Inclusive Education

Where there are few resources

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the **ätlas**
alliance

global support to
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Contents

[Photos from **Inclusive School** in Lesotho]

Explanation of Terms

The terms 'North' and 'South' are used instead of 'developed' and 'developing' to refer to the broad global differences in economic and political power. 'Countries of the North' refers to the economically richer countries (members of the G8, and many OECD countries). These more 'neutral' terms are used because the distinction between 'developing' and 'under-developed' can be interpreted as derogatory, in ignoring the high levels of cultural richness and development existing in poorer countries. The 'South' refers to countries in Asia, Africa, Middle East, Eastern Europe, Central and South America that are substantially economically poorer. However, it is also recognised that poverty exists within all countries, and so the meaning is not strictly geographical. These terms are a generalisation because in reality there is a vast diversity of culture and context globally. Nevertheless, there is a major imbalance of power and economic resources in the world, which needs to be acknowledged.

Cover Photo:
Eritrea
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Preface The aim, scope and perspective of this booklet

There already exists a vast amount of literature on the topic of Inclusive Education, particularly in relation to the countries of the industrialised North (e.g. Western Europe, North America, Australia/New Zealand). There is also increased availability of literature relating to Inclusive Education in the economically less developed countries of the South, but it can be difficult for those without a lot of spare time, to sift through this information and make sense of it. This booklet aims to help these people as follows:

Aim: To provide an overview of key issues, concepts and strategies in relation to Inclusive Education, focusing on situations where economic resources and access to information is limited

Level: 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 for, what problems/opportunities to look out for, and where to go for further information. It is not a training manual and will not provide detailed information on classroom methodology.

Scope: The approach to Inclusive Education in this booklet recognises that many different groups of children are currently excluded from education, even though the term 'IE' is often assumed to refer just to disabled children.

Perspective: There are many differences of opinions in relation to what Inclusive Education means and how it can be applied in practice. Unfortunately there is no easy, simple definition and explanation that everyone agrees with. This booklet will refer to some of these debates and different opinions, but will ultimately present the conclusions and perspective of the author.

Executive Summary

Context and Origins of Inclusive Education (chapters 1 and 2)
Education as a right for ALL children has been enshrined in international instruments since the Universal Declaration of 1948. Subsequent instruments pointed out that particular groups, including disabled children, were especially vulnerable to exclusion. The right to be educated WITHIN the mainstream system and not to be discriminated against was highlighted in more detailed instruments such as the Jomtien declaration, and the UN Convention on the Rights of the Child. However, the right to education does not automatically imply inclusion. The right to Inclusive Education is most clearly stated in the Salamanca Statement and Framework for Action which emphasises that schools need to change and adapt. The importance of proper resourcing for inclusion is highlighted in the UN Standard Rules. More recently, the UN instruments have been given a reality check by international NGOs who claim that Education for All (EFA) has not worked, and will not work unless there is more grass-root participation and real allocation of resources. Poverty alleviation is the current donor global priority, and there is an acknowledgement that EFA and therefore IE will not work unless measures are taken to reduce poverty simultaneously.

In relation to educational practice, IE can be considered to have arisen from two 'parent' movements; school improvement and special needs education. The former (school improvement) is an excellent preparation for IE, but often falls short of actually including the most marginalized groups. The latter (special education) has provided some very practical expertise and some IE 'converts' who make very strong advocates, but can also be an obstacle as the underlying philosophy does not provide the right foundations for sustainable IE. Both these movements have different manifestations in countries of the North and South, but there are many common elements.

Other influences such as primary stakeholder activist groups (disabled people, parents, women), community-based initiatives and actual practical models of success and failure have also made a major contribution to the development of IE.

Understanding Inclusive Education (chapter 3)
Pragmatists get bored with all the debates about definitions, but with IE, there are many different understandings and interpretations that have a major implication for successful or unsuccessful outcomes and sustainability. The key issue with IE is that it is based on a rights and social model; the system should adapt to the child, not the child to the system. Lessons learnt from the poorer countries in the South have emphasised that IE is not just about schools, it is much broader, and encompasses a wide range of community initiatives and involvement. IE can be seen as a movement that upholds key values, beliefs and principles in relation to children, what education is, diversity and discrimination, participatory processes, and resources. Many of these are challenging to the status quo, but necessary if society and development as a whole is to become inclusive, and benefit all its citizens.

Much of the confusion about IE comes from using terms such as inclusion, integration, mainstreaming, special education and the small unit approach interchangeably and without any clarity or real definition. However, these terms have quite different underlying values and beliefs that have different consequences. Particularly in countries of the North, there has been an historical move from special, through integrative, towards inclusive education. But this is not a necessary sequence, and where possible, it is certainly time and resource-saving to begin with inclusion. The practice of attaching 'small units' to mainstream schools is often called inclusion, and yet can result in even more exclusion. This is an example of a model imposed inappropriately from the North to the South, often with disastrous results.

Putting IE Ideas into Practice (chapter 4)
It is common to think that putting IE into practice is just about introducing specific techniques and methods to enable individual children to learn. These methods have their place and can provoke a deeper debate about IE; but on their own they will not lead to appropriate, sustainable IE programmes. Three 'key ingredients' are proposed to produce a strong, dynamic organism that can adapt, grow and survive in a range of contexts. These are: i) a strong framework - the skeleton, (values, beliefs, principles and indicators of success); ii) implementation within the local context and culture - the flesh, (taking account of the practical situation, resource utilisation, and cultural factors); iii) on-going participation and self-critical reflection - the life-blood, (who should be involved, how, what and when). Together these 3 ingredients can produce a strong, locally appropriate, flexible and sustainable education system that includes all children.

Making it Work Long-term: the Opportunities and Challenges (chapter 5)
The last decade has seen a huge growth in practical models of Inclusive Education in a range of cultures and contexts. Often these examples are the best way to learn about how to do IE, because although it is not a blueprint, there are many common challenges and opportunities that people have responded to in a range of creative ways. Case study examples from countries in Africa, Asia, Middle East, Central America and Eastern Europe demonstrate all aspects of the 'key ingredients' presented in the preceeding chapter. Particularly inspiring are the examples from very poor communities, and those that are the result of real active participation of children, teachers and other key stakeholders and community initiatives.

In order to face challenges and overcome barriers that will keep arising, on-going participation with all key stakeholders is a necessity. It is possible to use simple models to analyse barriers and propose solutions according to each individual context.

Morning exercise – Inclusive pre-school, Anhui, China

Introduction

Increasing numbers of people agree that Inclusive Education is something that should be promoted and supported. This still leaves many unanswered questions about what IE really means both in theory and practice.

Some key questions frequently asked are;
1. Is IE really about including all groups, or is it mainly about including disabled children?
2. Is IE a priority?
3. Is IE an invention of the North being imposed on the rest of the world?
4. In what ways is IE linked to key challenges facing education such as drop-out rates, quality of education, enrolment of girls, rigid curriculum, lack of resources?
5. Does IE really mean educating ALL children from a given community in the same school building?
6. Is Inclusive Education the same as Inclusive Schooling?
7. What is the difference between Inclusive Education, Integrated Education and Special Education?
8. Is IE really appropriate for severely disabled children, and those who are deaf or deaf/blind?
9. Is there a 'right' way to do IE? Is there a clear plan we can follow?
10. Is IE really practical, particularly in countries with few resources and many challenges?

The following chapters will address the issues raised within these questions as follows. In chapter 1, IE will be examined within the context of international instruments and documents. This provides the general context for further discussion on IE. Chapter 2 moves from paper to practice and looks at where IE has come from. In particular, the 'parent' movements of Education for All, and Special Needs Education will be explored from both South and North perspectives. Chapter 3 offers a deeper exploration of IE by sharing different definitions and exploring key concepts and the differences between special, integrated and inclusive education. Chapter 4 offers a menu of 'key ingredients' that are needed in order to plan a successful and sustainable IE initiative. In Chapter 5, opportunities and challenges in IE are addressed by sharing practical examples from programmes in the South. Finally, Chapter 6 re-visits the initial list of questions that are posed in this introduction, and concludes by offering a wealth of suggestions for increasing knowledge and skills in relation to IE.

Overcrowded Classroom in IE programme in Lesotho

CHAPTER 1

Where does IE fit in? Inclusive Education as a Human Right CHAPTER 1

Where does IE fit in?
Inclusive Education as a Human Right

This chapter will provide a succinct overview of the relevant international human rights documents pertaining to Inclusive Education. The strengths and weaknesses of these international documents will then be discussed.

International Instruments relevant to Inclusive Education:
1. 1948: Universal Declaration of Human Rights
2. 1989: UN Convention on the Rights of the Child
3. 1990: The World Declaration on Education for All, Jomtien
4. 1993: The Standard Rules on the Equalisation of Opportunities for Persons with Disabilities
5. 1994: The Salamanca Statement and Framework for Action on Special Needs Education
6. 1999: Salamanca 5 Years On Review
7. 2000: World Education Forum Framework for Action, Dakar
8. 2000: Millenium Development Goals focusing on Poverty Reduction and Development
9. 2001: EFA Flagship on Education and Disability

1.1. Education as a Human Right
The Universal Declaration of Human Rights 1948 asserted that:

"Everyone has a right to education."

Disabled children and adults are however, frequently denied this fundamental right. This is often based on an assumption that disabled people do not count as full human beings, and so are somehow the exception in terms of universal rights. Lobbying by disability groups has ensured that subsequent UN Human Rights instruments make specific mention of disabled people, and emphasise that ALL disabled persons, no matter how severely disabled, have a right to education.

The **UN Convention on the Rights of the Child 1989,** a legally binding instrument that all except two countries (USA and Somalia) have signed, goes further by stating that primary education should be "Compulsory and available free to all". (Article 28) The UNCRC has four General Principles which should underpin all other articles, including those on education:

i) Non-discrimination (Article 2) making specific mention of disabled children.
ii) Best Interests of the Child. (Article 3)
iii) Right to Survival and Development. (Article 6)
iv) Respect for the Views of the Child. (Article 12)

Another important principle stated by the monitoring committee is that "All rights are indivisible and interrelated". In brief, this means that although providing segregated special education for a disabled child fulfils their right to education, it can violate their rights to non-discrimination, to have their views taken into account and to remain within their family and community.

Although **Article 23** focuses specifically on disabled children, it has weaknesses because it makes the disabled child's rights 'subject to available resources' and it focuses on 'special needs' without defining this. It needs to be considered in the context of the underpinning principles, plus Articles 28 and 29 on education that apply to ALL children. See **Annex 1** for more details.

1.2. The Ideal of Education for All
In the decades following the Universal Declaration, much faith was placed in creating universal education. However, it soon became apparent that there was a very big gap between the ideal and reality. In the 1980s, the growth towards universal education not only slowed down, but in many countries actually went into reverse. It was recognised that 'education for all' was not just going to happen automatically.

The **Jomtien World Declaration on Education for All** in Thailand in 1990 tried to address some of these challenges. It went further than the Universal Declaration in Article III on "Universalizing Access and Promoting Equity". It stated that educational disparities existed and that many different particular groups were vulnerable to discrimination and exclusion. These included girls, the poor, street and working children, rural and remote populations, ethnic minorities and other groups, and particular mention was made of disabled people. See **Annex 2** for more details.

Although the term 'inclusion' is not used in Jomtien, there are several statements which indicate the importance of ensuring that people in marginalized groups should have access to education in the mainstream system.

To summarise:
- Jomtien re-stated that education is a basic right for ALL people.
- It recognised that particular groups were excluded and stated that "An active commitment must be made to removing educational disparities... groups should not suffer any discrimination in access to learning opportunities...".
(Article III, para 4)
- It stated that "Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system". (Article III, para 5)
- However, it did not clarify what was meant by 'integral part', and does not strongly advocate inclusive, as opposed to segregated education.

- Jomtien also stated that 'learning begins at birth', and promoted early childhood education, plus the need to use a variety of delivery systems, and to involve families and communities.

1.3. Inclusive Education and Disabled People
Inclusive Education is not ONLY about the inclusion of disabled people. As Jomtien highlighted, there are many vulnerable groups who are excluded from education, and inclusion is essentially about creating a system to accommodate all. However, for historical and other reasons (discussed later), the inclusion of disabled people has presented particular challenges and opportunities for mainstream educational policy and practice. The more disability-specific documents following Jomtien further clarify what disabled people's right to education means in practice.

The **Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) (see Annex 3)** consists of rules governing all aspects of disabled persons' rights. Rule 6 focuses on education and agrees with Jomtien that disabled persons should be educated as an integral part of the mainstream, and that States should have responsibility for disabled persons' education. Too often, education for disabled persons was provided by non-government agencies, letting governments 'off the hook'. Rule 6 promotes Inclusive Education (called 'integrated education' at that time).

Key points are:
- The UN Standard Rules emphasise that the State should take responsibility for disabled persons' education, and should
  a) have a clear policy,
  b) have a flexible curriculum,
  c) provide quality materials, and on-going teacher training and support.
- Inclusion is promoted with some key conditions; it should be properly resourced and of high quality - it should not be a 'cheap option'.
- Community based programmes are seen as an important support to Inclusive Education.
- Special education is not ruled out where the mainstream system is inadequate, and for deaf and deaf/blind students. (Rule 6, paragraphs 8 and 9)

¹ S Graham-Brown, 1991, p2

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Where does IE fit in? Inclusive Education as a Human Right | CHAPTER 1

1.4. Inclusive Education and Special Needs

The Standard Rules stemmed from the Disability Rights movement and reflected the experience of different groups of disabled persons. Blind and deaf people (albeit small numbers) in particular had often benefited from education in Special Schools in situations where otherwise they would have been either un-educated, or unable to access the curriculum within a mainstream school. The Salamanca conference a year later came from the perspective of professionals working in schools, trying to find ways to enable all children to learn together. A key difference is that the Standard Rules talked about a particular group (disabled people) and their rights. In Salamanca the focus was on **diversity of children's characteristics and educational needs.**

The **Salamanca Statement and Framework for Action on Special Needs Education (1994)** is still today the key international document on the principles and practice of Inclusive Education. It outlines several pioneering and fundamental principles of inclusion that have not been discussed in previous documents. (See **Annex 4** for more details)

Salamanca

Some particularly core inclusion concepts include:

- Children have a wide diversity of characteristics and needs.
- Difference is normal.
- Schools need to accommodate ALL children.
- Disabled children should attend their neighbourhood school.
- Community participation is essential to inclusion.
- Child-centred pedagogy as central to inclusion.
- Flexible curricula should adapt to children, not vice versa.
- Inclusion needs proper resources and support.
- Inclusion is essential to human dignity and the enjoyment of full human rights.
- Inclusive schools benefit ALL children because they help create an inclusive society.
- Inclusion improves the efficiency and cost-effectiveness of the education system.

One paragraph in Article 2 provides a particularly eloquent argument for inclusive schools:

"Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system."

1.5. The Reality of Education for All

The World Education Forum in Dakar, Senegal (2000) was convened in order to present the evaluation of the Decade of 'Education for All' that Jomtien had begun. It was well known beforehand that the EFA goals from Jomtien had not been met. Over 117 million children still had no access to school. The Dakar conference was heavily criticised by the international Non-Governmental community for being donor-led and for just basically shifting the deadline for the EFA goals from 2000 to 2015. In other words, the ideal of EFA had not translated into reality. (See **Annexes 5 and 6** for more details)

In relation to marginalized groups, there was a greater emphasis on removing gender disparities and promoting girl's access to schools. But unfortunately disabled children did not get a specific mention, although the term 'inclusive' is used:

In the Dakar Framework, governments and other agencies pledged themselves to: **"Create safe, healthy, inclusive and equitably resourced educational environments** conducive to excellence in learning with clearly defined levels of achievement for all." (Article 8)

It also states:
"... In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly... **Education systems must be inclusive,** actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners." (Expanded commentary, paragraph 33)

Inclusive playground - Bhutanese Refugee Camp, Nepal

The lack of specific mention of disabled children was a wake-up call to agencies who are working to promote Inclusive Education, and so as a result of subsequent meetings between UNESCO and the International Working Group on Disability and Development (IWGDD), a **Flagship Programme on Education and Disability** was launched at the end of 2001. The aim of the flagship is to:

"Place disability issues squarely on the development agenda...and...advance inclusive education as a primary approach to achieving EFA."

(Unesco EFA Flagship Initiatives webpage)

A strength of Dakar is that it has catalysed a stronger focus on developing solid National Plans of Action (NPAs) and regional strategies for implementation and monitoring, which was a weakness after Jomtien. Disability is specifically mentioned in some of these documents.

1.6. Poverty Reduction and Inclusive Education

The key current concern of governments and multi-lateral agencies globally is poverty reduction. **The Millennium Development Goals** were endorsed at the UN Millennium Development Summit (September 2000) and have been endorsed by the World Bank and by 149 heads of state amongst others. The first two goals are:

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education

The Dakar Framework for Action highlights the close relationship between eradicating poverty and achieving education for all:
Article 5 ...Without accelerated progress towards education for all, national and internationally agreed targets for **poverty reduction** will be missed, and inequalities between countries and within societies will widen.

Article 6. "Education is the key to sustainable development..."
These goals will not be achieved unless disabled children and adults are specifically targeted and included, as they constitute the poorest of the poor. Achieving universal primary education is not just about getting children physically into schools - for education to make a difference, the education has to be relevant and effective.
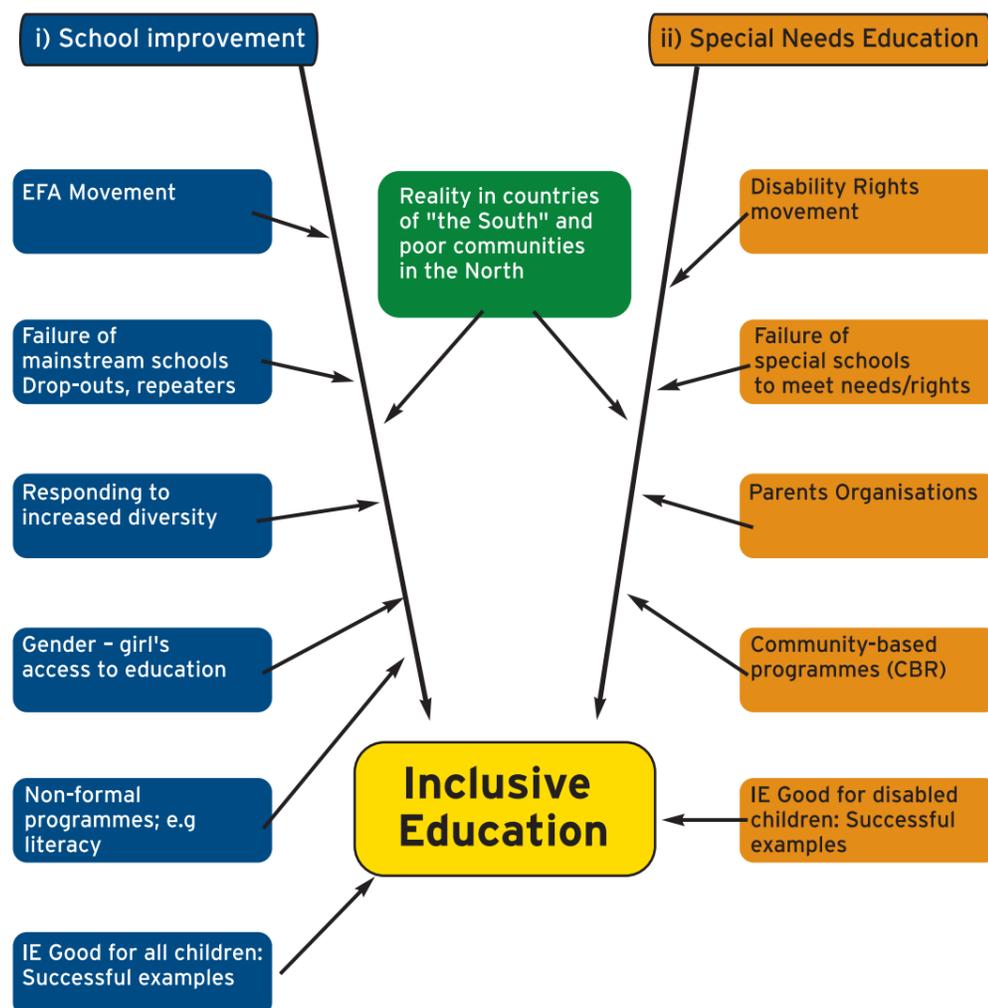
Inclusive education offers a strategy for promoting effective universal education because it is about creating schools that are responsive to the actual, diverse needs of children and communities. It is about both access and quality.

CHAPTER 2

Where does Inclusive Education come from? CHAPTER 2

Where does Inclusive Education come from?

2.1. Influences on the Development of IE

The overview of international instruments is a theoretical reflection of developments in education and inclusion over the last few decades. This chapter will examine how practical experiences in education have had a major influence on the development of Inclusive Education.

Inclusive Education is to a large extent a product of the coming together of two strong educational movements, each with their own influences. See Figure 1.

Linked to these two movements, there have been other influences feeding into them including:

■ Lobbying by activists such as disabled peoples organizations, parent's groups and groups promoting girl's access to education.
■ Failure of both mainstream schools and special schools.
■ New pressures on schools in coping with diversity due to a vast increase in displaced persons and refugees, HIV/AIDs, population growth, difficulty in eradicating poverty and conflict situations.
■ Pioneering community programmes such as non-formal literacy classes and Community Based Rehabilitation.
■ Increasing number of successful examples of inclusive practice in a range of cultures and contexts.

2.2. School Improvement in the South

One aspect of promoting 'primary education for all' is getting children into schools: increasing access. However, just getting children into schools is a complete waste of time, energy and resources unless what happens in schools is useful, relevant to the community, effective and appropriate. In other words, it should be quality education. If it is not, then children will keep dropping out, and parents and communities will not prioritise education for their children. Unfortunately, large numbers of schools offer a very poor quality of education, and all the activities under the heading 'school improvement' are about trying to improve the quality of education for all children. See Figure 2

Figure 1

Influences on the Development of IE

Figure 2

School Improvement in the South

PROBLEMS[3]	SOLUTIONS
Poor teaching: over-strict, poor quality/quantity of training, not responsive to children's needs	Support teachers to become reflective, active teachers: at community level, in initial training, and by relevant, locally-based in-service training
Children passive – not encouraged in active learning. Over-crowding. Many are excluded and dropping out.	Develop strong links between school, homes and communities, use participatory methods. Support civil society groups
Literacy and basic skills not adequately taught	Promote child-centred methodology and active learning. Involve children in creating solutions.
School not relevant to life in the community – not related to real life challenges	Create flexible systems able to adapt to and manage change, with wide support networks. Adapt the system to the child, not the child to the system.
Rigid, and inappropriate systems imposed and inherited from colonial times and donor pressure	
Not able to respond to contemporary pressures; conflict, refugee situations, widening gap between rich/poor, HIV/AIDs	Learn from successful non/in-formal educational processes. Make curricula relevant to community needs, as well as offering wider opportunities.
Lack of physical infrastructure; buildings, materials, lack of access to water and sanitation facilities	Involve communities, local NGOs and government in improving and creating sufficient infrastructure

SCHOOL IMPROVEMENT

[3]Analysis draws heavily on DfID 'Towards Responsive Schools' 2000, which provides several case studies demonstrating how these problems have been addressed.

The problems affecting schools are closely related to poverty, and the long-term underlying causes of global inequality: debt, consequences of colonialism[2], impact of structural adjustment policies, the huge increase in instability, conflict and displaced populations, the HIV/AIDs pandemic. There are however, an increasing number of initiatives that reflect creative responses to these problems. These school improvement initiatives have resulted in what Save the Children UK has termed **'Responsive School Systems'** that have the following characteristics:

1. They are **inclusive**, responding to the needs of all children in the community.
2. They are **appropriately resourced** (reflecting an adequate proportion of government and donor finance).
3. They provide **quality education**, by being **relevant** to the life of the community, and by **responding** to the developmental needs of the child.

2.3. School improvement in the North

In countries of the North, schools are also subject to increasing and often conflicting pressures, resulting in increased exclusion of pupils, over-loaded curricula, stressed teachers and under-achieving pupils. In addition there are increasing challenges in relation to the wide diversity of student needs - students from different linguistic and ethnic minorities and refugee children, as well as increasing pressure to include children with different impairments.

Although schools in the North complain about lack of resources, this cannot be compared to the conditions of extreme poverty in the South, where lack of resources means lack of access to water, food, shelter, and any materials. However, there are very common problems in relation to exclusion and inclusion. In the UK, those involved in school improvement work have been trying to address these problems for the last couple of decades.

A project called **Improving the Quality of Education for All (IQEA)** has been spearheading reforms for the past decade. It emphasises the following key principles:

a. Developing a collaborative school vision.
b. Seeing external pressure as an opportunity to re-prioritise.
c. Creating conditions for ALL children to learn.
d. Developing structures for collaboration and empowerment of individuals and groups.
e. Taking collective responsibility for monitoring and evaluation.

2.4. Implications of School Improvement for Inclusive Education

The solutions proposed in section 2.2. and the key principles listed above, all establish the environment and conditions necessary for successful inclusion. This is because in reality, a school that is not good for ALL children, is inevitably bad for disabled and other marginalized children. That is why inclusion is not just about 'inserting' disabled children into an existing rigid system - it is not about adapting a child to the system, but adapting the system to ALL the children. To make a school system really responsive to children as they are in their communities, inevitably makes it **more capable** of being responsive to disabled children.

Conversely, when a school or community makes genuine efforts to include its disabled children successfully, this process often acts as a catalyst to promote School Improvement. The teachers **must** become child-centred, the curriculum **must** become flexible, the community and parents **must** be involved.

2.5. Special Needs Education in the North

The terms 'special needs' and 'special educational needs' are used frequently without any real definition. In countries of the North, the term began to be used frequently in the 1970s. The 'Warnock Report' of 1978 stressed that 20% of children had some sort of special need at some point in their schooling, and that these **children were part of mainstream schools**. It also stressed the importance of speaking of

'children with special educational needs' rather than 'handicapped children' or other such terms. Originally it was a positive move, because it shifted the focus from the physical characteristic of the child, towards their educational need. But unfortunately the original meaning of the term has been lost, and the term 'special' is used to label individual children. Even Mary Warnock, who drafted the original report, later came to regret is usage:

"The concept of 'special need' carries a fake objectivity. For one of the main, indeed almost overwhelming, difficulties is to decide whose needs are special, or what 'special' means."[4]

UNESCO originally defined special education as something that was aimed at 'handicapped' people[5]. In the Salamanca statement, the term was more in line with the original Warnock report, and was used to include not just disabled children, but all children whose needs arise from 'learning difficulties'.

In relation to disabled children, the term special needs is confusing. Many disabled children do not have any special educational needs - they may need some assistive devices and an accessible environment, or some aids and equipment to help them to access the general curriculum, but they have no difficulties in actually learning. On the other hand, there are many children who do not have impairments, who are not disabled, but who experience difficulties in their learning - arguably all of us do in certain areas at certain times.

Russia and Eastern Europe: In the these countries, a different model was developing, based on the medical model and resulting in the theory and practice of **'defectology'[6]** This medical-profession-based approach still exerts a strong influence in countries in transition from communism.

2.6. Special Educational Needs in the South

The published literature on the education of disabled children in 'the South' is relatively sparse and can be very misleading:

"In general, the literature is weak in terms of the reliability and relevance of hard data, un-acknowledged and un-criticised concepts and cultural bias. Major gaps are discussions relating to participation, indigenous knowledge and skills, sources of influence and evaluation. The literature as a whole is dominated by a small elite." [7]

Policy and practice on special education has either been imported and imposed by donors, or introduced by educated elites from those countries choosing to imitate North-based practice:

"African countries, despite their stated educational policies, have in the main left special education to 'follow the wind' of their external pioneers." [8]

Although intentions may have been good, in practice the results have often been disastrous:
- Removing children with impairments from mainstream schools and their local communities.
- Labelling through western-developed psychological tests (not culturally transferable).
- Creation of special schools often used as dumping grounds for children; lacking resources and any specially trained teachers.
- Creation of well-resourced elite special schools that serve a very small minority of children, in contexts where there is hardly a basic education infrastructure.
- Wiping out local support systems and replacing them with unsustainable systems of 'professional' support.

Authors and researchers such as Joseph Kisanji and Mike Miles have made extensive reference to the practices of 'customary education' and 'casual integration', which are largely not just ignored but also frequently wiped out by the imposition of Northern policy and practice. Within this indigenous practice were examples of:

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[2] In early 19th century India, there were 'schools in every village' in Bengal, Bihar, around Bombay and Madras.. Education of the 'ordinary people' was more widespread in India than it was in Britain at this time. "This widespread and relevant system was maintained through grants of rent-free land given to teachers... The British destroyed the system by taking possession of the lands." Illiteracy increased drastically under the British rule. (Pereira and Seabrook 1990 p19f)

[4]Warnock, cited in Ainscow 1991, p45
[5]UNESCO 1973, cited in Olusanya 1983, p12
[6]Daunt, in Mittler et al, 1993, p101
[7]Stubbs, 1994, p24
[8]Kisanji, in Mittler et al, 1993 , p161

- Children with impairments attending their local schools.
- Peer tutoring.
- Widespread, local education.
- Flexible structures and relevant curricula.

In addition, in many cultures and contexts, there is a long history of educational provision for children with certain categories of impairment, particularly blind children.

2.7. The Influence of the Special Needs Education movement on Inclusion

Many of the pioneers and champions of inclusion were originally ardent supporters of special education. Gradually, they began to realise the limitations and potential damage of special needs philosophy and practice. However, there had been many positive lessons and skills learnt by those involved in good quality special needs education:

- Creative child-focused teaching responding to individual learning styles.
- Holistic approach to the child, focusing on all areas of functioning.
- Close links between families and schools, and very active parent involvement.
- Development of specific technologies, aids and equipment to facilitate access to education and to help overcome barriers to learning.

Many of these overlapped with the 'solutions' to the challenges of school improvement. In addition, the specific expertise on enabling children with impairments to access the curriculum or to develop essential basic learning skills was vital in the development of Inclusive Education for ALL. In the context of IE, the role of special education professionals shifts from that of teacher to resource persons - focusing on removing barriers in the system, not on 'fixing' the individual child.

2.8. Self-Advocacy Groups and Rights Campaigners

The Disability Rights Movement is a relatively young movement compared to other civil rights movements. But particularly in countries of the South, e.g. in Southern Africa, DPOs have become increasingly organised and vocal over the last few decades. Many of the leaders of this movement themselves had either acquired their impairment later in life, or had benefited from the elite special education provi-

sion discussed above. In many ways, the disability movement as a whole has been ambivalent about Inclusive Education. There are still many disabled people and organizations who are not really in favour of inclusive schools, and want to continue to promote special education, particularly in countries of the North. Organisations of deaf and deaf-blind persons have very specific issues to address in relation to inclusion.

Many of the objections to inclusion are understandable because they are based on a narrow interpretation of inclusion that focuses on inserting children into an existing rigid system, without providing equal access to learning or proper resources and support. DPOs, particularly in countries of the South, have often been the catalyst for IE as a result of lobbying for the rights of disabled persons:

In Lesotho (Southern Africa), the Lesotho Federation of Organisations of Disabled Persons (LNFOD) was a strong and vocal advocate for the rights of disabled people, and was instrumental in lobbying the government to create a policy on IE. In the piloting of the programme, LNFOD contributed to teacher training curriculum development, and also provided in-service training and awareness raising.

Parents Organisations have also had a major influence on the development of Inclusive Education. In countries of the North, parents have often been the most radical pioneers:

In London (UK), a parent of a child with Downs Syndrome became the chairperson of the local Education Committee, and succeeded in her campaign to close all the special schools in the borough, which she described as a 'form of apartheid'. This borough is now one of the most pioneering areas for IE in the UK.

In countries of the South, parents are often caught in a cycle of poverty, isolation and caring that leaves very little time for organization, but in recent years there has been an increase in powerful parents' organizations that are fighting for the right of their children to be included in mainstream schools.

To summarise, both disabled people's and parents' organizations have influenced the development of IE as follows:

- Insisting that inclusion is properly resourced.
- Promoting the active participation of disabled persons and parents in the development of educational policy and practice.
- Fighting for the rights of disabled children to be educated along with their peers, and not to be discriminated against.
- Providing positive adult role models.

Child Rights Campaigners. As the UNCRC has been ratified by most countries in the world, there has been a growing child rights advocacy movement that includes promoting inclusion and preventing discrimination within the education system. Child Rights activists make strong allies of the Disabled Peoples' and Parents' movement.

2.9. Influence of Community-Based Approaches

Community-Based Rehabilitation programmes have been spreading throughout the world, particularly in economically poorer countries, since the early 1980s. Initially there was a strong focus on various rehabilitation therapies and medical responses. However, the concept of CBR was increasingly perceived as needing to be more rights-based, and promoting the equalisation of opportunities and full inclusion of disabled persons. Therefore, supporting disabled children to gain access to education became a natural component of CBR.

The strengths of promoting IE from a CBR perspective are:
- Strong links between family, community and school.
- Child fully supported in terms of aids/equipment and appropriate therapies to improve functioning.
- On-going support from CBR worker.

Weaknesses of only promoting IE from a CBR perspective may include:
- Focus is on the individual child, not the system - scale of impact limited.
- Often depends on the goodwill of one or more teachers; when teacher changes/ leaves, inclusion stops.
- More severely disabled children perceived as 'not ready' for inclusion - again, child

is meant to adapt to the system, not system to child.
- Teachers do not necessarily learn how to develop child-focused methodology.

There is also a wide range of non-formal and informal educational methodologies that are extremely successful in providing effective and context-relevant learning. These include Child-to-Child methods, adult literacy classes, programmes for street children, and women's groups. These approaches can be a strong influence on promoting the inclusion of marginalized groups and providing methodologies that really promote participation.

2.10. Failure and Success

Both rigid mainstream schools and segregated special schools have failed to promote the rights of children holistically, and to provide a relevant, appropriate and quality education for all children. The 'Salamanca 5 years On' Review of UNESCO Activities published in 1999 warns that special education frequently leads to exclusion:

"Notwithstanding the best intentions, it is conceded that all too often the result (of special programmes, specialised institutions, special educators) has been exclusion; differentiation becoming a form of discrimination, leaving children with special needs outside the mainstream of school life and later, as adults, outside community social and cultural life in general." p10

In poorer countries, segregated special schools were economically unviable as an approach to meet the needs of disabled children, and inclusion was often initially perceived as a 'cheap option' but eventually realised to be a 'better option'. Small units that are attached to mainstream schools are still being proposed as a form of 'inclusion' but have many disadvantages and often lead to exclusion - they will be discussed in more detail later.

More positive than focusing on the failure of the old systems, is to examine the successful examples that increase daily in a range of cultures and contexts. These are visible examples of how resource, attitude and institutional barriers to inclusion can be overcome. Some examples include:

- Children with intellectual disability being included in mainstream at kindergarten, primary, secondary and higher education (UK).
- Disabled children being included in schools with over 100 children per class (Lesotho).
- Disabled children being included in schools in the poorest communities in the world (Douentza district, Mali).
- Transformation of rigid systems towards child-focused flexible methodology (China).
- School improvement leading to IE at teacher training level (Laos).

2.11. Summary of Factors Influencing the Development of IE
All of the factors discussed above have combined to influence the development of IE. They bring strengths and present challenges as follows:

INFLUENCE	STRENGTH	CHALLENGE
School Improvement Movement	▪ Focus on changing the system to respond to diversity	▪ Can still ignore disabled children and their particular needs for access
Special Education	▪ Specific skills and methodologies to enable children with impairments to access education	▪ Many Special Education professionals still promote segregation and feel threatened by inclusion
Disabled People and Parents Organisations	▪ Ensuring inclusion really benefits the child and is properly resourced ▪ Promoting participation of key stakeholders	▪ Groups fight for their individual rights of impairment group/child - not focusing on long-term system change. ▪ The challenge of inclusion and the deaf community
Community-Based Approaches	▪ Promote strong links between families, communities and schools	▪ Does not change the system on its own, but is essential for effective top-down systematic change
Examples of Successful inclusion	▪ Demonstrating that IE can happen in a wide range of contexts and cultures, and that barriers can be overcome	▪ IE is very context-specific, and more work needs to be done to extract key lessons/guidelines from these specific examples

Key Concepts
– What is IE really about?

The previous two chapters showed how IE has developed in terms of international policy and also in relation to the influence of practical movements. Whilst there is an increasing support for IE, there are still some differences in opinion, understanding and perspectives in relation to IE. Many objections and perceived barriers disappear when the underlying concepts of IE are thoroughly understood.

IE concepts have much more in common with concepts that underpin the movements of 'Education for All' and 'School Improvement'.

IE represents a shift from being pre-occupied with a particular group to a focus on overcoming barriers to learning and participation.

3.1. Definitions of Inclusive Education
Why definitions are important. Having a clear understanding of IE is important because depending on the underlying principles and values, the outcomes can be very different. If IE is defined in a limited way, or is based on a 'child as problem' assumption and then used to develop or monitor practice, IE will fail or be unsustainable.

Definitions of IE are also continuously evolving as reflection on practice deepens, and as IE happens in practice in an ever-widening range of contexts and cultures. IE definitions must continue to evolve if IE is to remain a real and valuable response to addressing educational challenges and human rights.

Finally, defining IE is important because many people still assume that IE is just another version of Special Education. The key concepts and assumptions that underpin IE are in many ways the opposite of those that underpin 'special education'.

Some definitions of Inclusive Education
The Agra Seminar[9] definition of Inclusive Education was agreed by the 55 participants from 23 countries (primarily of 'the South') in 1998. This definition was later adopted practically unchanged in the South African White Paper on Inclusive Education:

Agra Seminar and South Africa Policy Definition
Inclusive Education:
- Is broader than formal schooling. It includes the home, the community, non-formal and informal systems.
- Acknowledges that all children can learn.
- Enables education structures, systems and methodologies to meet the needs of all children.
- Acknowledges and respects differences in children; age, gender, ethnicity, language, disability, HIV/TB status etc.
- Is a dynamic process which is constantly evolving according to the culture and context.
- Is part of a wider strategy to promote an inclusive society.

"Inclusion or Inclusive Education is not another name for 'special needs education'. It involves a different approach to identifying and attempting to resolve difficulties that arise in schools... special needs education can be a barrier to the development of inclusive practice in schools."

Index for Inclusion, p13 (see page 22)

[9] The EENET/IDDC Seminar on Inclusive Education convened in Agra, India in 1998 was the first ever international seminar focusing on IE in the context of the economically poorer countries in the South. It aimed to learn from the experience of practitioners in poorer countries and share locally relevant challenges and solutions to IE. Contact EENET for the Agra Seminar Report and video.

Teachers learning Braille, IE programme, Lesotho

The Index for Inclusion was the result of a 3 year participatory research project in the UK to develop materials to support inclusion. This material has now been widely translated and is used as guidelines in a range of cultures and contexts. However, in contrast to the Agra definition, it focuses on schools, not education as a whole:

Index for Inclusion

"Inclusion in education involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools."

It also involves:
■ Restructuring cultures, policies and practices to respond to the diversity of students in their locality.
■ Learning and participation of ALL students vulnerable to exclusionary pressures (i.e. not just disabled students).
■ Improving schools for staff as well as students.
■ Overcoming barriers to access and participation.
■ The right of students to be educated in their own local community.
■ Seeing diversity as a rich resource, not a problem.
■ Mutually sustaining relationships between schools and communities.
■ Seeing IE as an aspect of an Inclusive Society.

The concepts of both **inclusion** and **exclusion** are linked together "because the process of increasing the participation of students entails the reduction of pressures to exclusion." [10]

UNESCO, in its review of its activities five years after the Salamanca Conference, describes inclusion as a movement, and links it directly to school improvement.

UNESCO: Salamanca 5 Years On

"Inclusive education has evolved as a movement to challenge exclusionary policies and practices… ."

"Inclusion is about the improving of schooling."

(Para 3, UNESCO 1999, p9)

[10] Ainscow and Booth – From them to Us p2

Other recent definitions again emphasise how IE is about ALL children:

"An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well being of every young person matters."

"Effective schools are educationally inclusive schools."

(Ofsted, quoted in Ainscow 2001)

The definitions quoted above represent a model of inclusive education that is based on a range of key concepts about the system, the key stakeholders, the processes and the resources.

Key Concepts Relating to Inclusive Education

a) Concepts about children
• All children's right to education within their own community
• All children can learn, and any child can experience difficulties in learning
• All children need their learning supported
• Child-focused teaching benefits ALL children

b) Concepts about the education system and schools
• Education is broader than formal schooling
• Flexible, responsive educational systems
• Enabling and welcoming educational environments
• School improvement - effective schools
• Whole school approach and collaboration between partners

c) Concepts about diversity and discrimination
• Combating discrimination and exclusionary pressures
• Responding to/embracing diversity as a resource, not a problem
• IE prepares pupils for a society that respects and values difference

d) Concepts about processes to promote inclusion
• Identifying and overcoming barriers to inclusion

• Increasing real participation of all
• Collaboration, partnership
• Participatory methodology, action-research, collaborative enquiry

e) Concepts about resources
• Un-locking local resources
• Redistributing existing resources
• Perceiving people (children, parents, teachers, members of marginalized groups etc) as key resources
• Appropriate resources within schools and at local levels are needed for different children, e.g. Braille, assistive devices

3.2. Special Education, Integration, Mainstreaming, Small Units and Inclusive Education - What's the Difference?

The influence of special education on the development of IE has been discussed. To some extent, these different terms reflect the historical development of IE particularly in countries of the North, or those that have been strongly influenced by Northern policy and practice. But on the other hand, they are all being currently implemented and promoted and the difference between them is rarely understood. Donors and policy makers need to understand the differences, as the long-term outcomes will be very different.

To begin with, it is important to state that these terms have many positive concepts in common, for example:

■ The right of all children, including disabled children, to education.
■ A commitment to finding methods to help children who function in different ways and at different speeds to really learn.
■ Promoting the development of the individual child's potential in a holistic way; physical, linguistic, social, cognitive, sensory.
■ Supporting different methods of communication for people with a range of different impairments (Sign language, Braille, sign-boards, computer assisted speech, Makaton, etc).

The differences will now be examined for each of these terms.

3.2.1 Special Education (encompassing special schools, special educational needs, special needs)

Special education assumes that there is a separate group of children who have 'special educational needs' and are often called 'special needs children'.

THIS ASSUMPTION IS NOT TRUE because:
■ Any child can experience difficulty in learning.
■ Many disabled children have no problem with learning, only in access, yet they are still labelled as 'special needs children'.
■ Children with intellectual impairment can often learn very well in certain areas, or at certain stages in their life.

Special education does not define the term 'special'. In reality, what is often called 'special' is in fact an ordinary learning need. For example, to be able to understand what the teacher says, to be able to access reading materials, to be able to get into the building.

Special education believes that 'special methods', 'special teachers', 'special environments' and 'special equipment' are needed to teach 'special children'. WRONG - these methods etc are often no more than good quality child-focused methods. Every child needs their learning supported in a conducive environment.

Special education sees the child as the problem, not the system or the teacher. WRONG - given the appropriate environments and encouragement children want to learn. If the child is not learning, then the teacher or environment is failing the child.

Special education defines the whole child on the basis of his/her impairment and segregates them on this basis. WRONG - in reality the impairment is only a part of the child. The majority of the disabled child's qualities and characteristics are the same as any other child - need for friends, to be included, loved, to take part in the local community.

Special education wants to make the child 'normal' rather than respecting his/her own particular strengths and characteristics. This can result in inappropriate emphasis on making a child talk, or walk, when this is unrealistic and causes undue pain.

3.2.2 Integrated Education

This term is most commonly used to describe **the process of bringing children with disabilities into a mainstream school** (also called mainstreaming, particularly in USA). It differs from Inclusive Education as follows:

■ The focus is still on the individual child, not the system. The child is seen as the problem, and must be made 'ready' for integration, rather than the school being made ready.
■ It often just refers to a geographical process - moving a child physically into a mainstream school. It ignores issues such as whether the child is really learning, really being accepted or included.
■ The majority of resources and methods are focused on the individual child, not on the teacher's skills or the system.
■ The 'integrated' child will either just be left to cope with a rigid mainstream system with no support, or will receive individual attention that separates them out from their peers.
■ If the child drops out, repeats many years, or is excluded, then this is perceived to be the child's fault; `they **could not follow** the curriculum', `they **could not walk** to the school', `they **could not cope** with the other children's comments'.
■ Integration will often focus on a particular group of students, such as those with mild impairments, and will not assume that all children can be integrated.
■ Despite being based on similar concepts to segregated special education, integrated education is in practice often a precursor to inclusion, and can lead to changes in the system.

3.2.3 Mainstreaming

This term is often used in the same way as inclusion or integration. However, it also has a very common usage in relation to other issues such as gender and child rights within development policy as a whole. In this sense, mainstreaming can refer to a **political process of bringing an issue from the margins into the mainstream**, therefore making it acceptable to the majority. It can mean getting an issue on to the agenda, and changing people's awareness from thinking of it as a fringe issue, to being a core component in the debate[11]. In this sense, getting disability issues **mainstreamed** in the Education for All and School Improvement debates and process, is an important goal.

3.2.4 Small Units

This term is used for special classrooms or buildings that are attached to a mainstream school. They generally have a special teacher and are used for children with 'special educational needs'. This method is often called 'integration' or even 'inclusive education' because the unit is physically attached to the school, but often it is just segregation in closer proximity. It is based on the same philosophy as special education and has many drawbacks - it can often increase segregation and exclusion and is therefore a strategy to avoid. Some problems are:

■ Mainstream teachers perceive that the responsibility for any child who is having difficulty learning belongs to the 'special teacher' in the unit. They resent having large numbers and often lower pay and so want to off-load 'problem' children by labelling them as having 'special needs'.
■ In practice the types of children found in these units are lumped together based on some arbitrary characteristics rather than learning needs e.g. putting children with different impairments all together (there is no advantage whatsoever in putting children with hearing, visual and intellectual impairments in one group for teaching purposes).
■ By dumping all 'disabled' and 'special needs' children together in a unit, they have no opportunity to learn from their peers, and their peers have no opportunity to learn how to relate to those who are different from themselves. Stigma and separation are perpetuated.

"Teacher of the Fools" was what the special unit teacher was called by children in a primary school in Zambia. (EENET newsletter no 5)

■ ALL children need their learning supported, but the unit unfairly gives one teacher a small number of students, and leaves the other teachers with no support.
■ Team teaching and a whole school approach are not fostered with small units - the problems of individual learners labelled as 'special' are perceived to be solvable by 'special techniques' that only

[11]Taken from CRIN Factfile – definitions of mainstreaming.

the special teacher has access to. This is a false and dangerous assumption and has not been proved. In fact successful examples of IE demonstrate that children who experience difficulty in learning can be helped by inclusive, flexible environments, and creative, child-centred methodologies that are basically just GOOD TEACHING techniques, not 'special'.
■ In the majority of the world, resources are scarce and small units frequently lack the very 'special resources' that the special teachers have been trained to depend on. In-service training and support is also rare in such circumstances, and so special teachers become discouraged, isolated and stressed.

In Thailand, special unit teachers who had received special training, felt that they were superior to mainstream teachers, and felt that a small unit was a second-best to a special school. They frequently left and went to set up or work in a special school.

(SC UK Trip report)

■ Often the units are used as dumping grounds for more severely disabled children - these children more than any others need to learn practical skills in the context of their own homes and environments, not be removed from their homes.

In Kenya, some small units would offer boarding facilities for disabled children to stay during the week as they lived far away. Not infrequently, parents would 'forget' to collect them at the end of the week, and the children were effectively abandoned.

(SC UK trip report)

Many of the key problems that disabled children face in education are nothing to do with particular teaching techniques.

The diagrams in **Figure 3** demonstrate key differences between these concepts.

Special, Integrated and Inclusive Education

Special 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

■ Therapy
■ Rehabilitation

System stays the same
Child must adapt or fail

Inclusive Education

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

Flexible system:

3.3. Inclusive Education in a Wider Context

A key issue frequently ignored or underestimated is the difference between Inclusive Education and Inclusive Schooling, and the wider context of an Inclusive Society and Inclusive Development.

i) Inclusive Schooling is the focus of educational policy and practice in countries of the North, as the school system is a vast and very ingrained system that all children spend large parts of their lives in. From the perspective of the North, 'IE' is generally equated with Inclusive Schooling.

ii) Inclusive Education is broader than schooling. The reality in two thirds of the world (the South) is that many communities do not have schools, but all have education, and this education takes place in a variety of places and reflects a range of approaches. Inclusive Education includes: in-formal, non-formal education, education in the home, agricultural education in the fields, specific religious education in mosques, temples, churches and all forms of customary and traditional education.

Example of Inclusion for Severely Disabled Child, even when the child is based at home	Example of Exclusion from Society for Severely Disabled Child based at home
▪ CBR programme supports family and child from birth ▪ Volunteers and other children help teach the child activities of daily living in their own home ▪ Child is taken out and involved in local activities, religious and social events ▪ Teacher visits family and develops appropriate learning goals together with CBR worker and family ▪ Child attends play group at appropriate age ▪ District education team include this child in their planning, provision and resource allocation ▪ Parent is active member of local parents'/disabled people's group, and is able to plan/lobby for his/her future	▪ Family is stigmatised when child is born ▪ Older sister drops out of school to care for child ▪ Neighbours and other children avoid visiting and fear the child ▪ Child is kept indoors lying down and gradually becomes more and more dependent and atrophied ▪ Family spends money on seeking cures that do not work ▪ Father is ashamed, blames mother and leaves ▪ Mother becomes increasingly over-worked and does not know how to help the child ▪ Mother begins to neglect/abuse the child who is now too heavy to lift and doubly incontinent ▪ Siblings cannot get married or jobs due to stigma

iii) Inclusive Society: Inclusive Education is part of a wider strategy to promote an inclusive society; one which enables all children/adults, whatever their gender, age, ability, disability, ethnicity, to participate in and contribute to that society.

iv) Inclusive Development: The term 'development' is riddled with assumptions and can be very contentious. Talk of 'developing', or 'under-developed' and 'developed' countries still persists, often being equated with a narrow concept of economic growth, and ignoring the vast heritage of cultural, spiritual and human development existing in so-called 'under-developed' countries. On the other hand, development could be seen as a growth towards maturity, linked
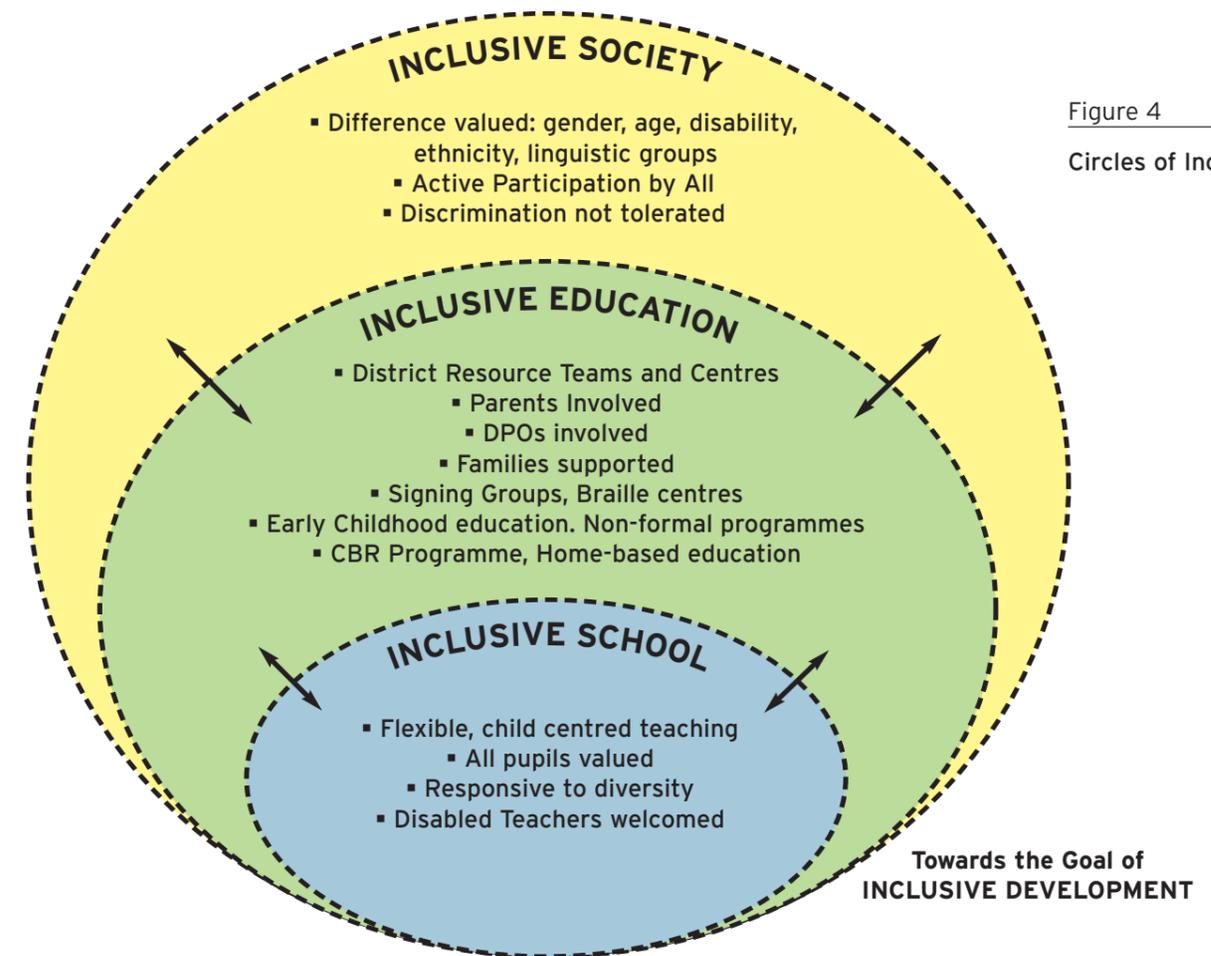
Figure 4

Circles of Inclusion

INCLUSIVE SOCIETY
- Difference valued: gender, age, disability, ethnicity, linguistic groups
- Active Participation by All
- Discrimination not tolerated

INCLUSIVE EDUCATION
- District Resource Teams and Centres
- Parents Involved
- DPOs involved
- Families supported
- Signing Groups, Braille centres
- Early Childhood education. Non-formal programmes
- CBR Programme, Home-based education

INCLUSIVE SCHOOL
- Flexible, child centred teaching
- All pupils valued
- Responsive to diversity
- Disabled Teachers welcomed

Towards the Goal of INCLUSIVE DEVELOPMENT

to concepts such as:
- Achievement of full human rights.
- Sustainability of resources and respect for the environment.
- Social responsibility and celebration of diversity.

In this context, Inclusion has a major role to play. Inclusive development is about:
- Ensuring that ALL people are included in accessing their basic rights. The basic rights of vulnerable groups, including disabled children, are food, shelter, clothing, love and affection.
- Acknowledging that real sustainable development cannot happen without the participation and inclusion of all members of society. The results of exclusive development are apparent today in widening gaps between rich and poor, increased conflict, unrest, intolerance and resource-drain.
- Being inclusive from the start e.g. if education is just a group of children under a tree, then at least include ALL children in this basic provision.

"As a catalyst for change, IE provides not only school improvement but an increased awareness of human rights which leads to a reduction of discrimination. By finding local solutions to complex problems, it empowers communities and can lead to wider community development."

(Statement on Inclusive Education, Save the Children)

Small Group Work - Inclusive Pre-school, Anhui, China

CHAPTER 4

How can we plan for Inclusive Education? CHAPTER 4

How can we plan for Inclusive Education?

4.1. Key ingredients for successful and sustainable IE

In planning for IE, it is not enough to be clear about the concepts. A plan also needs to be realistic and appropriate. In this chapter, guidelines are given to ensure that IE can work in practice in a range of cultures and contexts. Experience of successful inclusive education demonstrates that there are 3 key ingredients that each need attention if IE is to work in the long term:

a) A Strong framework - 'the Skeleton'

IE needs to be underpinned by a framework of values, beliefs, principles and indicators of success. This will evolve and develop alongside implementation, and does not have to be 'perfected' in advance. But if people involved have conflicting values etc., and if they are not made clear and conscious, IE can easily collapse.

b) Implementation within the local context and culture - 'the Flesh'

IE is not a blueprint. A key mistake has been the exportation of solutions from one culture/context to solve the problems of a totally different one. Again, experience increasingly demonstrates that the solutions need to be developed locally, fully utilising all local resources; otherwise they are not sustainable.

c) On-going participation and critical self-reflection - 'the Life-Blood'

IE will not be successful if it is just a dead structure. It is a dynamic process, and in order for it to have 'life', it needs on-going participatory monitoring, involving ALL the stakeholders in critical self-reflection. A core principle of IE is that it should respond flexibly to diversity, which is always changing and cannot be predicted. IE has to remain alive and fluid.

Together, these key ingredients of skeleton, flesh and life-blood form a strong, living organism that can adapt and grow within the local culture and context.

4.2. Developing a Strong Framework: The Skeleton

The primary component is the development of a strong framework that will form the 'bones' of the programme. This framework should consist of:
- Core values and beliefs.
- Basic principles.
- Indicators of success.

Sometimes, practice begins to happen, and then policy develops later. Other times, policy is developed and then implemented. Whatever way round it happens, at some point, particularly when there are problems or challenges, the IE programme will start to reveal what people's actual attitudes, beliefs, values and goals are. The strong framework can be provided by key individuals who are 'guardians of the principles', but becomes even more stable when there is a growing consensus and ownership in relation to these framework components. A strong framework can be developed with the help of the key international instruments that were outlined in Chapter 1. It will be based on a human rights and social model approach.

Core Values (what we attach importance or worth to) and **Beliefs** (what we accept to be true): People's beliefs and values are very deep-seated and not easy to change. One of the main obstacles stated in relation to inclusion is often 'negative attitudes', and an attitude is a combination of values and beliefs.

"The attitudinal barrier to inclusion is so great that the level of resourcing is irrelevant."
(Susie Miles, 'Overcoming Resource Barriers' 2000)

So what is it possible to do about this? Often negative attitudes are changed most effectively once people can SEE positive role models, or inclusion working in practice. But it is also possible to help people to examine their underlying beliefs and values and to question them to see if they are the ones that they want to uphold. For an IE programme to be sustainable, at some point the values and beliefs must be out in the open and clearly stated. The underlying values of Inclusive Education can be found in all cultures, philosophies and religions, and are reflected in the most fundamental articles in international human rights instruments outlined in chapter 1.

These may include:
- Respect for each other.
- Tolerance.
- Being part of a community.
- Being given opportunities to develop one's skills and talents.
- Helping each other.
- Learning from each other.
- Helping people to help themselves and their communities.

Some are prioritized more than others in different cultures and contexts, for example, being part of a community may be more highly prioritized than developing one's individual skills in many Southern communities, whereas the reverse is often true in the North. In all communities, some people will uphold and act upon these values more than others.

Discrimination and oppression are also unfortunately inherent in most cultures and contexts. Often it is ignorance, fear, lack of support and education that prevent people believing in these values or acting upon them. Sometimes it is deeply ingrained traditional behaviour, such as the oppression of women. Also, in situations of extreme poverty and insecurity, most higher values give way to the basic survival strategy, and the 'survival of the fittest' tends to dominate. To counteract the causes of ignorance and fear, education, safety, freedom from oppression, and support can help people uphold these 'higher' values and put them into practice. So inclusion ultimately has to be seen in this wider context. Statements from International Documentation (particularly Salamanca) and different definitions of Inclusive Education (chapter 3) can be used to stimulate discussion.

What are our values and beliefs about...	Values/Beliefs inherent in IE; do you agree?
Education?	We believe everyone has a right to education.
Learning?	We believe all children can learn.
Difficulties in learning?	We believe anyone can have difficulties in learning in certain areas or at certain times.
Support in learning?	We believe everyone needs their learning supported.
Responsibility for a child's learning?	The school, teacher, family and community have the primary responsibility for facilitating learning - not just the child.
Difference?	We value difference, it is normal and enriches society.
Discrimination?	Discriminatory attitudes and behaviour should be challenged, to prepare children for an inclusive society. We value a tolerant society that embraces diversity.
Teacher's support?	Teachers should not be isolated, they need on-going support.
When does education begin and end?	Education begins at birth, in the home. Early childhood education is extremely important, and learning does not stop with adulthood - it can be a life-long process.
Add your own topics...	

Basic Principles (Basic Codes of Conduct) Principles stem from values and beliefs but they are about **action** - what needs to be done to make inclusion work. The following are some examples for discussion which need to be developed collaboratively in each context:

■ All children have a right to attend their local community school - this does not depend on the characteristics of the child or the preferences of the teacher.
■ Change the system to fit the child, not vice-versa.
■ Appropriate support should be provided to enable children to access learning. (E.g. Braille, tape, sign interpretation.)
■ Educational environments need to be physically accessible and positively friendly towards diverse groups.
■ Bullying, name-calling and discrimination towards disabled children will not be tolerated (the disabled child should not be blamed for 'not coping').
■ A whole-school approach needs to be adopted to address all aspects of inclusion.
■ Problem-solving should be seen as a joint responsibility between the school, family, child and community, and should reflect the social model. (I.e. the school has a teaching difficulty, the child does not have a learning difficulty.)

Indicators of Success (How we know that our values, beliefs and principles are working in practice)
These indicators, or measurements of success need to be developed in a participatory manner within the local culture and context. **The Index for Inclusion** shows the sorts of indicators that were developed in one particular context at the level of the school (see **Annex 8**). An approach to developing indicators could be:
■ Establish a participatory co-ordinating team.
■ Prepare materials to stimulate discussion based on statements about inclusion from International Documents, case studies, and definitions of Inclusive Education.
■ Use participatory approaches (see below) to draw up a list of core values, beliefs and principles in relation to Inclusive Education
■ Seek out opinions of the most marginalized and excluded groups; women, children, disabled people, the elderly.

■ Put these into simple categories, e.g. policy issues, curriculum, training, school buildings etc. These can be changed and adapted later.
■ Under each category, describe some behaviour, skill, knowledge, and concrete change that will demonstrate that the value, belief or principle is happening in practice.

4.3. Implementation within the local culture and context: The Flesh

"The heart of EFA activity lies at the country level."

(Dakar Framework for Action, para 16)

Putting flesh on the bare bones of an Inclusive Education Framework involves taking account of the following:

a) Your practical situation.
b) Resources available (people, finances, materials).
c) Cultural factors.

a) Your Practical Situation. Obviously the issues here will be different according to each culture and context. The following questions are examples that can help to create a real practical picture:

■ What level are you working on? National? District? School? Community?
■ What is the current situation in relation to the education of disabled and other marginalized groups in your country at national, district and local levels?
■ What is the current legislation and policy at national/district/local levels in relation to inclusion?
■ What are the current barriers to inclusion in your context?

Annex 9 gives a summary of key issues to consider in implementing IE. This draws on experience in Asia and Africa and is based on a participatory workshop on IE convened by Save the Children in Laos, 1995. The framework is adapted from the Salamanca Framework.

b) Resources Available. The topic of resources is a very emotive one when inclusion is being discussed. Many people argue that they 'cannot do inclusive education because we do not have enough resources'. Yet examples from the South reveal that limited resources are NOT a barrier to inclusion. The Enabling Education Network held a symposium entitled 'Overcoming Resource Barriers'[12] Some extracts from this meeting:

"You have a fixed idea about inclusion, which gives you a fixed idea about resources... if you have flexible idea about inclusion, you can have a more flexible attitude to resources!"

■ What are the resource barriers to inclusion? Examples include:

People – their attitudes, lack of knowledge, fear, prejudice, too much specialisation, competition, lack of experience of difference, stereotyped thinking.
Money and Materials – lack of aids and equipment, low salaries, resources not distributed evenly, inaccessible buildings.
Knowledge and Information – lack of literacy skills, poor or non-existent policy, lack of collective problem-sharing and solving.

■ What resources do we already have within ourselves and our communities?

In the richer countries of the North, there is a tendency to focus on having things and needing more things in order to be able to instigate change.

"We don't have, therefore we can't do..."

The focus is on 'having' rather than 'being'. At the EENET seminar, participants from the South challenged this by stating;

"We are, therefore we do..!"

If we are resourceful people and communities, we can overcome many resource barriers.

c) Cultural and Context Factors: It is vital to consciously take into account cultural factors in planning IE.

Factors that can facilitate inclusion:
■ A strong focus on community solidarity and social responsibility.

In Lesotho, parents felt that when a teacher spent more time with a child who needed help with their learning, it was helping to develop a sense of community responsibility in their own child. This is a contrast to the reactions of parents in the 'North' who would feel that their child was not getting their fair share of attention.

(Example from Stubbs, 1995, research in Lesotho)

■ A history of fully utilising local resources - often due to poverty - can facilitate inclusion because people will be used to finding creative solutions to their needs, and not wasting resources.

Factors that can be obstacles to inclusion:
■ An over-emphasis on academic achievement and examinations as opposed to all-round development of children. This is common in particular cultures and also in urban-based middle classes, and can be a major obstacle to a fully inclusive environment.
■ The pre-existence of a separate special education system. This is frequently a major obstacle because mainstream teachers do not see it as 'their job' to teach 'those children'. Potentially it could be a very useful resource, but it is difficult to change perceptions.

Key Points:
■ In the planning process, the key factors (relating to local culture and context) that can either be helpful or unhelpful for inclusion need to be identified.
■ Helpful factors should be built upon and strengthened.
■ Unhelpful factors may need to be challenged, but may also be reduced over time through strengthening more positive factors. (E.g. superstitious negative beliefs about disability could be challenged more effectively by people seeing positive results of inclusion, rather than by directly challenging these beliefs.)

[12]Overcoming Resource Barriers – Report of EENET symposium presented at ISEC 2000

4.4. On-going participation and critical self-reflection of all key groups: The Life-Blood

Issues of participation and democracy are at the heart of inclusion. To fully respond to and engage with the difference that we find in today's communities, flexibility and collaboration are not luxuries - they are life-lines. Ensuring that Inclusive Education stays alive and grows requires considering the following:

a) Who? Which groups should be involved?
b) How? What are the sorts of approaches, systems, activities that can encourage participation?
c) When and in what? When should people participate, and in what aspects of Inclusive Education?

"Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development."

"Develop responsive, participatory and accountable systems of educational governance and management."

"These plans should be... developed through more transparent and democratic processes involving stakeholders, especially peoples' representatives, community leaders, parents, learners, non-governmental organizations (NGOs) and civil society."

(Dakar statement on national plans of action, paragraphs 3, 4, 9).

"Disabled persons organizations and parent's organizations should be involved at all levels."

(Standard Rules, Rule 6, Para 3)

a) Who Should Be Involved? Evaluations of IE frequently show that difficulties arise because certain people were 'not consulted', did 'not feel involved', 'didn't understand' or didn't know anything about the programme. Key points to consider are:
■ Identifying ALL and involving from the very beginning, all groups who have some sort of vested interest in IE. For example, (not an exhaustive list):
• Children themselves, non-disabled, disabled, girls, boys etc.

"When I graduated from college I found that the theories I had learnt did not work. I wasn't doing well and the children weren't doing well... So I tried out different methods... I came to the conclusion that the classroom needed to be democratized so that everyone could learn together... I encouraged the children to express their views... They had many excellent ideas, I was amazed..! They made suggestions and put forward solutions to problems." [13]

• Parents and family members.
• Community leaders.
• Teachers and school staff (caretakers, cleaners, cooks, secretaries).
• Government officials.
• NGOs, DPOs and international NGOs.
• Professionals in education, health, social welfare and employment sectors.

■ Seeking out any groups who are particularly marginalized, excluded or invisible in the local culture and context. (E.g. deaf people, elderly people, disabled children with severe learning difficulties.)
■ Making sure to involve administrators and those who control finances.

b) How Can Participation Be Achieved?
There is a wealth of resource materials on Participatory Methodology. Sometimes called 'PLA' (Participatory Learning Approaches) and previously PRA (Participatory Rural Appraisal). Resource materials for teachers in some countries also focus on participation, 'Reflective Practitioner' approaches and methodologies to facilitate this. These resources can give lots of ideas. However, ultimately participation is integrally linked to the core values, principles, and the local context and culture, and so it is preferable for methods to be developed creatively, collaboratively and in the local situation.

Some key lessons of experience from participatory approaches include:
■ For participation to be real and not just token, there needs to be a strong and practical commitment to the underlying values. This requires a strong self-awareness and consciousness about one's own behaviour.
■ Willingness to listen, being self-critical, 'embracing error'.

[13] Paul Mumba, primary classroom teacher in Zambia, EENET newsletter no 5

■ Power relations need to be acknowledged and addressed.
■ Parents often feel less powerful than teachers - therefore special effort needs to be made to welcome them at school, or see them at their home and to listen to their concerns.

"The techniques for interviewing parents were also useful. Before when we requested information, they didn't tell us the truth; I like the method of giving hints, and the storytelling. Before we didn't know how to ask questions..."

(Teacher taking part in participatory action research in Lesotho)

■ Local knowledge and perceptions should be fully respected and utilized. For example, the mother's knowledge of her own child's behaviour, strengths, areas of challenge.
■ Skills and knowledge in participatory methodology need to be developed - some people are naturally very good at them, but most of us can benefit from some training and practice. For example, the ability to really listen to someone, particularly if they are struggling to express themselves, or are working through an interpreter, is very difficult for most people.
■ Engage as many different approaches to learning as possible. For example, through listening, drawing, storytelling, diagrams, pictures, role-play, modeling, puppets, theatre etc.

C) When and in What? Participation needs to be used at all stages of the process of Inclusive Education, for example in:
■ Developing systems, processes and indicators about participation itself.
■ Gathering baseline data, feasibility studies.
■ Developing policy.
■ Agreeing values, beliefs and principles.
■ Identifying barriers to inclusion.
■ Developing indicators of success.
■ Implementation at all levels.
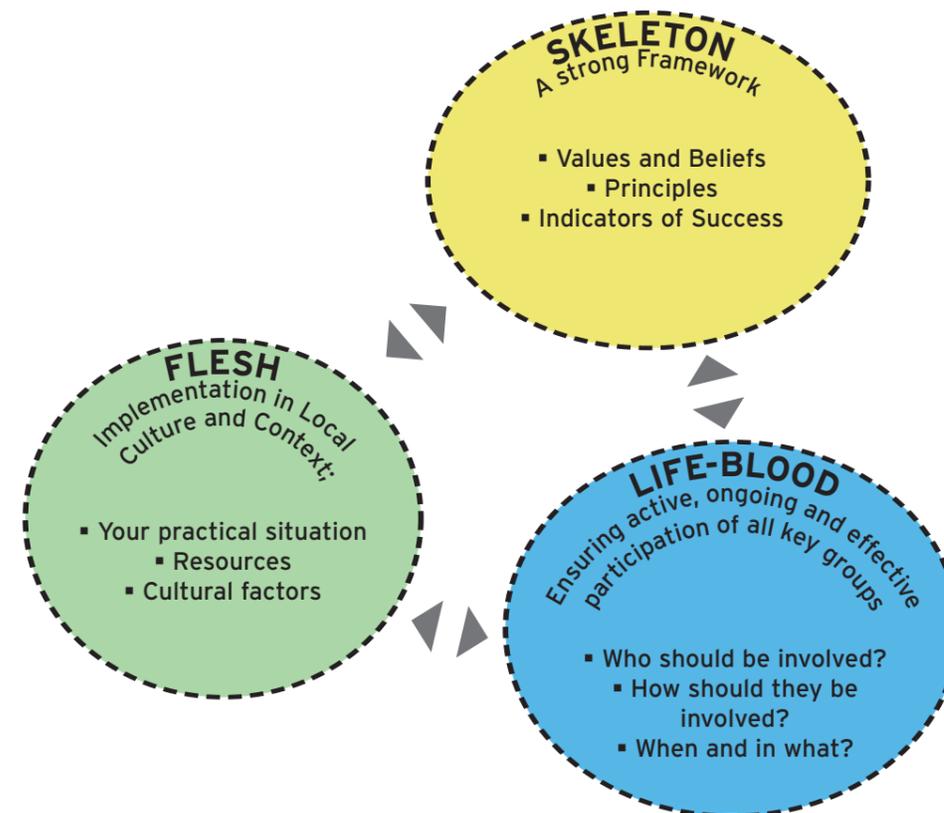■ Developing monitoring and evaluation systems.

Figure 5

Summary of Key Ingredients for a Strong, Appropriate, Flexible Inclusive Education Programme

SKELETON
A strong Framework
▪ Values and Beliefs
▪ Principles
▪ Indicators of Success

FLESH
Implementation in Local Culture and Context:
▪ Your practical situation
▪ Resources
▪ Cultural factors

LIFE-BLOOD
Ensuring active, ongoing and effective participation of all key groups
▪ Who should be involved?
▪ How should they be involved?
▪ When and in what?

Opportunities and Challenges in Inclusive Education: Case Studies

5.1. Learning from Good Practice in the South

There are an increasing number of examples of good practice in IE in a range of cultures and contexts. Although IE is not a blue print that can be transported from one culture to another, there are many lessons that can be learnt particularly where the barriers that are faced and resources available are very similar. The Agra seminar brought together over 40 practitioners of IE who worked in a range of economically poorer countries in the South. They found that they could learn much more from each other than from North-based specialists and practitioners who had very different levels of resources and different systems. In many ways, their experiences are relevant not just to other economically poorer countries, but could provide valuable lessons for IE development in the North.

The Agra seminar resulted in the following conclusions about the practical potential of IE:

- IE need not be restricted by large class sizes.
- IE need not be restricted by a shortage of material resources.
- Attitudinal barriers to inclusion are far greater than economic difficulties.
- Specialist support should not be school-based.
- IE can provide an opportunity for school improvement.
- Disabled ex-pupils and parents have much to contribute to IE.
- Inclusive education is part of a larger movement towards social inclusion.

The following examples demonstrate how a strong framework, culturally sensitive implementation within the practical context and on-going active participation of all key stakeholders contribute towards dynamic, appropriate and sustainable IE programmes. It does not mean that there are no weaknesses or challenges, but the basics are in place to enable these to be dealt with.

5.2. Inclusive Education Linked to School Improvement
Developing a Strong Framework

SOUTH AFRICA

In South Africa, (EENET newsletter no 2) the central challenge facing education was to recognise and address the diverse needs of the entire learner population, in order to promote effective learning for all. The approach taken was to **analyse the barriers that prevent learning** for many different groups of children. It was acknowledged that the whole culture, ethos and structure of the education system had to change if it was to meet the needs of all learners. This 'barrier free learning' approach intrinsically supports inclusion.

Barriers to learning were identified as:
- Barriers in the curriculum.
- The centre of learning.
- The education system.
- The broader social context.
- Barriers as a result of learner's needs.

Key approaches to overcoming these barriers:
- Each centre of learning would have support structures composed of teachers, but would include community resources and specialist services. Therefore being community based in nature.
- District support centres to provide training and support for teachers, not generally for individual learners.

- Parents, teachers, learners (or advocates) in other words, key stakeholders, would be involved in management, curriculum planning, developing support systems, and in the teaching and learning process.
- The financing, leadership and management capacity would be developed in a sustainable way.

ANHUI, CHINA
Inclusive Kindergartens

Anhui Province, China, is another good example of how a clear government-level policy can facilitate inclusion. Anhui is a very poor province with over 56 million people, and in order to achieve Education for All, it was recognised that disabled children needed to be included. Early childhood education was already prioritised and there was a flourishing kindergarten system, many schools had over 1000 children. The pilot programme focused on reforming what was a very formal system; children as young as 3 were taught sitting in formal rows, and often had long lessons.

The pilot IE programme encouraged the following changes:
- Active learning by children; small group work, play.
- Closer cooperation with families.
- Whole school approach and teacher peer support.
- Support from administrators and the local community through establishing committees.
- On-going, school based teacher training.
- Step by step integration of children with intellectual disability.

LAOS
Teacher training reform and IE

In the early 1990s, Laos underwent a reform of its education system to a more active-teaching and child-focused methodology in order to improve the quality, and yet keep costs low, in its efforts to educate all children. Providing education for disabled children was part of the national goal of EFA, and the pilot IE programme was successful because it was totally linked into the reform of the system.

"The reform of teaching methodology and teacher training, together with a more relevant curriculum... has paved the way for integration."

"Laos has no special schools for disabled children which is an enormous advantage for the Ministry of Education as it builds a system which reaches out to all children."

"The experience of the Laos IE Programme has shown that with careful planning, implementation, monitoring and support, and by using all available resources, the twin goals of improving the quality of education for all and integrating disability children can go hand in hand."

(Janet Holdsworth, EENET Newsletter no 2)

NICARAGUA
Helping teachers reflect

The UNESCO Resource Pack on Special Needs in the Classroom was used in Nicaragua to develop inclusive practices. The pack helped teachers:
- Reflect on their own practice.
- Carry out their own action research.
- Identify the problems that concern them, study and analyse them and create their own solutions.

"Our current experience shows that part of the success of our IE project is based on the gradual awareness of teaching practices."

(Desiree Roman Stadthagen, EENET newsletter no 4)

MOZAMBIQUE
Motivating Teachers

An inclusive education competition was organised for teachers to show how they identified children who were experiencing difficulty in learning and how they responded to this. The teachers who produced the best case reports won bicycles, radios and books on inclusive education. Teachers stated that:

"ilt is clear that we need more training and regular support. It is important to discuss with colleagues from other schools... teachers are 'second parents' and they need to accept all types of children."

(Elina Lehtomaki, EENET newsletter no 6)

LESOTHO
How IE makes happier teachers

The Lesotho IE programme feasibility study found that 17% of children already attending primary schools experienced difficulty in learning. The programme therefore focused on enabling teachers to be able to

respond to these individual learning needs, including finding ways to make the curriculum accessible to those with impairments.

"I enjoy teaching more. The programme has equipped us with different techniques for our so-called normal pupils; even after hours we stay and prepare."

"Even without the programme (integrating disabled children) we would still have to cope with individual differences… I find that having the knowledge of assessing strengths and weaknesses helps me to understand the student's needs individually."

"Education is for all. All these neglected people - neglected for a long time - they have their right to education! Especially because we learn a lot from them."

"The syllabus problem is a matter of attitude… even before the IE programme, most of us did not complete the syllabus… who is the syllabus for? We cannot sell our children short just in order to finish this book called the syllabus!"

(Quotes from teachers in Sue Stubbs, 1995, Case Study on IE in Lesotho)

5.3. Active Learners: Children's Participation
Child-to-Child and IE

SWAZILAND
Child-to-Child
Child-to-Child methodology is used as part of the Ministry of Health's CBR programme to empower and educate children about disability issues. Children:
■ Compose songs and perform plays raising awareness in the school and community.
■ Cover issues such as road safety, HIV/AIDs and disability.
■ Help to build ramps, or make toilets accessible, design playground equipment.

"Children 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)

ZAMBIA
Encouraging active learners
"Everyone teaches and everyone learns from one another." Paul Mumba, a primary class teacher in Zambia, used Child-to-Child to help encourage children to be more active learners.
Some of the activities include:
■ Developing teaching and learning materials that explore issues of disability and inclusion.
■ Investigating the role of group work to support inclusion in the classroom.
■ Developing simple assessment tests that can be used by children and teachers in their homes and communities.
■ 'Twinning' pairing non-disabled and disabled children together so that they can work to support each other within their school and community to promote inclusion.

(Paul Mumba, EENET newsletter no 3)

LESOTHO
A Child's perspective
Mamello (a girl with brittle bone disease) was able to carry on in a mainstream school despite beatings from teachers, because of the help from friends. In order to attend the school, she had to be pushed in a wheelchair on a very rough road and frequently fell over and broke her bones. The community was so supportive of 'the little lady' that they came together to rebuild the road to the school so that Mamello could travel to school without breaking her bones.

"I was taught how to read and write at home by my best friend - we used to play together all the time. We started a choir and were joined by many children. Teachers from the primary school visited us and gave me some work to do."

(Mamello Fosere, EENET newsletter no 5)

5.4. The Roles of Activists: Disabled People and Parents
Parents role in IE

LESOTHO
Give and Take between Parents and Schools
Parents have collaborated closely with the development of the IE programme and found that they are 'equal partners' with the teachers. Their contributions include:
■ Assisting and advising teachers on how to manage their children.
■ Giving talks and sharing experiences during teacher's seminars and in-service training.
■ Parent trainers and parent resource persons are able to work with other schools to help them develop IE.
■ Working and planing together with other key stakeholder groups, the Lesotho National Federation of Organisations of the Disabled, and the CBR programme

They also gain from the IE programme:
■ They have become more aware of their children's needs.
■ The knowledge they gain by attending teachers' workshops boosts their confidence and empowers them.

(Palesa Mphohle and Hilda Paneng, EENET newsletter no 1)

Disabled People as Positive Roles Models

INDIA
Social Inclusion leading to Educational Inclusion
In south India, Disabled Activists work with communities to promote social inclusion which in turn paves the way for educational inclusion. They do this by:
■ Creating positive role models - disabled students were trained as change agents and shared valuable health information with the community. They began to be seen as valuable resources in the community.
■ Encouraging families to let their disabled children come out of the house and play in inclusive playgrounds.

"These events provided a platform for disabled and non-disabled children and their parents to mingle, paving the way for acceptance and inclusion… Familiarity breeds the seeds of inclusion."

(B Venkatesh, EENET Newsletter no 4)

NEPAL
Disabled role model changes attitudes
A blind child, Jetha Murmu was excluded from school, and his parents became very angry when CBR workers suggested he attend school. Eventually the CBR worker took the parents to meet a blind lady who could read and write Braille and was an active member of her family. The parents then changed their attitudes and allowed the CBR worker to offer training to Jetha in Braille. The CBR worker had to work hard to convince the school to accept him, but succeeded in the end. He is now famous in his village as 'the only boy in the village who can read and write without light in the night'.

(Janak Thapa, EENET newsletter no 5)

5.5. Inclusive Education in the Real World
IE and Poverty

MALI
Inclusion in conditions of extreme poverty
The Douentza district in Mali is one of the poorest areas in the world. 90% of the population live below the established poverty line. Only 8% of children attend school, and 87% of 7 year old children have work responsibilities occupying around 6 hours per day. Only 6% of villages have a school and teachers are poorly trained and overstretched. In this context, a pilot education programme was developed that also had inclusion as a core component:
■ The pilot programme began with a thorough feasibility study that involved ALL stakeholders in the community in sharing their perspectives on education and schooling.
■ The community prioritised education and school committees were formed that included one woman who was responsible for girls' and disabled children's enrolment.
■ The decision to include disabled children is rarely spontaneously prioritised by poor communities, as they have no positive role models that show that the child can learn and be productive. An outside catalyst (in this case an NGO) is often necessary to encourage a focus on disability.

"The barriers which exclude disabled children are by no means unique to disabled children - however there are issues which are specific to the inclusion of disabled children."

■ Children with mobility, visual and hearing impairment were included. One child proved to be a more able learner than many of the non-disabled children.

"To begin with we had the commitment to include disabled children, but we did not really believe that they could be in school. Now we have seen for ourselves, and we have moved from commitment to conviction."

(Sue Stubbs, EENET Newsletter no 4)

INDIA
IE needs to respond to poverty

A CBR worker asks a mother of an 8 year old child with hearing impairment: "Why don't you send your child to the pre-school at the self-help centre? It's very near your house."

The mother replies: "My son has a lot to do. I need him to take the goats out to graze. I can only send him when he has no work to do at home."

(Ruma Banerjee, Seva in Action, Bangalore)

IE is Broader than Schooling
- the Community Context

BANGLADESH
Learning from Non-Formal Education
The Bangladesh non-formal primary education programme (NFPE) aims to reduce mass illiteracy, increase girl's participation and provide basic education for all, particularly the poorest. It is characterised by:
■ A flexible schedule - lessons in the early morning, 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.

"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. These links will water the seeds of inclusive education in Bangladesh."

(Anupam Ahuja, EENET newsletter no 4)

VIETNAM
The role of CBR

"CBR workers have worked together with primary school teachers to make low cost rehabilitation aids and to conduct joint surveys to identify which children were ready to start school. Home learning is promoted in the family setting when it is not possible for a child to attend their local school. Age and degree of disability are not considered barriers to learning in the community context."

(Trinh Duc Duy, EENET newsletter no 2)

Community Initiatives in Including
Different Minorities

UGANDA
Inclusion for Nomads
In Karamoja in Uganda, the Karimojong people depend on livestock for their survival, and are semi-nomadic. Only 11.5% are literate. The children's domestic duties are essential to their family's survival. The ABEK (Alternative Basic Education for Karamoja) programme is strongly community-based and has promoted inclusion in education as follows:
■ The programme was initiated by the community and facilitators are selected from the community.
■ Learning areas are totally relevant to the community and their survival, they include livestock education, crop production, peace and security and health.
■ The facilitators have lessons in the early morning before they need to go to the fields, and again in the evening when work has finished.
■ Girls are able to bring younger children whom they have to care for.
■ Boys are able to bring their herds to graze and still take part in learning to read and write.
■ Parents and elders are welcome to attend and take part.
■ Instruction is in their own language.
■ Teaching methods are active and involve music and dance.
■ The elders themselves are specialist facilitators on subjects such as indigenous history and knowledge of survival.
■ The District Education Office has a key role to play - it is involved in the administration of ABEK and also ensures a strong link with the formal system.

■ The participation of disabled children.

(Margarita Focas Licht, EENET newsletter no 4)

THE PHILIPPINES
Inclusion does not mean not forced integration
In the Philippines, the Manoba are a minority mountain community who have been forced off their ancestral lands and are living in extreme poverty. They are reluctant to integrate with the settler communities and their children tend to therefore be excluded from educational programmes. The Self-Help Education Programme Appropriate for Cultural Communities (SHEPACC), with funding from Handicap International, contributes to community based learning centres run by para-teachers who are identified by the community, and receive community-based and culturally appropriate training. About 10% of the children in these programmes have so far been included successfully into mainstream schools.

(Evelina Tabares, EENET newsletter no 2)

CZECH REPUBLIC
Overcoming racism through Inclusion
The Czech Republic mainstream schools are not conducive to diversity. There is a strong racism towards Romany people who are considered to be inferior and best suited to special schools. Over 50% of Romany children attend special schools. An NGO has begun to have success in helping Romany children to be included in mainstream schools. They have done this by:
■ Building the self-esteem of Romany children.
■ Challenging attitudes within schools.
■ Working with families.
■ Placing Romany classroom assistants in schools to work with Romany children.
■ Focusing on improving learning of Romany adults.

(Alison Closs, EENET newsletter no 3)

Inclusion in Conflict and Refugee Situations

NEPAL
IE in Bhutanese Refugee Camps
The promotion of inclusive education in Jhapa Refugee Camp in Nepal is an integral component of the Community-Based Rehabilitation programme, which aims to respond to the needs and issues identified in the focus groups. Key components include:

■ Home visiting by CBR workers, who include parents and neighbours, and who mobilise parents to integrate their disabled children into the mainstream.
■ The disability programme has formed representative groups from amongst disabled children's parents who meet twice a month with Save the Children Fund staff and review progress, problems and responses.
■ Active coordination is maintained in policy and practice between the social agencies in the inter-related field of education, health and social welfare.
■ The holistic CBR approach is necessary to support the inclusion of disabled children in education. For example, blind children need mobility training and Braille, whilst some physically disabled children needed physiotherapy and mobility aids such as walkers, crutches, parallel bars, toilet chairs, corner chairs and splints. Teachers and parents received training.

"By 1997, over 700 children had been integrated into mainstream schools. These included children with physical and sensory impairments, and mild learning disabilities."

(Sue Stubbs, Case Study on Jhapa Refugee Camps)

PALESTINE
Conflict can present opportunities
In the context of Israeli occupation and ongoing unrest, the disability sector had been alienated from the mainstream community and continued to develop a segregated model of education and rehabilitation. Ironically, the Intifada (Palestinian uprising) brought with it a sudden explosion of interest in disability... This explosion of interest in disability brought with it many positive changes that went beyond the institution-based rehabilitation. For example, CBR was introduced and the need to respond to disabled peoples education within the community was felt.

"But the challenge was that millions of dollars were poured into medical rehabilitation for those injured during the Intifada; 'the needs of the majority of disabled people were eclipsed'."

(George Malki, EENET Newsletter no 1)

5.6. Is Inclusion for Everyone?
The 'Deaf Dilemma'[14]

"Deaf people need a strong deaf community. Once this has been strengthened, deaf people can enjoy a full share of the benefit of living in a hearing society."

(Raghav Bir Joshi, Director of the Kathmandu Association of the Deaf. EENET newsletter no 2)

What is the 'deaf dilemma' in relation to IE in poorer countries?

Hearing impairment can be mild, moderate or severe and also affects individuals differently. Some children with mild hearing impairment can learn within mainstream 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. There are also children who are deaf-blind, and the challenges for their inclusion are even more severe.

The problem for the majority of deaf children who live in the economically poorer countries, is that segregated, residential special schools are unrealistically expensive, can only meet the needs of a few, and the resulting separation from family and community can de-skill the child 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 the oral methods that go against the recommendations in the UN Standard Rules and the Salamanca Statement.

So the 'deaf dilemma' is:
■ Sign Language can only develop when **deaf people come together** to learn, but;
■ segregated education **does not promote inclusion** within the family or community, and;
■ **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 many countries in the North.
■ Inclusion needs to be seen as broader than schooling, and within the community; small groups of deaf children and adults can meet to learn sign language without being excluded from the overall education planning and provision, and they can stay within their communities.
■ Bi-lingual education needs to be explored at the family, community and school levels.

Children with profound and/or multiple impairments

It is often just assumed that IE is not for children who have very severe physical and intellectual impairments. This assumption is usually based on a fixed idea of education and of schools. It is based on the 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, IE 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.

ICELAND
Good Planning can overcome barriers

A severely disabled boy is fully included in his 5th year of neighbourhood school. He uses a communication system called 'Bliss' to express himself, either through tables or the help of a flashlight attached to his glasses.

[14] From an article by Susie Miles, available on the EENET website

"The excellent situation in this class is not a coincidence, nor has it come naturally, it is effective because it is planned that way, like any other good practices in schools. The teachers, in close cooperation with the parents have developed their skills, nurturing a positive atmosphere for learning and social growth."

(Rosa Eggertsdottir, EENET newsletter no 1)

In the South there is a big difference between an included child and an excluded child, especialy when that child is at home and not in school. See Chapter 2 for an example. A CBR programme working closely with IE is often the strategy that facilitates this inclusion.

5.7. The Challenges: Overcoming Barriers
On-going Participation

The examples above clearly demonstrate that 'where there is a will, there is a way'. The success of IE is not dependent on some perfect formula, but on the willingness of people to work with each other to identify and overcome barriers as they arise. This is why on-going participation is necessary. If the key stakeholders are not fully involved, and do not feel they have ownership of the IE programme, then when problems arise within their specific contexts, they will not be motivated to act.

EENET - Creating Conversations

One of the main aims of the Enabling Education Network is to 'create conversations' about including marginalized groups in education. To this end, EENET has been involved in several projects to help enable people to think critically about their own practice. One project is about enabling local practitioners to reflect on and analyse their own experience. **Three simple questions are suggested to facilitate this:**
1. **What** are the barriers to children's participation and learning?
2. **How** can the barriers be addressed?
3. **Who** needs to be involved?

There are many types of barriers, and the following categorisation was made by practitioners from countries in the South. Barriers and opportunities exist in relation to:
a) **People:** children, teachers, parents, community-based workers.
b) **Money and materials:** external donors, sustainability, locally produced equipment.
c) **Knowledge and Information:** literacy, policy, local problem solving, foreign concepts, international documentation.

(See EENET website for further information – more information is given in chapter 7.1)

Active Learning and Active Teaching - Bangkok, Thailand

Analysing barriers and opportunities
The following table gives examples of how different factors can either be an opportunity or a challenge in relation to the 3 'key ingredients' discussed in chapter 4.

KEY INGREDIENTS OF IE	Opportunities for the development of IE	Challenges and barriers in the development of IE
1. Strong Framework (the skeleton): ▪ Values, beliefs ▪ Key principles ▪ Indicators of success	▪ School improvement initiatives ▪ Human rights instruments ▪ Existing good models	▪ Lack of, or weak, policy ▪ Rigid school system ▪ Existence of special schools and 'individual model' mentality
2. Implementation in Local Culture and Context (the flesh): ▪ Practical Situation ▪ Resources ▪ Cultural issues	▪ Community-based initiatives, e.g. CBR ▪ Pioneering non-formal programmes ▪ Cultures with strong community-solidarity focus	▪ Domination of North-based models ▪ Over or under-resourcing ▪ Cultures with a resistance to diversity ▪ Resources tied up in segregated system
3. On-going Participatory Monitoring (life-blood): ▪ Who ▪ How ▪ What and when	▪ Activists; groups of Disabled People and parents ▪ Children's participation initiatives, e.g. C-to-C ▪ Participatory and creative tools	▪ Top-down implementation of IE ▪ Lack of civil society organizations ▪ Lack of collaboration ▪ Lack of committed personnel

This model can be developed in different ways according to the local context and culture. One example of how an analysis of barriers has been used in a practical situation is the table on the following page. This was developed during a mid-term evaluation involving all the key stakeholders.

Figure 6

Example from Mali – applying the social model

BARRIERS	OVERCOMING BARRIERS
1. Inadequate and inappropriate state provision:	▪ Investigating alternatives such as community and NGO support ▪ Consultation with local community ▪ Collaboration between NGO, community and state
2. Education for girl children not seen as a priority within Mali culture:	▪ A decision was made to ensure that 50% of school places went to girls ▪ One member of the management committee (a woman) was given the specific responsibility for girls recruitment ▪ Local theatre and music groups used to raise awareness and change attitudes in the local community on girls and education
3. Access to education by disabled children is not prioritised by government, NGOs or community within Mali:	▪ Collaboration with a Disability NGO to identify disabled children and raise awareness ▪ Decision to make inclusion of disabled children mandatory from the start ▪ The management committee person responsibility for girl's recruitment also given responsibility for disabled children's recruitment ▪ Local theatre and music groups used to raise awareness and change attitudes on disability
4. Lack of transport for physically disabled children to get to school:	▪ Initially one parent was carrying their child daily ▪ Collaboration with the disability NGO will result in provision of tricycles for those who need them
5. Parents reluctant to bring their disabled children out into the open:	▪ Awareness raising and mobilisation of parents with support from Disability NGO
6. Lack of educational expertise within villages:	▪ A decision was made that the knowledge and experience of local villagers was more relevant to village children than urban-educated professional teachers ▪ Local villagers were selected and then trained by professionals
7. Local communities are very poor and do not have spare time and resources:	▪ If the villagers genuinely want a school, then there is a basis for the motivation to support and maintain the school ▪ Villagers manage to find resources to build their own houses and to manage other areas of their lives ▪ Involvement of the whole community right from the analysis and planning stages was essential ▪ Villagers' contributions are built in from the beginning and include physically building the school, contributing financially to teacher's salaries, and being responsible for the overall management ▪ On-going monitoring and support from SCF is also essential
8. Lack of knowledge and experience of making education accessible to deaf children	▪ On-going training and support from ADD, and realistic appraisal of the whole life of the deaf child; there is no point in just physically placing an older deaf child within a school ▪ Working more with parents and families on developing communication with their deaf child

Where have we got to?

6.1. Answers to Key Questions

Some key questions were posed at the beginning of Chapter 2. The preceding chapters have attempted to answer these questions through discussion and case studies.

1. Is IE really about including all groups, or is it mainly about including disabled children?

IE is about including ALL marginalized groups, but the policy and practice of including disabled children has been a major catalyst for developing effective IE that is flexible and responds to a wide diversity of learning styles and speeds

2. Is IE a priority?

If educating all children, reducing poverty and developing tolerance and respect for diversity are important, then IE is a priority. If it is not prioritised, it is much more difficult and expensive to develop once a complex infrastructure is in place. So particularly where there is very little infrastructure, and in post-conflict reconstruction situations, IE is a priority. However, communities rarely spontaneously prioritise inclusion without the help of a catalyst or a visible role model or successful example.

3. Is IE an invention of the North being imposed on the rest of the world?

No, not in its essence. The terminology may have evolved in the North, but countries in the South were arguably more 'inclusive' before colonialism, and now are often the pioneers in real sustainable inclusion. However, foreign donors and development agencies still try to impose their own versions of IE, without consultation and participation. This should be resisted.

4. In what ways is IE linked to key challenges facing education such as drop-out rates, quality of education, enrolment of girls, rigid curriculum, lack of resources?

IE is centrally linked to these issues, and provides concrete solutions to many of these challenges. For IE to be sustainable, then schools have to improve, become flexible and respond to diversity. Where IE has been implemented and drop-out/repeater rates have been monitored, e.g. in Lesotho, they have been reduced.

5. Does IE really mean educating ALL children from a given community in the same school building?

There are more and more examples of how a really flexible, child-focused school CAN accommodate all children. But it is essential that the 'school' should not be seen in a rigid, traditional way. It needs to be very flexible, community and child-orientated, and respond creatively to the local situation.

6. Is IE the same as inclusive schooling?

In countries of the North, schools have been the main focus of IE, but in two thirds of the world (the South), education is much more than schooling. In these countries, education can be non-formal, informal, and inclusive of a range of community-based initiatives. Education begins at, and in, the home and Inclusive Education takes the family and home into account.

7. What is the difference between Inclusive Education, Integrated Education and Special Education?

IE is about focusing on and changing the education system, whilst Integrated Education and Special Education are about focusing on and changing the child

8. Is IE really appropriate for severely disabled children, and those who are deaf or deaf/blind?

Yes, providing IE is perceived as something that adapts to children, is broader than schooling and is not a rigid system that children have to adapt to. It also needs appropriate resources and materials. The key issue is to focus on the goal of an inclusive society, inclusive educational planning and responsibility, and flexibility in terms of form.

9. Is there a 'right' way to do IE? Is there a clear plan we can follow?

There are some key underpinning values, beliefs and principles in IE, which are based on a social model, and are aligned to the key Human Rights instruments. But there is no blueprint and no magic answers. In fact it is essential that IE is planned for and implemented in a participatory manner, firmly based in the local culture and context, and fully utilising local resources. It takes commitment, time and effort to make IE successful and sustainable.

10. Is IE really practical, particularly in countries with few resources and many challenges?

Yes, some of the best examples of IE are based in poorer countries of the South. IE is far more practical than segregated education. It is far more practical than just excluding groups of children and then having to deal with the consequences of high rates of illiteracy and passive, dependent citizens.

6.2. Concluding Comments

This booklet has attempted to present an overview of the situation of IE as it is today, with particular reference to the majority world; the economically poorer countries of the South. A summary of the main messages that this booklet has attempted to communicate would be:

■ **IE is NOT a separate strategy** to be used for educating disabled children - it is a process and a goal that represents a particular quality or characteristic of EFA (Education for ALL). IE should be a means of achieving EFA, and EFA should be a means of achieving inclusion.

■ **IE is about changing the school system**, not about labelling and trying to change individual children or groups. It does not exclude the need to respond to diversity, but approaches this by identifying **barriers to learning** for individuals or groups of children.

■ **IE is broader than schooling**. We tend to think that education = school, and schools = rigid, unchangeable structures. It is difficult for IE to fit into this model. In poor communities, the lack of infrastructure and lack of schools can be an opportunity to create education that is more child centred and more appropriate, relevant and inclusive. IE involves thinking creatively about how to include all children in a system that can encompass schools, non-formal programmes, home-based education and small groups for learning Sign language or other mother tongues, with a fully involved community.

■ **IE is part of a broader goal** of working towards an Inclusive Society. It is not just about methods and systems, but is about key values and belief in the importance of respecting and valuing difference, not discriminating, and collaborating with others to create a more equitable world.

What this Booklet has NOT addressed

There are very many aspects to a discussion on IE, and inevitably, there are key issues that have been missed out or referred to only briefly. The aim of this booklet was not to provide guidelines for practical classroom methodology – that has been done elsewhere and resources are recommended in the next section. There are also important aspects of IE that have been mentioned only briefly – for example, the different stages and levels of education from Early Childhood, through Basic, to Secondary and Higher Education and vocational training. The general principles of IE are relevant throughout these stages, but the booklet has not focused upon these.

Finally, IE is a dynamic process that will move to and fro between theoretical discussion and practical implementation. The final chapter will provide some guidance for further study, more detailed practical support and information on specific aspects of this very wide, complex and culturally diverse subject of IE.

CHAPTER 7

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What Next?
Where to find out more

The following resources are mostly compiled from material supplied by EENET.
Unless otherwise stated, they can all be obtained via EENET. Adresses and etc. can also be obtained at the publisher of this booklet, Atlas alliance in Norway.

7.1. Useful Organisations

The Enabling Education Network (EENET)
www.eenet.org.uk
eenet@man.ac.uk
EENET is the key resource for information about IE in relation to economically poorer countries. It produces a newsletter once a year, has a very comprehensive website, and has also produced a CD rom with the contents of the website on it.
EENET coordinator,
Centre For Educational Needs,
School of Education,
University of Manchester,
Oxford Rd, Manchester,
M13 9PL, UK
Tel 00 44 (0) 161 275 3711
Fax 00 44 (0)161 275 3548

The Atlas-alliance
The Atlas-alliance is an alliance of Norwegian DPOs involved in support to projects for people with disabilities and DPOs in the South. The alliance has established a resource and documentation database: Click for English after entering:
http://www.atlas-alliansen.no/server/atlas/ressursbank.jsp

CSIE is the Centre for Studies on Inclusive Education
CSIE provides information about inclusion and related issues. It is a registered UK charity and its work is based on human rights principles.
The Centre for Studies on Inclusive Education (CSIE)
Room 25, 203 S Block,
Frenchay Campus,
Coldharbour Lane, Bristol,
BS16 1QU, UK
Tel: +44 (0)117 344 4007
Fax: +44 (0)117 344 4005
www.inclusion.uwe.ac.uk

UNESCO Inclusive Education Department
The UNESCO Department (originally called Special Needs) has produced a wide range of resources and publications in different languages on IE.
http://www.unesco.org/education/educprog/sne/index.html
UNESCO Inclusive Education
Division of Basic Education 7
place de Fontenoy -
75352 PARIS 07 SP - France
Tel: +33 (0)1 45 68 11 95
Fax: +33 (0)1 45 68 56 26/7
Bangkok Office Special Needs Web-site http://www.unescobkk.org/education/appeal/topic08.htm
Dakar Office Inclusive Education
Web-site http://www.dakar.unesco.org/education_fr/base_integr.shtml
Santiago Office Web-site http://www.unesco.org/ education/orealc/webeng/

UNESCO Education for All (EFA)
This department in UNESCO is responsible for coordinating the EFA initiatives, including the recently established Flagship on Including the Disability Dimension in Education. This department also has the texts of the key conference reports on education: Jomtien and Dakar.
http://www.unesco.org/education/efa/index.shtml

Child-to-Child Trust
The Child-to-Child Trust co-ordinates a worldwide network of health and education workers in over 60 countries. The Trust is an independent charity, based in the University of London, which designs and distributes health education materials and advises on the implementation of Child-to-Child projects.
Child-to-Child Trust,
Institute of Education,
20 Bedford Way,
London WC1H OAL

Tel: +44 (0)207 612 6648/9
Fax: +44 (0)207 612 6645
E-mail: teiecs@ioe.ac.uk

Inclusion International
Inclusion International was formerly called the International League of Societies for Persons with Mental Handicap - ILSMH. It is a human rights and advocacy organisation, which works closely with the United Nations. It has 173 member organisations in 109 countries (1998) and works closely with regional Inclusion International groups.
Inclusion International,
International Disability Centre,
13D Chemin du Levant
01210 Ferney-Voltaire,
France
Fax: +33 (0)450 400119
E-mail: info@inclusion.international.org.
Web: www.inclusion.international.org

Deaf Africa Fund
The Deaf Africa Fund (DAF) exists to meet the needs of deaf children and their families in income-poor countries. One of those needs is for parents to have access to up-to-date information and opportunities to meet other parents, both within their own country and in other countries.
Deaf Africa Fund,
Chapel Cottage,
7 King Street,
Much Wenlock TF13 6BL, UK

Save the Children Sweden (SC S)
SC S works for the rights of children by developing knowledge about children's conditions and needs, sponsoring practical development and programmes and disseminating the experience gained, and by influencing public opinion and decision-makers.
Rädda Barnen Sweden,
SE 107 88, Stockholm, Sweden
Fax: +46 (0)8 698 90 20
E-mail: info@rb.se. Web: www.rb.se

Save the Children UK (SC UK)
Save the Children is the UK's leading international children's charity. SC UK works in more than 70 countries on emergency relief and long-term development initiatives. SC UK has a wide range of unpublished papers on Inclusive Education, many of which are on the EENET website, or can be obtained from the SC UK Resource Centre.
Save the Children UK,
17 Grove Lane,
London SE5 8RD, UK
Tel: +44 (0)20 7703 5400
Fax: +44 (0)20 7708 2508
www.savethechildren.org.uk

Child Rights Information Network (CRIN)
CRIN is a huge network of child rights activities and practitioners. It has a large database and regular newletter. **Postal address - as Save the Children above.**
To subscribe to the email network;
crinmail_english-subscribe@domeus.co.uk
Enquires; info@crin.org.
Web: www.crin.org

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7.2. Practical Guidelines

UNESCO Teacher Education Resource Pack: Special Needs in the Classroom (1993)
These materials were produced as part of a UNESCO project to help schools and teachers respond to pupils with special needs. They can be used as part of an initial training course for teachers; an in-service workshop; or school-based staff development.

UNESCO (2001): Open File on Inclusive Education: Support Materials for Managers and Administrators
This resource pack addresses assessment, professional development, the role of families and communities, and the development of an inclusive curriculum.

UNESCO: Deafness: A guide for community workers, teachers and parents (2001)
This UNESCO publication is accompanied by a video. The publication is relevant to all cultures and settings, and has an excellent section on education. The video is set in Uganda with some footage of the Lesotho inclusive education programme.

UNESCO: Understanding and Responding to Children's Needs in Inclusive Classrooms: A guide for teachers (2001)
This guide can be used in addition to the UNESCO Teacher Education Resource Pack. It repeats some of the messages contained in the Resource Pack, but it also gives practical advice to teachers in coping with children who have particular learning difficulties.

Holdsworth, J, Sacklokham, K, Phommaboud,C, Inthirath, S. (1997) Management of Integrated Education Programme: Guidelines, Laos
Practical guidelines based on piloting IE in Laos.

Index for Inclusion: Developing learning and participation in schools (2000)
This is a set of materials to guide schools through a process of inclusive school development. It was produced by CSIE in collaboration with the Centre for Educational Needs, Manchester, and the Centre for Educational Research, Canterbury and is the result of 3 years of action research. It has been translated into many different languages.
Price: £24.50 inc. p&p. in the UK
Available from: Centre for Studies on Inclusive Education (CSIE) . Address as above.

Hazel Jones (1999) Including Disabled People in Everyday Life
This practical video and publication is based on a series of workshops developed by Save the Children as part of its community-based disability activities in Ho Chi Minh City, Vietnam.
An SC UK publication Price: £9.95 & £1.50 p&p.   ISBN: 1 841870 08 0
Available from:Publications Sales, SCF UK

Ingrid Lewis (2000) Access for All: Helping to Make Participatory Processes Accessible for Everyone
This document was produced following SC UK's Global CBR Review. It gives a comprehensive overview of accessibility issues before, during and after seminars. It is available in French, Portuguese, Spanish and Arabic, audio cassette (English) and Braille.
Available from:Development Dialogue Team, SCF UK

Jones, H (2001) Disabled Children's Rights - a practical guide
This simply written manual includes a simplified version of the UN Convention on the Rights of the Child and a summary of the UN Standard Rules. It also has a useful checklist for including disability issues in child rights programming. It comes with a CD-ROM entitled 'Disabled Children's Rights: examples of good practice and violations from around the world' and is available from Rädda Barnen Sweden. Address as above.

Parent Mobilisation Resource Group and DICAG, South Africa (2000). Where there is a Will, There is a Way 'Training Guidelines for Parents and Professionals in Creating a Society for All'. Funded by NFU, Norway
Copies of this short document are available from EENET.

Rieser, R and Mason, M (1992) Disability Equality in the Classroom
Parents of children with disabilities requested the writing of this very informative publication. It has been written by disability equality trainers who have a great deal of experience of promoting inclusive education. Although it is based on UK experience, it is very easy to adapt to other situations.

Rieser, R and Mason, M (1994) Altogether Better: From 'Special Needs' to Equality in Education
This video training pack promotes the creation of school systems that value difference and therefore enhance the educational environment for everyone. Produced by Charity Projects and available from Disability Equality in Education, Unit 4Q Leroy House, 436 Essex Road, London N1 3QP, UK. Fax: +44 (0)207 354 3372, E-mail: info@diseed.org.uk

Parents as Trainers of Families, Professionals and Communities (1999)
This is a training course developed by the Lesotho Society of Mentally Handicapped Persons (LSMHP). It is available in English and Spanish.

Let's communicate: a handbook for people working with children with communication difficulties.
Co-published by WHO, UNICEF and Ministry of Health in Zimbabwe. 1997.
This is a series of booklets on a range of communication issues.
Available free from: Disability and Rehabilitation Team, WHO.
Reference: WHO/RHB 971. WHO, CH-1211, Geneve 27, Switzerland

UN Convention on the Rights of the Child Training Kit. International Save the Children Alliance. Price SEK 336.
This is invaluable for anyone engaged in training and education work in the field of child rights. Available from: Radda Barnen Sweden

Low Vision Guidelines for Itinerant Teachers, Class Teachers, Rehabilitation, Social Workers and Parents. 1998.
Gladys Nyaga. Available from:
Sight Savers International, PO Box 34690, Nairobi, Kenya Fax: +254 2 505548
Email: ssiecsa@africaonline.co.ke

Promoting Inclusive Education - Training for Implementors of the Child-to-Child Activity Sheet
A pilot project at the Jerusalem Centre for Disabled Children, Palestine, Maysa Hawwash. Najat Soboh and Lucienne Maas have produced a training package with illustrations.

Ainscow et al (1999) Creating Conditions for School Improvement
A practical guide on working in a participatory manner in schools. Based on the UK situation, but has some useful frameworks that could act as a starting point for discussion.

7.3. Videos and Video Training Packs

Ministry of Education, Lesotho (1996) Preparing teachers for inclusive education
This is a video-based training package for use on in-service and pre-service training courses consisting of 13 video programmes and arranged in four parts: foundations, overcoming impairments, adapting the curriculum and responding to difference. Accompanied by four booklets. **240 mins Price: £30** for Northern-based and Northern-funded agencies. Free for Southern organisations. Available from EENET.

Community Based Rehabilitation Service (CBRS), Nepal. Building on Ability (2000)
This video gives an insight into the day-to-day lives of disabled children supported by CBRS in Nepal. There is a focus on educational inclusion.

Parents for Inclusion (PI) Including All Children (2001)
This video is set in the UK context, but it has a wide appeal. It focuses on educational inclusion and the role of parent organisations.
The video is **17 minutes** long and costs **£10**. Available from PI, Unit 2, 70 South Lambeth Road, London SW8 1RL, UK
E-mail: info@parentsforinclusion.org   Web: www.parentsforinclusion.org

The Agra Seminar Report and Video. International Disability & Development Consortium (IDDC). Inclusive Education: Towards the Common Goal
This video was filmed at the IDDC international seminar on Inclusive Education, Agra, India in March 1998. A report of the seminar accompanies the video. **20 mins**
Price: **£5.00**. Free for Southern organisations.
Available from: EENET

The Norwegian Association for Persons with Developmental Disabilities (NFU)
1. My Rights, 1998
This video and training manual address the equal opportunities of people with mental disabilities. The video features the following countries: Zambia, Zimbabwe, Mauritius, Lesotho, South Africa, Jamaica. The parents' organisations in these countries are members of the Parents Mobilisation Resource Group, a working group of Inclusion International.
Price: US$30

2. Bridging the Gap: Parents as Trainers, 1997
This video demonstrates the role that parents can play in raising awareness among professionals of the needs of their children with developmental disabilities. It was produced in Lesotho.
Available from: NFU, Rosenkrantztgate 16, 0160 Oslo, Norway Fax: +47 22 39 60 50

Save the Children Fund. Children, Disability and Development (1994)
This video is a series of 3 programmes: CBR, Integrated Education and Empowerment and Disabled People. Each programme is based on interviews and is a reflection of SCF's thinking on each of these themes at the time of the Save the Children Global Disability Meeting held in UK in April 1994. Accompanied by programme notes. **72 mins . Price: £5.**
Available from: Publications Sales, SCF UK

UNESCO
1. Teacher Education Resource Pack: Special Needs in the Classroom
Training Video: This puts forward the rationale for introducing the project. **50 mins**, English, 1993. **Price: US$30** Inclusive Schools: This illustrates the experiences of schools in Spain, England, Portugal, New Zealand and Jordan. 60 mins, In the original language of the country examples, 1993. Price: US$30

2. Special Needs Education: Access and Quality
Issues and viewpoints from the Salamanca Debate, 1995
55 mins, English, French and Spanish. **Price: US$40**

3. Working with children with developmental delays
These videos are for community workers, primary health personnel and parents.
Malawi: Getting Together, **50 min**. Sri Lanka: One of the Family, **50 min**
Uganda: Learning Together, **60 min. Price: US$40 each**

Hopeful Steps Community Based Rehabilitation programme: Guyana
1. The challenge of introducing children with disabilities into mainstream schools.
This is a training package consisting of a video of 10, 12 minute programmes. Accompanied by an illustrated 60 page teaching manual. **120 mins**.
Price: US$80 or £50

2. Educating Communities about Disability
This video presents a series of puppet shows designed to increase awareness in the community of the needs of persons with disabilities. Accompanied by a 62 page illustrated manual on how to make puppets and write scripts.

3. When there is no Nursery School
This video consists of 7, 10 minute programmes offering ideas to parents and school teachers for stimulating the growth and development of the pre school child when no nursery school is available. Accompanied by an illustrated teaching manual.

4. Introducing Children with Disabilities into Mainstream Schools
This video consists of 8, 15 minute programmes that fall in the categories "Schools for All" or "Working Together in Schools". Accompanied by a 56 page illustrated teaching manual.
NTSC Copies available from: Community Based Rehabilitation PO Box 10847, Georgetown, Guyana. Fax: +592 2 62615
PAL Copies available from: Professor Roy McConkey, School of Health Sciences, University of Ulster, Newton Abbey, Co Antrim, BT 37 0QB, N Ireland, UK
Fax: +44 (0)1232 - 368202 Email: rmcconkey@ulst.ac.uk

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7.4. Case Studies

EENET Newsletters are full of useful case studies on policy and practice in relation to IE in a range of different cultures and contexts

UNESCO: Including the excluded: Meeting diversity in education - Uganda & Romania (2001)
These in-depth case studies, developed by UNESCO, provide useful examples of the implementation of inclusive education.

UNESCO: Welcoming Schools: Students with disabilities in regular schools (1999)
This short publication is accompanied by a video. It is about communities, teachers and children working together to minimise barriers to learning and promote inclusion of all children in school. Teachers from 15 schools, each in a different country, share their experiences and classroom practices.
Available from UNESCO (see above)

Sue Stubbs (1995) The Lesotho National Integrated Education Programme: A Case Study on Implementation
This is a Masters Degree thesis based on collaborative action research in Lesotho. The thesis focuses on learning lessons from a 'successful' and an 'unsuccessful' school involved in a pilot IE programme. Also has an in depth critique of what valid, appropriate research means in relation to North-South collaboration. Available on the EENET website or from EENET.

EENET (2002) Family Action for Inclusion. (in press). A collection of case studies on the role of families and parents groups in promoting Inclusive Education. Available from EENET

Farah, F (2000) Co-operation between Families and Schools: Parent Power Experience in Lebanon
This short chapter tells the story of an initiative taken by the Lebanese Down's Syndrome Association to promote educational inclusion. It stresses the importance of partnership between parents and school staff, and the benefits for all children of including disabled children in their local schools. The chapter can be found in Meeting Special and Diverse Educational Needs: Making Inclusive Education a Reality. Savolainen, H, Kokkola, H and Alasuutari, H (eds). Available free from: **Ministry of Foreign Affairs of Finland, The Department of International Development Co-operation, PO Box 176, 00161 Helsinki, Finland.**

Hastie, R (1997) Disabled Children in a Society at War: A Casebook from Bosnia
This book describes the move from institutional care to integration in the community in a post-communist society.
Oxfam Publishing. BEBC, PO Box 1496, Parkstone, Dorset, BH12 3YD, UK
E-mail: publish@oxfam.org.uk

McConkey, R (2001) A Bundle of Sticks: Family-based organizations in developing countries Unpublished paper
This is a very useful summary of the way in which parents associations are developing in the North and the South, with particular reference to learning difficulties.
School of Health Sciences, University of Ulster, Newtownabbey, BT37 0QB Northern Ireland

Save the Children UK (1995) In Our Own Words: Disability and Integration in Morocco
This is the story of disability services in Morocco from the point of view of the young people themselves. Educational integration is discussed in some detail.
Save the Children UK Publications, c/o Plymbridge Distributors Ltd, Estover Road, Plymouth PL6 7PY, UK
E-mail: orders@plymbridge.com

O'Toole, B and McConkey, R (eds) (1995) Innovations in Developing Countries for People with Disabilities
Lisieux Hall Publications in Association with AIFO-Italy (Associazione Italiana Amici di Raoul Follereau). This book is now out of print and permission has been obtained from the publisher to reproduce it on EENET's website.

Towards Responsive Schools: supporting better schooling for disadvantaged children (2000)
This Save the Children/DFID publication examines how schooling links with poverty and social or political disadvantage. Case studies include community schools in India, kindergartens in Mongolia and education in refugee camps in Lebanon.
DFID Education Publications Despatch, PO Box 190, Sevenoaks, TN14 5SP, UK
Email: dfidpubs@echristian.co.uk

Different voices is a publication which demonstrates the exemplary practice of six Tasmanian teachers in the education of students with high support needs. The materials draw on the experience and practice of teachers in early childhood, primary, secondary and college settings. The visual text presents a photographic essay of a range of classrooms and teacher practice. The stories show how diverse student needs are met as part of everyday classroom life.
Contact: Julianne Moss. Lecturer in early childhood and primary education. University of Tasmania. Box 252c-66 Hobart 7001. Australia.

7.5. Key Publications and Further Reading

UNESCO: The Salamanca Statement and Framework for Action on Special Needs Education A comprehensive overview of principles, policy and practice relating to IE. The Framework provides guidelines at different levels from Government to Community. A key text.

UNESCO: Salamanca - Five Years On (1999)
This is a review of international developments in moving towards more inclusive education systems and UNESCO's contribution to this development.
Available free from UNESCO.

Holdsworth J and Kay J (ed) (1996) Towards Inclusion: SCF's Experience in Integrated Education A very useful overview of key issues based on a Save the Children workshop for practitioners and policy makers from Asia. Includes case studies from Laos, China, Vietnam and Lesotho.

Sue Stubbs (1997) Towards Inclusive Education: The Global Experience of Save the Children A comprehensive discussion of the principles and practice of IE from a global perspective, including case studies from particular countries, and a discussion of the differences between special, integrated, small unit and inclusive approaches.

Sue Stubbs (1994) A Critical Review of the Literature on the Education of Disabled Children in Developing Countries An indepth survey and critique of the literature, including a comprehensive bibliography. This paper raises many challenging issues about the dangers of North-based concepts being imposed on the South, and about the validity of written information.

CHAPTER 7 | Where does IE fit in? Inclusive Education as a Human Right

Where does IE fit in? Inclusive Education as a Human Right | CHAPTER 7

The Agra Seminar Report and Video. International Disability & Development Consortium (IDDC). Inclusive Education: Towards the Common Goal
See under Videos for further details

Susie Miles (2000) Overcoming Resource Barriers: the Challenge of Implementing IE in Rural Areas An excellent challenging paper arguing that lack of resources is NOT a barrier to IE – the attitudinal barrier is far greater. Also see 'Overcoming Resource Barriers' the EENET report from the Symposium presented at the ISEC 2000 conference.

Susie Miles (2000) Enabling Inclusive Education: Challenges and Dilemmas
An overview of key lessons learnt in supporting the development of IE in economically poorer countries. Looking at the role of CBR, and drawing on case studies from Africa and Asia.

Hannu Savolainen, Heikki Kokkala, Hanna Alasuutari (eds). (2000) Meeting Special and Diverse Educational Needs: Making Inclusive Education a Reality
This book is based on the papers presented at the World Education Forum Strategy Session on Special Needs Education, which was facilitated by the Niilo Maki Institute, Finland. Available free from: Ministry of Foreign Affairs of Finland (Address as above).

Emma Stone (ed) (1999) Disability and Development: Learning from Action Research on Disability in the Majority World
ISBN: 0-952840-3-2 **Price: £15.99 + £1.50 p&p**
This book considers the issues raised when northern ideas and practices migrate to the majority world. There are 15 contributions from disabled activists, practitioners and researchers. Subjects include: inclusive education, CBR, disabled people' organisations and disability research. Available from: The Disability Press, The Department of Sociology and Social Policy, The University of Leeds, Leeds LS2 9JT Cheques payable to 'The University of Leeds'. Fax: +44 (0)113 233 4415.

Mel Ainscow. Understanding the Development of Inclusive Schools (1999)
This offers suggestions as to how schools and classrooms can be developed in order to reach out to all learners. ISBN No: 0 7507 0734 8, paperback, **price: £14.95**

Why exams and tests do not help disabled and non-disabled children learn in the same school Simone Aspis (1998) Simone is a disabled special school survivor who was labelled by the examination/assessment system as having learning difficulties. Simone is an independent inclusive education campaigner. She is available for running seminars and workshops on a freelance consultancy basis. Simone Aspis, Changing Perspectives, 40 Churchill Road, Willesden, London, UK Tel/Fax: 0181 459 5717 Simone's paper is available from EENET or from: Bolton Dat for Inclusion, Bolton Institute, Chadwick Street, Bolton, Lancashire, BL2 1JW, UK. Tel: +44 1204 528851 Fax: +44 1204 399074, Email: k.barton@bolton.ac.uk

Inclusive Education on the Agenda (1998)
A useful reference booklet which summarises major international initiatives that support the development of inclusive education. Available from UNESCO, Special Education.

From Them To Us: an international study of inclusion in education (1998)
Edited by Tony Booth and Mel Ainscow This new publication tackles questions such as "Can there be a global view of inclusive education?" through a series of case studies set in eight different countries. The book is published by Routledge and the ISDN numbers are as follows: **Hardback: 0-415 18739-7 (£47.50) Paperback: 0-415-13979-1 (£15.99)**

Mittler, Brouillette and Harris (ed) (1993) Special Needs Education A compilation of articles from around the world, and discussion of different issues relating to the education of disabled children. Some articles focusing on special education and others on inclusive education.

A Chance in Life: Principles and Practice in Basic Primary Education for Children (SCF 1998) Kimberley Ogadhoh & Marion Molteno ISBN No: 1 899120 69 6. This is a practical booklet for anyone working to increase children's educational chances. It argues for inclusive and developmental education systems. Available from SCF's Publication Sales.

Kisanji, J (1998) Culture and Disability: An analysis of Inclusive Education Based on African Folklore Paper presented at the International Expert Meeting and Symposium on Local Concepts and Beliefs of Disability in Different Cultures, Bonn, Germany.

Kisanji, J (1999) Models of Inclusive Education: Where do Community Based Support Programmes Fit In? Paper presented at the Workshop on 'Inclusive Education in Namibia: The Challenge for Teacher Education', Windhoek, Namibia.

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ANNEX 1

The UN Convention on the Rights of the Child Extracts from Articles, 2, 23, 28 and 29

Article 2
1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 23
1. States Parties recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.
2. ...recognise the right of the child to special care...subject to available resources...
3. Recognising the special needs of a disabled child...taking into account the financial resources of the parents or others caring for the child...ensure that the disabled child has access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

Article 28
1. States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
(a) Make primary education compulsory and available free to all.
(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child.
(c) Make higher education accessible to all.
(d) Make educational and vocational information and guidance available and accessible to all children.
(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

Article 29
1. States Parties agree that the education of the child shall be directed to:
(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.
(b) The development of respect for human rights and fundamental freedoms.
(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.
(d) The preparation of the child for responsible life in a free society.
(e) The development of respect for the natural environment.

ANNEX 2

1990 Jomtien Conference
World Declaration on Education For All
Meeting Basic Learning Needs World Conference on Education for All

ARTICLE III - UNIVERSALIZING ACCESS AND PROMOTING EQUITY
1. Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.
2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.
3. The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.
4. An active commitment must be made to removing educational disparities. Underserved groups: the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation, should not suffer any discrimination in access to learning opportunities.
5. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

ANNEX 3

The UN Standard Rules

Rule 6
- States should ensure that the education of persons with disabilities is 'an integral part of the educational system'.
- Para 1; general education authorities are responsible for disabled persons'.
- Para 2; education in mainstream schools presupposes provision of appropriate support services.
- Para 6; states need to **a)** have a clear policy, **b)** have a flexible curriculum, **c)** provide quality materials, and on-going teacher training and support.
- Para 7; community-based programmes should be seen as complimentary to integrated education.
- Para 8; in cases where the general school system does not adequately meet the needs of all disabled persons, special education may be considered... in some instances special education may currently be the most appropriate form of education for some students.
- Para 9; deaf and deaf/blind students may receive more appropriate education in separate schools, special classes or units.

ANNEX 4

The Salamanca Statement and Framework for Action
http://www.unesco.org/education/educprog/sne/salamanc/covere.html

Article 2
- Education systems should take into account the **wide diversity** of children's different characteristics and needs.
- **regular schools with this inclusive orientation** are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the **entire education system.**

Article 3 Governements should
- 'adopt as a matter of **law or policy the principle of inclusive education**... unless there are compelling reasons for doing otherwise'

The Framework for Action
Article 3
- The guiding principle of this Framework is that **schools should accommodate all children**... this should include disabled and gifted children, street and working children, children from remote of nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups... The challenge confronting the inclusive school is that of developing a **child-centred pedagogy** capable of educating all children.
- Article 4: ...**human differences are normal** and learning must be adapted to the needs of the child rather than the child fitted to preordained assumptions... **a child-centred pedagogy is beneficial to all students**, and as a consequence, to society as a whole... it can substantially **reduce the drop-out and repetition**... while ensuring higher average levels of achievement... Child-centred schools are, moreover, the training ground for a **people-orientated society that respects both the differences and dignity of all human beings.**
- Article 6; **Inclusion and participation are essential to human dignity** and to the enjoyment and exercise of human rights.
- Article 7; The fundamental principle of the inclusive school is that **all children should learn together**, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse needs of their students, **accommodating both different styles and rates of learning.**
- Article 10: experience suggest that inclusive schools, serving all of the children in a community, are most successful in eliciting community support and in finding imaginative and innovative ways of **using the limited resources that are available.**
- Article 18: Educational policies at all levels, from the national to the local, should stipulate that **a child with a disability should attend the neighbourhood school,** that is the school that would be attended if the child did not have a disability.

ANNEX 5

Dakar Conference: In April 2000 more than 1,100 participants from 164 countries gathered in Dakar, Senegal, for the World Education Forum. Ranging from teachers to prime ministers, academics to policymakers, non-governmental bodies to the heads of major international organizations, they adopted the 2000-word Dakar Framework for Action, Education for All: Meeting Our Collective Commitments.

Education For All: Meeting Our Collective Commitments
Text adopted by the World Education Forum Dakar, Senegal, 26-28 April 2000

7. We hereby collectively commit ourselves to the attainment of the following goals:
(i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
(ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
(iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
(iv) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
(v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
(vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

28 April 2000 Dakar, Senegal

ANNEX 6

What Happened At The World Education Forum?
Instituto Fronesis May 2000 A critique from 'the South' from the NGO Campaign
(Dakar, Senegal, 26-28 April, 2000) Rosa María Torres,
http://www.campaignforeducation.org/_html/docs/welcome/frameset.shtml

Not much happened at Dakar. It was a huge and costly meeting without sparkle and without expectations, with complicated logistics, with few surprises and with anticipated outcomes, as is usual at events that are concerned essentially with discussing and approving documents that have been prepared in advance and have already been through various drafts. What is left open for discussion is form rather than content: replacing, deleting or adding words, moving paragraphs, or highlighting one particular idea among the whole. Frequently, battles and victories revolve around "including" sentences or paragraphs that every person or group considers relevant from their own points of view or fields of interest: education for girls, protecting the environment, debt cancellation, early childhood development, street children, eradication of child work, the gender perspective, HIV/AIDS prevention, indigenous groups, South-South cooperation, teacher development, community involvement, the fight against poverty, and so on. This results in documents which are cover-alls, including everyone but neither representing nor satisfying anyone in particular. That is how international documents and declarations are drawn up and how they end up talking about generalities, coming back to common-places, enshrining vagueness and ambiguity, and creating the illusion of shared ideals, consensus and commitment.

Education for All 1990-2000 was essentially a top-down movement planned, conducted and evaluated by international and national political and technocratic elites, with scant information or encouragement to participate given to citizens, even to teachers and education researchers and specialists. National EFA plans were usually government plans, drawn up and discussed behind closed doors by national and international functionaries. The global, regional and national meetings to monitor EFA were meetings attended by a few familiar faces. Few people knew about the work done by the EFA Forum - the international body monitoring EFA, the secretariat of which was located in the offices of UNESCO, in Paris - or about the composition of its Steering Committee, its meetings and decisions. The end-of-decade EFA assessment was, for many people, a reminder that there was something called Education for All, which was being evaluated by others and which was already coming to a close.

The next 15 years must not be a repeat of this story. It is not possible to separate thought (top) from action (bottom), either in the relationship between international agencies and national governments or in that between national/local governments and national/local societies. Accepting this distinction means accepting that there are some who plan and others who are restricted to implementation, that the investigation and analysis are already done and that all that is left is converting them into Action Plans. Doing things well means thinking and acting at all levels. Discussing the diagnosis and the strategies adopted at a macro level, and making suggestions as to the "what" and "how" for each specific context, are tasks for the National EFA Forums and for civil society as a whole.

ANNEX 7

The Difference Between Integrated and Inclusive Education
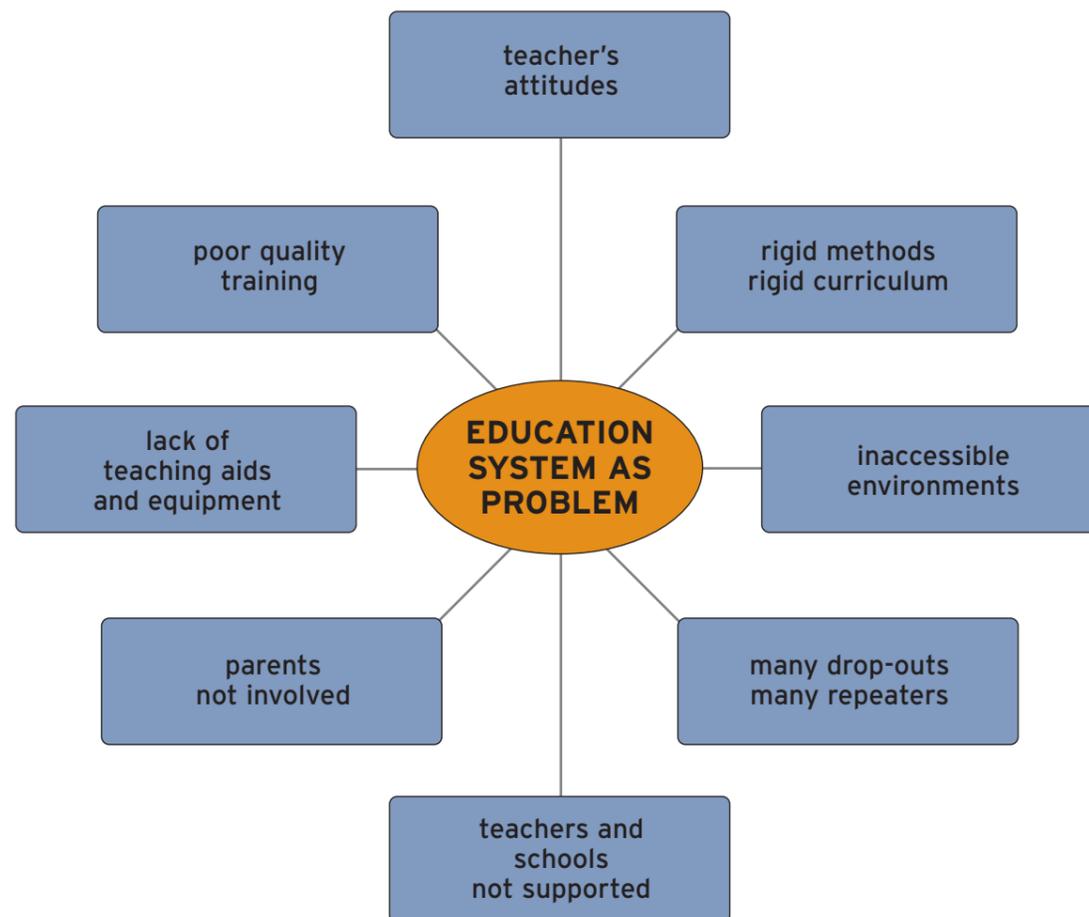(taken from the Agra Seminar Report)

INTEGRATED EDUCATION:
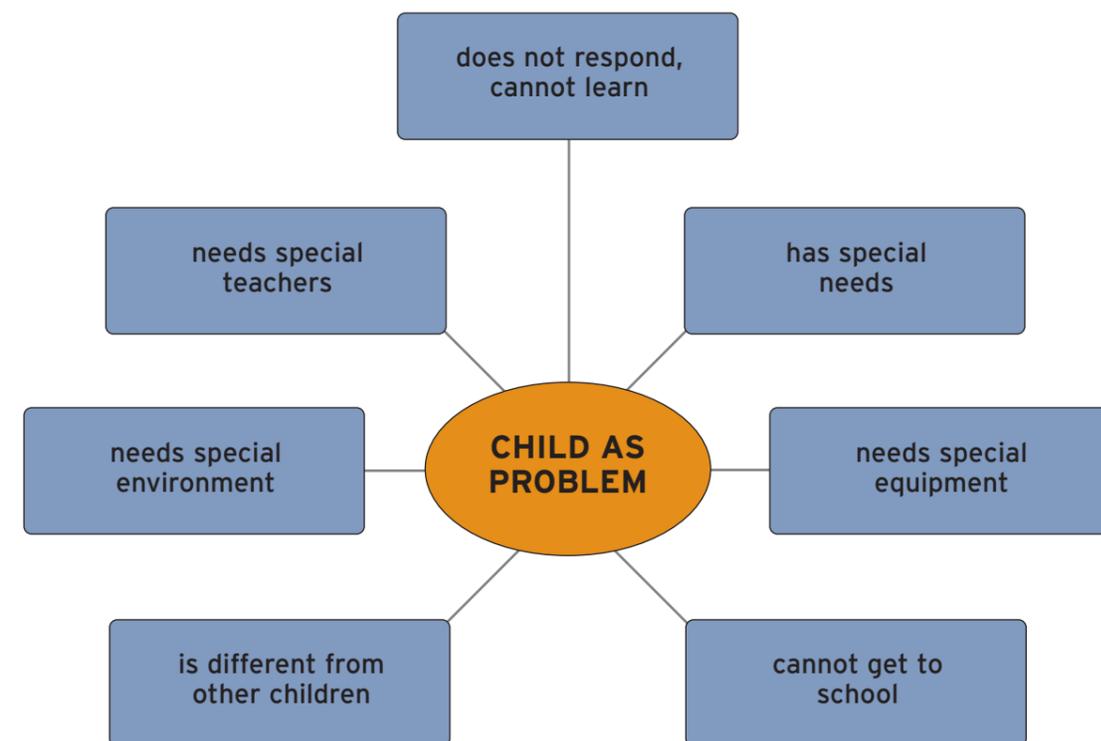
Solutions: Fix or Fail the Child. They can only receive education if:

- They can cope with other children (not be put off by teasing, 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.
- We have extra resources for their 'special' needs.
- They can get to school and communicate properly.
- They are separated out because they are different.

INCLUSIVE EDUCATION:

teacher's attitudes

poor quality training

rigid methods rigid curriculum

lack of teaching aids and equipment

EDUCATION SYSTEM AS PROBLEM

inaccessible environments

parents not involved

many drop-outs many repeaters

teachers and schools not supported

Solutions: School improvement through carefully managed and participatory change

- Develop whole school approach – joint responsibility and problem solving.
- Identify, un-lock and use resources in the community.
- Produce aids and equipment from local low-cost materials.
- Resources allocated to support the learning of ALL students.
- Listen to teachers, offer support, promote team teaching, offer relevant practical training.
- Make environments accessible and welcoming.
- Develop and implement policy to respond to diversity and reduce discrimination.
- Develop Child-to-Child and peer tutoring.
- Create links with community organizations and programmes; DPOs, Parents associations, CBR programmes.

ANNEX 8

INDEX for INCLUSION
Ainscow et al. (2000) Bristol: CSIE

Creating Inclusive Cultures	Producing Inclusive Policies	Evolving Inclusive Practices
Building Community - mutual help and support - different groups involved - welcoming environment - practising respect	**Developing a school for all** - staff recruitment reflecting diversity - staff treated well and fairly - all local children admitted - accessible environments	**Orchestrating Learning** - responsive curricula - lessons are accessible to all - lessons actively encourage an understanding of difference and inclusion - all children encouraged - team teaching
Establishing Inclusive Values - expecting ALL students to develop their potential - shared values - all children valued equally - whole human being – not just a learning machine - removing barriers approach (social model) - policy and process for combating discriminatory practice, eg bullying	**Organising support for diversity** - co-ordination of support - processes for joint problem-solving - different groups supported; staff, students, parents - appropriate support given for different needs (Braille, tape, sign and other language support) - processes for identifying and reducing barriers to learning for ALL pupils	**Mobilising Resources** - fair distribution - un-locking and utilising community resources - all people (children, staff, parents) seen as resources - local and sustainable resource-use prioritised

ANNEX 9

Laos Workshop 1995

Planning and Implementing Inclusive Education: adapted from the Salamanca Framework
for Action

Level ▸ Stage ▾	**A.** Government Legislation and Policy	**B.** Government Organisation	**C.** Community Factors	**D.** School Factors	**E.** Knowledge, skills, information	**F.** Resources
1. What already exists	International, regional, national policies, treaties, conventions in relation to children, education and disability – helping or hindering?	Who is responsible for what? Who has power for policy, budgets, implementation? What expertise exists? How does government relate to NGOs and consumer groups?	What are existing attitudes, behaviours? Are disabled children already in schools? Where are they? Is there CBR? Parent groups? DPOs?	How do schools link with the community, and different government levels? What provision exisits? Kindergarten? Special schools/units? Who goes to school? Who drops out? How are schools managed? Curriculm? Methodology?	What training exists and who does it? Does 'special' training exist? How developed is signing? What sort of information to people have about disability? Workshops to produce assistive devices?	People: parents, DPOs, community members, NGOs, Donors, INGOs, – what would help/hinder inclusion? Materials: facilities for Braille, mobility aids
2. Starting IE	Is a change of policy or new policy needed?	Identify key people and begin awareness-raising – gather support.	Involve and consult with community at the beginning – parents, DPOs, leaders, Child-to-Child.	Choosing pilots depends on many factors; younger ages are better, but replicability is important. Start with what is achievable.	Awareness-raising should target different levels and include anyone who has influence. Training – social model, on-going, flexible, within real context.	How can existing resources be 'un-locked' and utilised? Start with the person, and what actually exists, rather than a 'wish-list'. Collaboration.
3. Supporting Implementation	Lobbying to focus on implementation of policies, allocation and monitoring of budgets.	Steering committees involving all key individuals. Cross-sector collaboration.	Education in the home, community, school – all relevant.	Child-focused teaching methods, flexible curricula and environments, team teaching, appropriate assistive devices. School improvement should benefit ALL children.	Alternate theory with practice – management of change, slow pace, develop culture of shared learning, collaboration.	Use specialists as resources, but keep responsibility firmly with mainstream teachers and wider community.
4. Monitoring and Evaluation	Work with lobbying groups such as Parents and DPOs to ensure policy is monito-red. Make use of existing international monitoring mechanisms – reports, special rapporteurs.	Who is actively involved? Who is really supporting? How are resources actually allocated?	How inclusive is the community in practice? Who makes decisions, who has access to resources?	Should focus on the system not the child; what barriers to inclusion have been removed? Levels of parti-cipation? Collaboration? Response to difference?	Involve trainees in evaluation - is it working? What needs to change?	What are the changes in how resources are being used? Has collaboration increased? Are allocated resources being utilised?

This booklet is written for anyone wanting to know more about Inclusive Education. It is particularly aimed at all people working within the field of education in countries where economic resources are sparse.

The international focus on Inclusive Education is growing, and IE is conceived to be increasingly relevant in achieving the goal of Education for All. In 2001 UNESCO established a flagship on Disability and Education, this has as its aim to: "Advance inclusive education as a primary approach to achieving EFA". However, in spite of the increasing focus directed towards Inclusive Education, andthe growth of literature on the theme, there is still a lack of knowledge and considerable confusion about what the concept implies in reality.

The Atlas alliance wanted to fill this gap and asked Sue Stubbs, co-ordinator for the International Consortium on Disability and Development and former disability advisor in Save the Children UK, to write an overview of Inclusive Education. This booklet is the result: an overview aiming to develop a more in depth understanding of IE's concepts, strategies and key issues. The content of this booklet is accredited entirely to its author. The Atlas alliance is very pleased to be publishing the booklet and hopes it will be a useful resource for readers living and working in the both the South and the North.

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the atlas alliance
global support to disabled people