

Inclusive Education

**Making the Rights of Persons with Disabilities Reality:
Sharing Good Practices, Challenges and Opportunities
on Education Policies**



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Rights Framework for INCLUSION

Convention on Rights of the Child (UNCRC)

Principles:

- ✓ non-discrimination
- ✓ best interest of the child
- ✓ Survival and development
- ✓ Respect for the views of the child

Article 24. “ recognizes the right of persons with disabilities to education” and recommends that “State Parties [...] ensure an inclusive education system at all levels and lifelong learning

Convention on Rights of Persons with Disabilities (UNCRPD)

Salamanca Declaration

INCLUSIVE EDUCATION is the recognition of the need towards “school for all” – institutions which celebrate differences, support learning and respond to individual needs

Education for All

... Ensuring access to EDUCATION FOR ALL is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children”.

Purpose of Schooling (EFA 2000)

... an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies (UNESCO, 2000:8).

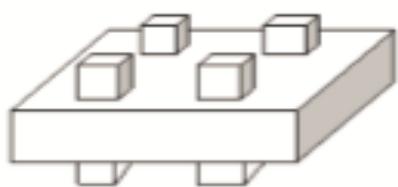
East Asia & Pacific: The situation of children with disabilities

- 650 million persons (**15%**) with disabilities live in Asia-Pacific.
- Government submitted data:
 - 200 million PWD (**4.6%**)
 - Large variations across countries
 - Predominance of medical and charity models
 - Lack of systematic cross-sectoral approaches at policy and implementation levels
 - Low enrolment and completion rates in education

Approaches to Education for Children with Disabilities

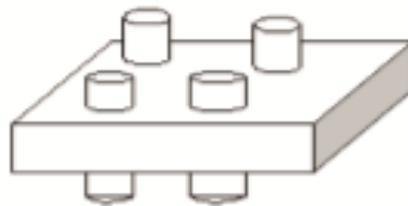
Source: UNICEF 2014 Conceptualizing Inclusive Education

Special Education



Special child
Square pegs for square holes
Special teachers
Special schools

'Normal Education'

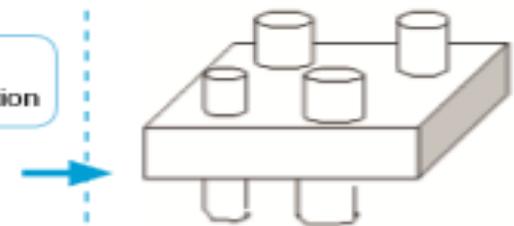


Normal child
Round pegs for round holes
Normal teachers
Normal schools

Integrated Education

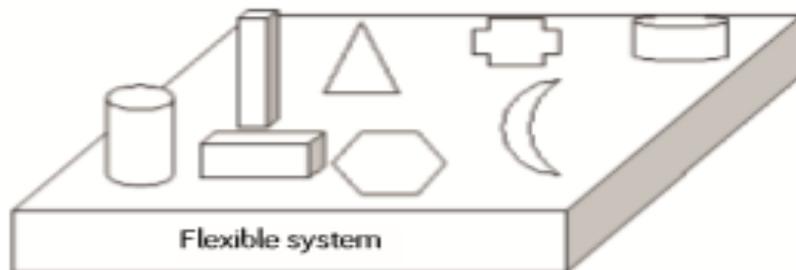


Change the child to fit the system
Make the square peg round



System stays the same
Child must adapt or fail

Inclusive Education



Flexible system

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

Paradigm Shift

from MEDICAL to SOCIAL model

MEDICAL MODEL

He cannot vote because he is disabled.



Sir, would you like me to vote on your behalf ?!

Ricardo FERRAZ

SOCIAL MODEL

He cannot vote because the stairs prevent him from reaching the ballot box.

What a shame! He cannot vote because there are stairs to the ballot !?!?



Barriers to School Participation

Socio-cultural – AWARENESS

- People's and education system's perception that is “medical model”
 - Children with Disabilities = not normal → needs special education → Sent to parallel special education system
 - Specialised Professionals rather than people with disabilities themselves have more expertise about their situation (PWD's own knowledge from own experiences discounted)
 - School System could be exclusive not inclusive
 - Origin of schooling = educating children with similar age en masse
 - Overly emphasized competition among students (ranking, streaming, tracking etc.) may encourage more segregation, exclusion, not inclusion

Barriers to School Participation

Socio-Cultural

- **The attitudes of teachers and school administrators** are critical. Many children may be dissuaded from going to school, or decide to drop out because of the treatment they receive from school staff.
- **Parental attitudes** are also important, and can lead to a child not attending school (including the attitude of parents of children with disabilities and parents of children without disability).

Economic

- Parents may decide that educating their child with a disability is not in the family's economic interest, given the extra costs they face and the expected returns from education.

Barriers to School Participation

Inaccessible Facilities

- The most obvious form of inaccessibility is for physical spaces: if children cannot physically access schools, then they cannot attend the education.

Inaccessible Materials

- The use of inaccessible materials is another barrier to attending school. If children cannot participate fully in the classroom then they will be less motivated to attend.

Inadequate knowledge and skills of Teachers

- Teacher training on inclusive education is at the very core of full inclusion, but very few teachers have much exposure to IE through pre- or in-service training.
- Good teachers can manage child-centred, differentiated pedagogy looking at the needs of the children in the classroom

Barriers to School Participation



Curricula not flexible

- A hallmark of inclusive education is the notion of a **child-centred and flexible curriculum**.
- A flexible curriculum allows teachers to adjust the content and means of presentation to the strengths and challenges of particular children.

Lack of Support to Teachers/Schools

- Teaching to children with diverse characteristics and different level of development in large class size is a challenge

Lack of Assistive Devices

- This can also pose a significant barrier to attending school. The extent of that barrier depends on other factors – such as the willingness of family members and teachers to provide assistance, and the overall accessibility of the environment.

Other challenges to Education

Lack of Strategy on Inclusive Education

- A law ensuring the right of children with disabilities to go to school is only a first step.
- Many countries have such laws, but they are not well implemented or enforced. One bottleneck to their effective enforcement is the lack of an **agreed-upon and formally adopted strategy for moving towards an inclusive education system.**

Lack of Administrative Capacity

- Moving towards inclusion involves coordinating many different activities and applying new approaches.

Other challenges to Education

Identification and Reporting on Childhood Disability

- Children with disabilities are often out of education due to the **difficulty to locate them** with standard data-gathering tools, such as Census, Household Surveys, National Disability Surveys, Administrative Data, etc.

Institutionalization or reliance on special schools

- Many children with disabilities are sent to special schools or residential care institutions. This may result from stigma or shame, but can also result from parents feeling they do not have the capacity to care for their children, or simply because of social norms that suggest children with disabilities 'belong' in such places.

Opportunities to Education

Situational Analyses for Policy Planning

- Once the goal of building an inclusive education system is agreed upon, it is important to assess the current situation to better understand the nature and scope of the problem and how to best move forward.
- Under EFA and SDG frameworks, with the global pressure to accommodate 120 million OOSC, the medical approach relying on parallel special education system may be simply unaffordable
- There is an increased use of data and information on children with disabilities for awareness raising and policy planning on children with disabilities.
- Also, there is an increased use of data analysis on identification of service gaps and planning of required services.

Opportunities to Education

Awareness raising of parents, communities and professionals

- The role of parents and families is critical in inclusion. Almost in all countries more and more parents are empowered to claim the rights for their children with disabilities to equal access to education .
- The increased number of parental organisations and grassroots (formal or informal) have an enormous potential to promote positive attitudes towards children with disabilities, advocate for change and raise the profile of disability issues both at local and national levels.
- More countries try to **set education standards and develop legal/administrative framework for the inclusive education.**

Basic Principles for Policy Development on Inclusive Education

Policy on Inclusive education should assure that it is:

- **Recognized**, as a responsibility for all in the school system;
- **National**, available to all who wanted;
- **Accessible**, by eliminating various forms of barriers;
- **Decentralized**, as part of the regular school system;
- **Enabling**, allowing children with special educational needs to be educated in the “least restrictive environment” while meeting the child’s diverse educational needs;
- **Flexible and child-centered**, and its content life-centered than subject-centered;
- **Comprehensive**, mindful of the total needs of children throughout their childhood;
- **Coordinated**, at all levels.

Inclusive Education is concerned with recognizing and accepting the full humanity of all children, moving in the direction of responding to all of who they are and what they bring to the learning process... (Kershner and Florian)

Inclusive Education is about continuing to take the next step towards greater participation of all children in learning, including disabled children (Croft 2010)

YES WE CAN!

Learning From What Works

UNICEF-Viet nam

Advocacy for ratification of UN CRPD and development of a National Plan for Implementation

Generating information on children with disabilities and out of school children

Establishment of the National Coordinating Council on Disabilities (NCCD) Board and an inter-ministerial committee focusing on capacity building of teachers

Training of professionals

Establishment of community level services, including day care centers for children with disabilities

Government commitment to promoting change

Policies, Legislation and enforcement

Capacity: teachers, health workers, social workers and other professionals

Services for rehabilitation and (re)integration



Learning From What Works

UNICEF-Macedonia

Advocacy for policy and legislative reform toward de-institutionalization of children with disabilities and promotion of inclusive education

Training of professionals from the social services and education sector, as well as of alternative child care

Technical and financial support for the establishment of community day care centers for children with disabilities

Government commitment to promoting change

Policies, Legislation and enforcement

Capacity: teachers, health workers, social workers, lawyers, foster families

Children's life skills knowledge and participation

Services for rehabilitation and (re)integration



UNICEF and EDF aim to make the rights of children with disabilities a reality in the region.

Learning From What Works

UNICEF-Armenia

Advocacy for ratification of UN CRPD, Law on Education for All

Generating information on children with disabilities

Training of professionals from the education sector, social services and health (inclusive pre-service and in-service training)

Promotion of de-institutionalization, establishment of community day care/child development centers for children with disabilities

Government commitment to promoting change

Policies, Legislation and enforcement

Capacity: teachers, health workers, social workers, lawyers, others

Children's life skills knowledge and participation

Services for rehabilitation and (re)integration



Learning From What Works

UNICEF-Mongolia

Strong collaborations among Govt, NGOs, EU, parents groups, donors, on national inclusive education program – replaced special schools and residential care

Association of Parents with Disabled Children founded – and worked with MoE on policy reforms with Health, Social Welfare and Labour

Community-based rehabilitation centers established, teachers trained in inclusion approaches

Government commitment to promoting change

Policies, Legislation and enforcement

Capacity: teachers, health workers, social workers, lawyers, others

Children's life skills knowledge and participation

Services for rehabilitation and (re)integration



Learning From What Works

UNICEF-Philippines

Raising awareness on the commitment for CRC, CRPD

Developed with Philhealth - benefit package for CWD

Developed with ECCD Council - a System of early identification, prevention, referral, intervention

Developing with DOH -service delivery network model of regional rehabilitation centers

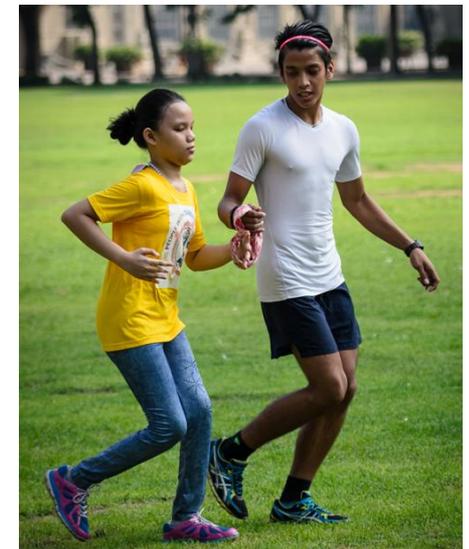
Developing with DSWD- pilot of disability grant for families with CWD

Government commitment to promoting change

Policies, Legislation and enforcement

Capacity: teachers, health workers, social workers, lawyers, others

Services for rehabilitation and (re)integration



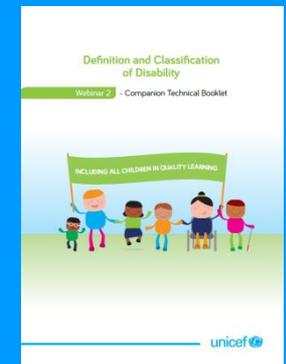
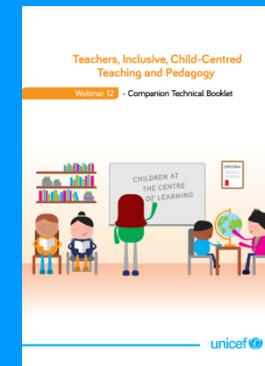
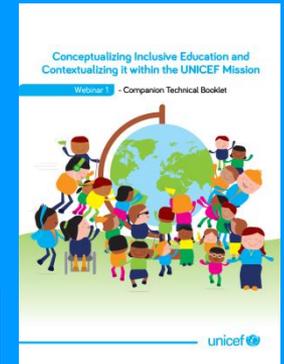
What guides UNICEF's work on disability



- A rights-based approach
- Focus on equity
- Focus on inclusion and participation
- Partnerships and inter-sectoral collaboration

UNICEF guidance on how to promote inclusive education

- 14 technical booklets developed by UNICEF Regional Office CEECIS to provide detailed guidance on programming for inclusive education
- The booklet series include:
 1. Conceptualizing IE and Contextualizing it within the UNICEF Mission
 2. Definition and Classification of Disability
 3. Legislation and Policies for IE
 4. Collecting Data on Child Disability
 5. Mapping Children with Disabilities Out of School
 6. EMIS and Children with Disabilities
 7. Partnerships, Advocacy and Communication for Social Change
 8. Financing of IE
 9. Inclusive Pre-School Programmes
 10. Access to School and the Learning Environment I – Physical, Information and Communication
 11. Access to School and the Learning Environment II – Universal Design for Learning
 12. Teachers, Inclusive, Child-Centred Teaching and Pedagogy
 13. Parents, Family and Community Participation in IE
 14. Planning, Monitoring and Evaluation



To access the webinars, just scan the QR code.

Available tools....

- UNICEF Disability website and Disability Unit at HQ - <http://www.unicef.org/disabilities/>
- UNICEF CEE/CIS Database - <http://www.inclusive-education.org/>
- UNICEF Regional Disability Focal Points
- UNICEF Statistics and Monitoring - http://www.unicef.org/statistics/index_24287.html
- CRC & CRPD Committee, OHCHR Secretariat - <http://www.ohchr.org/EN/Issues/Disability/Pages/TrainingmaterialCRPDConventionOptionalProtocol.aspx>

Invest in promoting
equity and inclusion
of **all** children!

THANK YOU.



www.unicef.org.ph

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