that exist in most schools.

M.M. Jha, *School Without Walls: Inclusive Education for All*, Heinemann, Oxford, 2002

Box 7.8 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 were struggling 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 a greater understanding of deaf issues and the difficulties faced by a student such as Nenio in an ordinary school. The workshop also covered the basics of sign language and gave tips to the teachers. The teachers felt empowered and Nenio had gone on to successfully complete his secondary schooling. He now wants to further his studies at university. Meantime 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.

Sindi Dube, EENET Newsletter, No. 2

Box 7.9 South Africa: Acting together

A special school in a rural area of South Africa is working hard on an outreach project in the community. It has started a disability awareness programme. Staff of the special school have worked with local mainstream schools to produce a play. This involves children with disabilities from the special school and children from the ordinary schools in the area.

They perform the play on Sundays in local churches. They have T-shirts printed with the message 'Disability is not Inability' in English and in the local language, Zulu. These are being sold in the community. The play is having a great impact. The school no longer has to ask to put it on; it is now being invited to present it in various venues.

http://unesdoc.unesco.org/images/0014/001472/147204e.pdf

Box 7.10 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 about teaching such children. She used the same skills and strategies that most teachers use for slow learners. Although there were at first no funding or resources, Mrs Reti went ahead and started with the help of her 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 prevent children with special needs from attending school. Parents were also invited to discuss their children attending the school and an awareness programme on attitudes and barriers was finalised. School fees for students were not an issue.

The 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 students with disabilities to attend classes. They were placed according to their ages, their needs were identified and a lesson plan for each student was drafted for their teachers to follow.

The teachers, school committee, parents and children work as a team to assist the two students, and to build a warm and supportive environment for all. In Mrs Reti's view the two students are treated the same as other pupils. Although there is still a lack of resources at Vaimoso Primary School to fully cater for the needs of the children, Mrs Reti hopes to have more children with special needs in the future.

UNESCO's toolkit is helpful and is currently in use at Vaimoso Primary School.

http://unesdoc.unesco.org/images/0014/001472/147204e.pdf

Box 7.11 Durban, South Africa: Grandmothers help out

At a Durban primary school, teachers use grandmothers as a resource to develop the reading abilities of the children. Grandmothers have been trained to listen to children read and to encourage them to interact with texts. Twice a week, the grandmothers come to the school and work with groups of children in the playground or under a tree. This frees the teachers to work with children who may be experiencing difficulties in learning and need individual attention.

http://unesdoc.unesco.org/images/0014/001472/147204e.pdf

Box 7.12 Kamagugu Primary School: Inclusive and multilingual
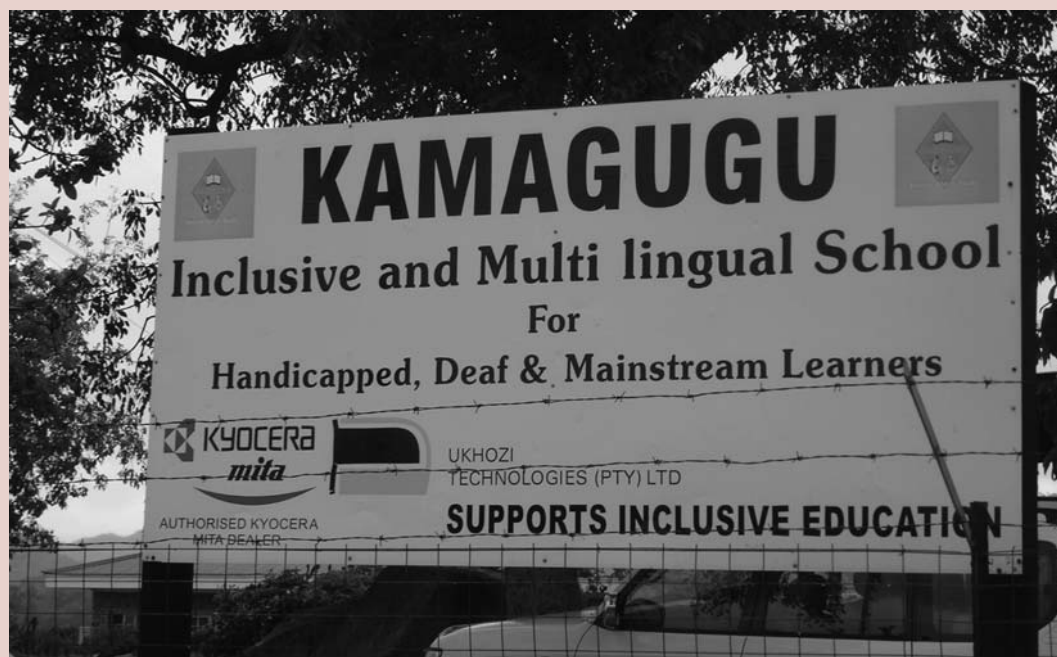
Kamagugu Primary School, a resourced special school, Mpumalanga, South Africa   PICTURE: DEE

Kamagugu Primary School in Nelspruit, Mpumalanga, South Africa, 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 7.13 St Lucia: Bocage Combined School

For more than a decade, the countries of the Eastern Caribbean have been committed to the implementation of a common educational reform strategy. At the heart of this strategy has been the policy of 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, which is operated by a teacher who is qualified in the area of special education, 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 of these tests, 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 the ordinary 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 classroom. 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 3–6, 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 special education teacher explains her strategy:

'For kindergarten children, I concentrate on having them acquire the prerequisite skills, since the problem is often no more than this. For the other children, I use the regular syllabus at one grade level below the child's level. I collect activities and develop my own to meet specific needs.'

The students work at their own pace and leave the programme once they reach their grade level and show evidence that they can keep up with regular class work.

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. The special education teacher also visits the regular classes. The class teacher's work in the classroom complements the special education teacher's efforts.

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. One said: '[other students] think I am doing better than them, because they see a lot of corrections in my books'. Another student explained: 'I wanted to remain in the programme, because it helps me to read'.

The teachers judge the success of the programme by observing the progress that the students make. No matter how small the improvement, it is seen as a sign of success. This is evident in one teacher's comments:

'I have one boy who during the first term just wasn't there. In the second term, I saw an improvement. Now he is keeping up. By the end of the third term, he may be out of the programme. I have five students in the programme. I'm seeing light in what she [the special education teacher] is doing. Those that are lagging behind are still improving. … In general they are happier in themselves.'

Importantly, one student who went through the programme was successful at the Common Entrance Examination (which leads to entry to secondary education). 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.

A.C. Armstrong, D. Armstrong, C. Lynch and S. Severin, 'Special and Inclusive Education in the Eastern Caribbean: Policy, Practice and Provision', *International Journal of Inclusive Education*, 9

Making reasonable adjustments to include disabled pupils

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.[74] The National Curriculum[75] 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 7.14–7.24 and DVD 2.)

Picture strip from Implementing DDA in Schools
PICTURE: DfES

Box 7.14 Louise: The challenge of PE

Louise is in 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 that involves running.

Outcome: Louise takes part in PE with her peers.

Bowness Primary School, Bolton

DfES, 'Implementing the Disability Discrimination Act in Schools and Early Years', A Pack for Schools, TSO, London, 2006

Louise in PE   PICTURE: DfES

Box 7.15 Cherry: Learning about symmetry

Cherry is in Year 5 at her local resourced primary school.

Issue: Cherry has significant learning difficulties and physical impairments. The class is studying symmetry in mathematics.

Cherry learning about symmetry   PICTURE: DfES

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.

Outcome: Cherry is making progress at her level of maths and is developing relationships with her peers.

North Beckton Primary School, Newham

Box 7.16 Jake: Taking part in sports day

Jake is in Year 1 at his local infants 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.

Jake at sports day   PICTURE: DfES

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 physiotherapist 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.

See DVD 2.

Shelton Infants School, City of Derby

Box 7.17 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.

Katie visiting an antique shop   PICTURE: DfES

Reasonable adjustments: To develop Katie's 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, Bath and North East Somerset   *See DVD 2*

Box 7.18 Terri: Facial disfigurement

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 juniors her teacher expressed fears that she would not be able to meet her needs.

Terry in Year 3   PICTURE: DfES

Reasonable adjustments: The class teacher visited Terri in her infants class, and had meetings with the SENCO and head teacher 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   *See DVD2.*

Box 7.19 Chavine and Aziz: School outings

Chavine and **Aziz** attend their local resourced primary school.

Chavine practising archery   PICTURE: DfES

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 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

Box 7.20 Making progress in mathematics

Secondary School Maths Department

Maths class   PICTURE: DfES

Issue: The teacher has noticed that in the streamed sets in Year 10 many of the pupils with moderate learning difficulties are and 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 rearranged 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.

Outcome: The attainment of the pupils with moderate learning difficulties in mathematics has increased significantly.

George Green's School, Tower Hamlets

Box 7.21 Holly: Let's dance!

Holly is in Year 8 and attends the local comprehensive secondary school.

Issue: Holly is a wheelchair user who 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.

Holly in a school dance session   PICTURE: DfES

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 accepting and 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 7.22 Signing for maths

Profoundly deaf pupils attend a resourced comprehensive school in their area.

Issues: 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 from one maths lesson, 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

Box 7.23 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 the social interactions in his mainstream class. He gets over-excited and needs to cool down. Shane is easily distracted when he is doing 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 longer time out or to complete his written work, he withdraws with his teaching assistant to a cleaners' cupboard which has been converted for Shane. There are no windows, a desk and two chairs.

Outcome: Shane is making good progress in his attainment. 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 7.24 Responding to hyperactivity

Issues: A number of pupils find mathematics very difficult. Some are disabled with a variety of impairments, including attention deficit hyperactivity disorder (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 mathematics classes. The pupils are spaced out and those 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 fatigued quickly, the questions from the textbook are photocopied, so they do not have to write the problems 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.

Mathematics Department, a Catholic High School, Redditch, Worcestershire

Box 7.25 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, makes sure he has planned all activities, hand-outs 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 wherever possible, for example when the class is learning about electro-magnetism, Boonma describes what he feels in the experiment to the other pupils. The school encourages peer support and this particularly helps Boonma. Peer support is part of the ethos of the school.

Outcome: Boonma achieved a D grade in science and 5 GCSEs, and is now attending college.

Langdon Secondary School, Newham

Trampolining at Langdon School in Newham, London

PICTURE: DfES

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.[76]

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 clips, 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, tone, and make sure that all children are 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 their use 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 gaze 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?

- 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?

Using Braille in a mainstream school in Uganda

8. Conclusion

The UN Convention on the Rights of People with Disabilities requires all states parties, educationists, 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 will be to alter the curriculum to make it exciting and relevant to all learners, to make sure there are sufficient teachers and that they are trained in pupil-centred and flexible 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, and their schools should be turned into regional and district resource centres.

Young disabled people not only need to be included so they can achieve their potential along with other excluded groups, but must also be empowered to live worthwhile lives in a world still far too full of discriminatory barriers. For young disabled people to reach this position, they need supportive parents and families. Traditional values will need to be systematically challenged and parents empowered to become allies in their children's struggle for their rights.

Learning from and showcasing the islands of good practice that exist in each country is essential if the many millions of teachers around the world are to understand what is required. Teachers must be treated with respect and their working conditions improved. Training must be provided and class sizes reduced by the training and recruitment of more teachers.

Disabled people and their organisations have shown that

they can be major catalysts of change. Inclusion projects need to be developed with disabled people's organisations. These organisations need training to become effective advocates of inclusive education and disability equality.

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 in place.

In implementing Article 24, all states parties should be mindful of Article 33, which requires them to monitor and gather data on progress towards the goals set out in the Convention.

A recent World Bank report on India outlined the essential elements for making schools and learning accessible to disabled children. They include:

- An effective system for early identification of disabled children, both in terms of assessing their impairment and of identifying their needs and potential;

- Attitudes of parents, communities and education service providers and administrators which promote the inclusion of disabled children and realise their potential;

- Physical accessibility of schools, not only school premises and facilities, but also accessibility from the child's home, which involves issues such as transport and roads;

- Access to appropriate curriculum and learning materials which are adapted to the learning needs of disabled children both in content and form;

Teaching signing in Uganda

- Provision of financial incentives and aid/appliance support for disabled children to facilitate their participation in regular schooling;

- Presence of teachers and education administrators who are sensitised to the rights and needs of disabled children in education, and are equipped with basic skills and access to resource personnel and materials who can supplement the skills of general teachers;

- Encouragement of an education system which facilitates inclusive education through greater reliance on the community (e.g. through CBR), rather than inhibiting those involved through over-professionalisation;

- Development of coherent government strategies for promoting inclusive education, which especially take greater account of the important roles of NGOs and community organisations;

- An effective system for monitoring and evaluating the educational attendance and attainment of disabled children, integrated with the general education monitoring and evaluation system.[77]

The task we face across the Commonwealth and around the world is daunting, but 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. The wastage of human potential and resources must stop. 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 a denial of their human rights. Moreover, the changes in education systems that this will require will mean that all learners benefit, leading to a strengthening of civil society and the socio-economic well being of all. This will lead to more humane and equal societies around the world.

Playing football, Kenya
PICTURE: GIDEON MENDEL, LEONARD
CHESHIRE DISABILITY

Appendix 1

Useful Resources

Education: Towards Inclusion
UNESCO (regularly updated)
This section of the 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

Inclusive Education Where There Are Few Resources
Sue Stubbs
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, what it is, how it can be planned, problems and opportunities to look out for, and where to go for further information. It is not a training manual and does not provide detailed information on classroom methodology. The document can be downloaded from the EENET website.

Available from: The Atlas Alliance, Schweigaardsgt 12, PO Box 9218
Gronland, 0134 Oslo, Norway
2002, 67 pp.
http://www.eenet.org.uk/theory_practice/ie_few_resources.pdf

Enabling Education Network (EENET)
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 from EENET as a CD-ROM.

Languages: English, French, Portuguese, Russian, Spanish, Arabic
Available from Enabling Education Network, Educational Support and
Inclusion, School of Education, University of Manchester, Oxford Road,
Manchester M13 9PL
http://www.eenet.org.uk

National Resource Centre for Inclusion (NRCI), Spastics Society of India

Website that contains a wide range of publications for sale in both English and Hindi, covering many aspects of disability. It also describes projects and research currently being carried out by NRCI on inclusive education in early childhood. NRCI organises conferences called North-South dialogues. Documents from these conferences can be downloaded from the website.

Languages: English, Hindi
Available from the National Resource Centre for Inclusion, Spastics
Society of India, Bandra Reclamation K.C., Marg Bandra (West), Mumbai,
India
http://www.nrcissi.org/

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

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 which inform practice across a wide range of contexts. This is supported by brief illustrations from a number of countries.

Language: English
Available from: UNESCO Publishing, 7 Place de Fontenoy, 75352 Paris,
France
2002, 150 pp.
http://unesdoc.unesco.org/images/0012/001252/ 125237eo.pdf

The Salamanca Declaration and Framework for Action on Special Needs Education
UNESCO

The world conference on 'Special Needs Education: Access and Quality' launched the concept of inclusive education. The

Salamanca Declaration 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
Available from: UNESCO Publishing, 7 Place de Fontenoy, 75352 Paris, France
1994, 50 pp
http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf

Picture exchange system for non-verbal communication

Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments
Sheldon Shaeffer *et al.*

This toolkit contains six booklets which 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.

Booklet 1: Becoming an inclusive, learning-friendly environment (ILFE)
Booklet 2: Working with families and communities to create an ILFE
Booklet 3: Getting all children in school and learning
Booklet 4: Creating inclusive, learning-friendly classrooms
Booklet 5: Managing inclusive, learning-friendly classrooms
Booklet 6: Creating a healthy and protective environment

Language: English
Available from: UNESCO, Pacific Regional Bureau for Education, PO Box 920, Sukhumvit Road, Bangkok 10110, Thailand
2004, 320 pp, illustrated
http://www2.unescobkk.org/ips/ebooks/documents/Embracing Diversity/index.htm

Index for Inclusion: Developing Learning and Participation in Schools
Tony Booth and Mel Ainscow

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. This second edition comes with practical advice and questionnaires to help make schools more inclusive.

Language: English
Available from: Centre for Studies on Inclusive Education (CSIE), New Redland, Frenchay Campus, Coldharbour Lane, Bristol, BS16 1QU
2002, 102 pp
http://inclusion.uwe.ac.uk/csie/csiehome.htm

Schools for All: Including Disabled Children in Education
Save the Children UK

These guidelines are primarily aimed at education staff trying to develop inclusive education practices, focusing on the inclusion of disabled children 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 also 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
2002, 82 pp
http://www.eenet.org.uk/bibliog/scuk/schools_for_all.pdf

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

An updated version of the classic UNESCO training pack developed in the early 1990s for teachers learning about inclusion. 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 in dealing 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, providing 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
Available from: UNESCO Publishing, 7 Place de Fontenoy, 75352 Paris, France
2004, 225 pp
http://www.unesco.org

United Nations Disability Website

Text of the UN Convention on the Rights of People with Disabilities, UN resolution passing, history of the issue, disability and the UN mandates, Special Rapporteur on Disability, priorities rights, accessibility, capacity, international norms and policy guidelines, database, , documents, meetings and manuals.

http://www.un.org/esa/socdev/enable/

Disabilities: From Exclusion to Equality – Realizing the Rights of People with Disabilities
Handbook for Parliamentarians No. 14

United Nations, Geneva, 2007
http://www.un.org/disabilities/documents/toolaction/ipuhb.pdf

Inclusive Education: Achieving Education for all by including those with disabilities and special education
Susan J. Peters

World Bank, 2003
http://siteresources.worldbank.org/disability/resources/280658-1172610312075/inclusiveedupeters

Working on Disability in Country Programmes, How to Note

DFID, UK
October 2007
http://www.dfid.gov.uk/pubs/files/DisguideDFID.pdf

Disability Equality in Education Ltd

DEE produces a range of resources on how to raise the issue of disability equality in the classroom and for teachers on how to develop an inclusive approach. DEE also runs capacity building courses for developing a strategic approach to inclusive education.
www.diseed.org.uk

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, http://www.unicef.org/media/files/PDF (2).pdf

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 of 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 – coming 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:

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.[78]

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)[79]
The UN Convention on the Rights of the Child (CRC) has been ratified by all the member states of United Nations, 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 could 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.[80]

Education for All, Jomtien Declaration (1990)

The basic idea of inclusion can also be found in the Jomtien Declaration. Here, Education for All emphasises the inherent right of every child to a full cycle of primary education and commitment to a child-centred pedagogy, where individual differences are accepted as a challenge and not as a problem. The Jomtien 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.[81]

Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)[82]

The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities comprise 22 rules which were adopted at the end of the UN Decade on Disability as a UN guide to member states in developing national plans and policies for disabled persons. Monitoring was 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 were focused on education for all and disabled children were only included implicitly, the Salamanca Declaration was the most important and explicit statement of educational rights for disabled children. The Salamanca Statement on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994) 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 went 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.[83]

Inclusive education was adopted at the World Conference on Special Needs Education (SNE) as a principle in addressing the learning needs of various disadvantaged, marginalised and excluded groups. This included children with disabilities and 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. SNE, since the Salamanca Declaration, is 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.[84]

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 circum-stances and needs of all learners.[85]

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 time for achieving them was extended to 2015.

E-9 Declaration (2000)

The declaration on EFA was agreed upon during 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. The Flagship is led by UNESCO and includes the World Bank, UNICEF, International Disability Alliance and other NGOs.[86]

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

Early years education in Dharavi, Mumbai, India
PICTURE: UNESCO

- 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.

Notes

1   *Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities: From Exclusion to Equality – Realizing the Rights of Persons with Disabilities*, No 14, United Nations, Geneva, 2007, http:// www.un.org/disabilities/documents/toolaction/ipuhb.pdf

2   Bengt Lindqvist, Marcia H. Rioux and Rita M. Samson, *Moving Forward – Progress in Global Disability Rights Monitoring*, Disability Rights Promotion International, York, Toronto, 2007, p. 1.

3   United Nations, *Millennium Goals Development Report 2006*, New York, p. 6, htp://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2006/ MDG Reprt2006.pdf

4   Jonsson, Ture, Wiman and Ronad, *Education, Poverty and Disability in Developing Countries Poverty Reduction Source Book*, June 2001, p. 11.

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7   United Nations, *Millennium Goals Development Report 2007*, New York, http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2007/ UNSD_MDG_Report_2007e.pdf

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9   *South North Centre Global Survey on Government Implementation of the Standard Rules*, October 2006, South North Centre, Jordan, http://www. un.org/esa/socdev/enable/rapporteur.htm

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11 Examples include the association of impairment and witchcraft. Being disabled was often taken as proof of association with Satan during the European Witch hunts of 1480–1680. The last paying 'freak show' closed in Coney Island New York in 2001. The Bible contains more than 40 negative references to disabled people. In ancient Greek society Aristotle and Plato argued for the 'exposure' of disabled babies. Richard III was given his impairments by Tudor historians seeking favour with their rulers who had usurped Richard as King. His impairments were part of Tudor propaganda. These examples are cited in Richard Rieser, 'Disability Equality: Confronting the Oppression of the Past', in Mike Cole (ed.), *Education Equality and Human Rights: Issues in Gender, Race, Sexuality, Disability and Social Class*, 2nd edn, Routledge, London, 2006.

12 Richard Rieser, *Disabling Imagery*, DEE/BFI, London, 2004, www.bfi.org. uk/disablingimagery

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Mozambique, Namibia, Swaziland, Zambia and Zimbabwe, www.diseed.org.uk/international

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15 Adapted from Micheline Mason, *Altogether Better, Comic Relief*, 1994; Richard Rieser, 2000.

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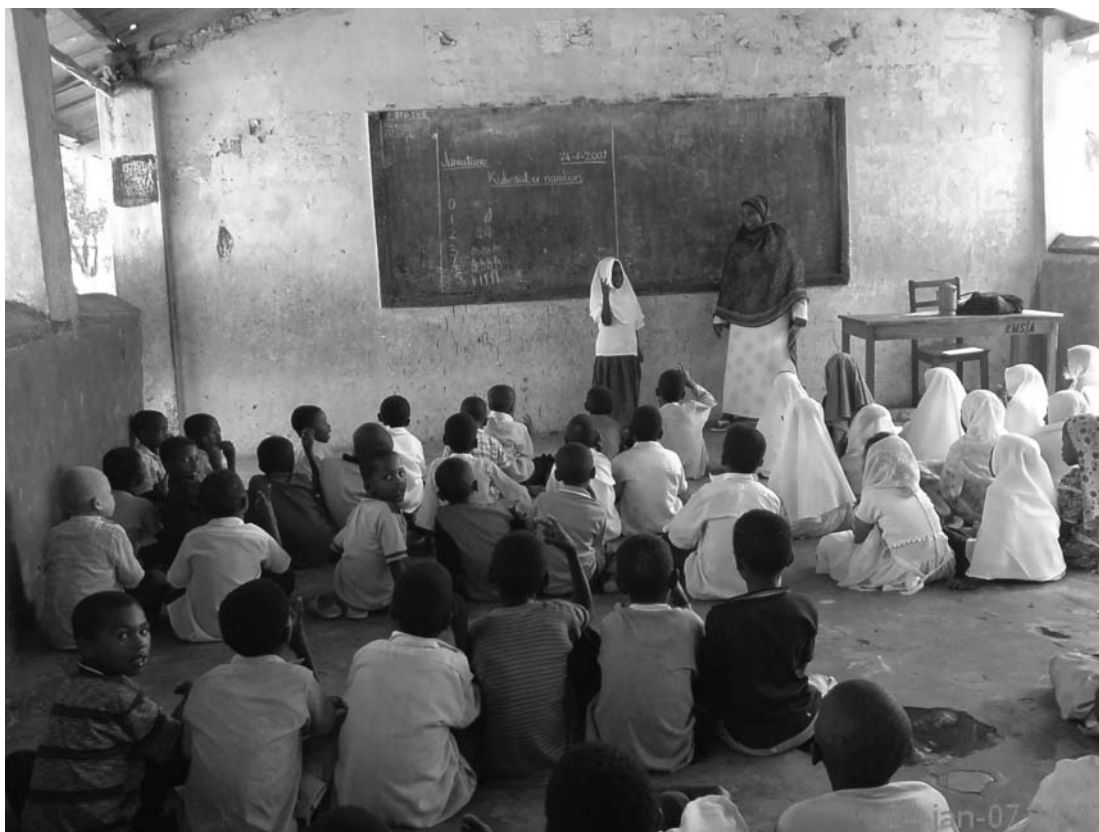
ABOVE: *Learning Maths in Zanzibar*
RIGHT: *Disabled Head of Science at St Augustine's School, Redditch, UK*
PICTURE: DfES

Index

Included with this book are two DVDs.

DVD1 shows examples of inclusive education in Africa and India.

DVD2 contains training material and examples of inclusive practice from the UK, Uganda and Canada.

DVD 1

Foreword by Henry Kaluba of the Commonwealth Secretariat (3.35)

Cleves School, Newham, England, 'Something Inside So Strong' (song) (5.27)

Mil Julke, Mumbai, India, Developing Early Years Education in Dharavi Slum (700)

Mil Julke, Dramatised story (15.30)

Mil Julke, Behind the Scenes (10.30)

Child-to-Child, Mpika, Zambia (16.00)

School 4 All, Oriang, Kenya (3.30)

Learning Together, South Africa (25.00)

Inclusion in Action Miriam Skjorten, Zanzibar, Tanzania (34.30)

Total playing time: 2 hours, 35 secs

DVD 2

'The Wall' from Altogether Better (Song and Barriers drama) (2.10)

Altogether Better – Introduction to Disabled People's Rights (10.00)

Altogether Better, Judy Watson, Blind-Disabled Secondary English teacher (2.35)

Essential Viewing – Short clips in 20 schools: Inclusion in English Schools (25.00)

Developing Inclusive Education: A Commonwealth Perspective, Talk by Richard Rieser at Uganda CHOGM Peoples Forum, November 2007 (23.30)

SAPH – Inclusive Primary School and Hostel for HIV Orphans, Disabled Children and Local Children, Kampala, Uganda (13.23)

Each Belongs, Ontario, Canada. Memories of the first fully inclusive education system in the world – Hamilton-Wentworth Catholic School Board in the 1960s (25.40)

A plain text version of the text of the book

Total playing time: I hour, 42 mins, 18 secs