



# ENGAGEMENT INTO ACTION: STAKEHOLDERS' VISION OF INCLUSION

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# THE RIGHT TO INCLUSIVE EDUCATION



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## **SEVERAL HUMANT RIGHTS TREATIES PROTECT THE RIGHT TO EDUCATION**

### **ARTICLE 26- UDHR**

- EVERYONE HAS THE RIGHT TO EDUCATION
- EDUCATION SHOULD BE FREE

### **ARTICLE 13 OF THE ICESCR**

- PRIMARY EDUCATION SHALL BE COMPULSORY AND FREE TO ALL
- SECONDARY EDUCATION SHALL BE MADE GENERALLY ACCESSIBLE AND PROGRESSIVE INTRODUCTION OF FREE EDUCATION

### **THE CONVENTION ON THE RIGHTS OF THE CHILD**

- CHILDREN WITH DISABILITIES MUST HAVE ACCESS TO EDUCATION IN A MANNER CONDUCIVE TO THE CHILDS'S ACHIEVING FULLEST POSSIBLE SOCIAL INTEGRATION AND INDIVIDUAL SELF DEVELOPMENT



## UNCRPD ARTICLE 24. THE RIGHT TO EDUCATION –

- Proclaims the right to inclusive education and prescribes steps that have to be taken to this end; without discrimination with emphasis on participation in the general education system on an equal basis with others;



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## INCLUSIVE EDUCATION MEANS THAT THE NEEDS OF PERSONS WITH DISABILITIES IS A PART OF THE GENERAL EDUCATION SYSTEM

- Access to quality and free primary and secondary education on an equal basis with others in the communities where they live
- Reasonable accommodation of the individual's requirement is provided;
- Receive the support required within the educational system and effective individualized support measures are provided in environments that maximize academic and social development leading to full inclusion;



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## ENABLING PERSONS WITH DISABILITIES TO LEARN LIFE AND SOCIAL DEVELOPMENT SKILLS TO FACILITATE THEIR FULL AND EQUAL PARTICIPATION THRU THE FOLLOWING MEASURES:

- Facilitating the learning of Braille and other means of accessible forms of communication, orientation, mobility skills and facilitating peer support and mentoring;
- Facilitating the learning of sign language and promotion of linguistic identity of deaf community;
- Ensuring the education of individuals particularly, deaf, blind and deafblind is delivered in the most appropriate languages and modes of communication;



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# 4 QUALITY EDUCATION



Sustainable Development Agenda  
**Goal 4:**  
**Ensure inclusive and quality education for all and promote lifelong learning**

Accessible and quality education through an inclusive learning environment



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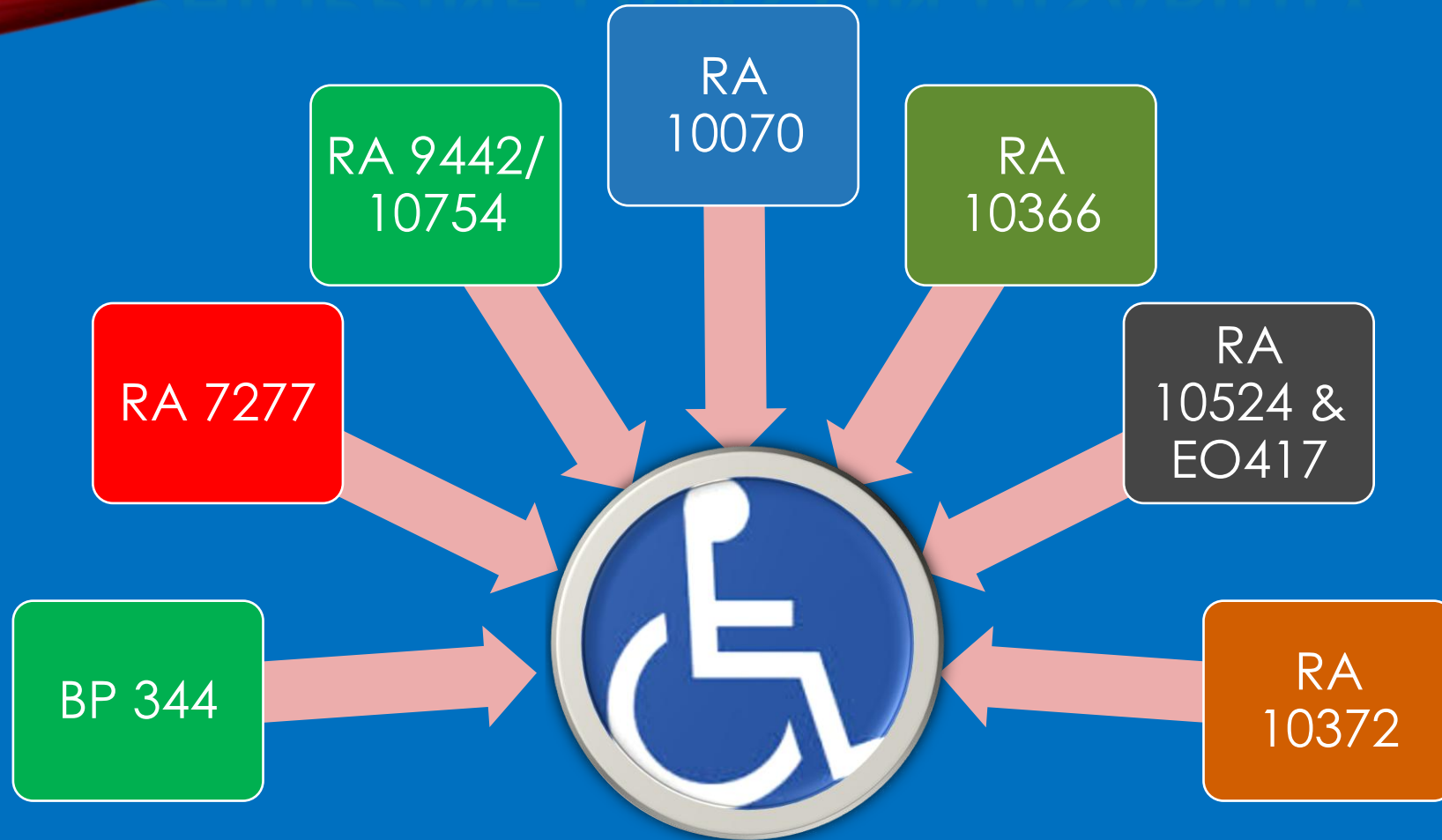
## IDENTIFYING GAPS TO INCLUSIVE EDUCATION

- POLICY- COMMON DEFINITION OF TERMS, ROLES OF AGENCIES AND OTHER STAKEHOLDERS, TRANSLATION TO PROGRAMS AND SERVICES AT THE LOCAL LEVEL
- GOVERNANCE- LEADERSHIP, PERSPECTIVE, RESOURCE MANAGEMENT, CULTURE
- AWARENESS AND SENSITIVITY
- LACK OF PARTICIPATION OF STAKEHOLDERS IN PLANNING AND IMPLEMENTATION



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# PHILIPPINE LAWS ON DISABILITY



TRANSLATING NATIONAL POLICIES INTO PROGRAMS AND SERVICES AT THE LOCAL LEVEL



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RA 7277 ensures that persons with disabilities are provided with adequate access to quality and ample opportunities to develop their skills by taking steps to make education accessible to them;

it is unlawful to deny them admission to any course it offers by reason of disability;

Take into considerations the special requirements of persons with disabilities in the formulation of educational policies and programs

Promote the provision of support services that will facilitate the learning process for persons with disabilities



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# Translating National Policies into Action at the Local Level

## POLICY AGENDA





# Advocacy Process

Formation of a Technical Working Group with CSO's  
and LGA's through Save the Children's KASALI Project



Save the Children



Children with or without disabilities (3-12 years old) are able to  
access **inclusive education** programs and services and are  
protected from abuse and violence

ACCESS AND INCLUSION OF CHILDREN WITH  
DISABILITIES THROUGH DISABILITY SUPPORT  
SERVICES AND OTHER ENABLING MECHANISMS





# Advocacy Process

Formation of a Technical Working Group with CSO's and LGA's through Save the Children's KASALI Project

Analysis of the situation and policy mapping  
The identified gaps were:

**GAP 1:**  
Sustainability of the  
implementation of  
inclusive education

**GAP 2:**  
Absence of multi-sectoral  
policy on disability  
support services

Accessibility audit in schools and provide necessary intervention to enhance mobility and participation of children with disabilities

Provision of disability-related data and information to NCDA

Provision of technical assistance to local government units in the development of disability inclusive programs and services for children with disabilities as part of governance

**JMC**

Specific guidelines in the provision of auxiliary social services such as assistive devices, live assistance and financial assistance for medical rehabilitation services

Provision of technical assistance in the conduct of accessibility audit, disability orientation and other capacity building in ensuring disability inclusion in planning, budgeting and implementation of government programs



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INCLUSIVE,  
GOOD-QUALITY  
EDUCATION IS A  
FOUNDATION FOR  
DYNAMIC AND  
EQUITABLE SOCIETIES.

THE FUTURE OF OUR  
YOUNGEST GENERATION  
WITH DISABILITIES LIES IN  
THE HANDS OF LEADER  
ADVOCATES WHO VALUE  
HUMAN DIGNITY, SEE  
THEIR POTENTIALS,  
EMPHATIZE WITH THEIR  
FAMILIES AND VISUALIZE  
AND FEEL IN THEIR HEARTS  
THE DESIRE TO SHARE  
THEIR GIFTS....



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INCLUSIVE SCHOOLS REQUIRE

**STRONG**  
*committed*  
KNOWLEDGEABLE  
*visionary*

INCLUSIVE LEADERS

**BE BRANDED!**



Learning Knows No Bounds



**THANK YOU!**

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FB: National Council on  
Disability Affairs