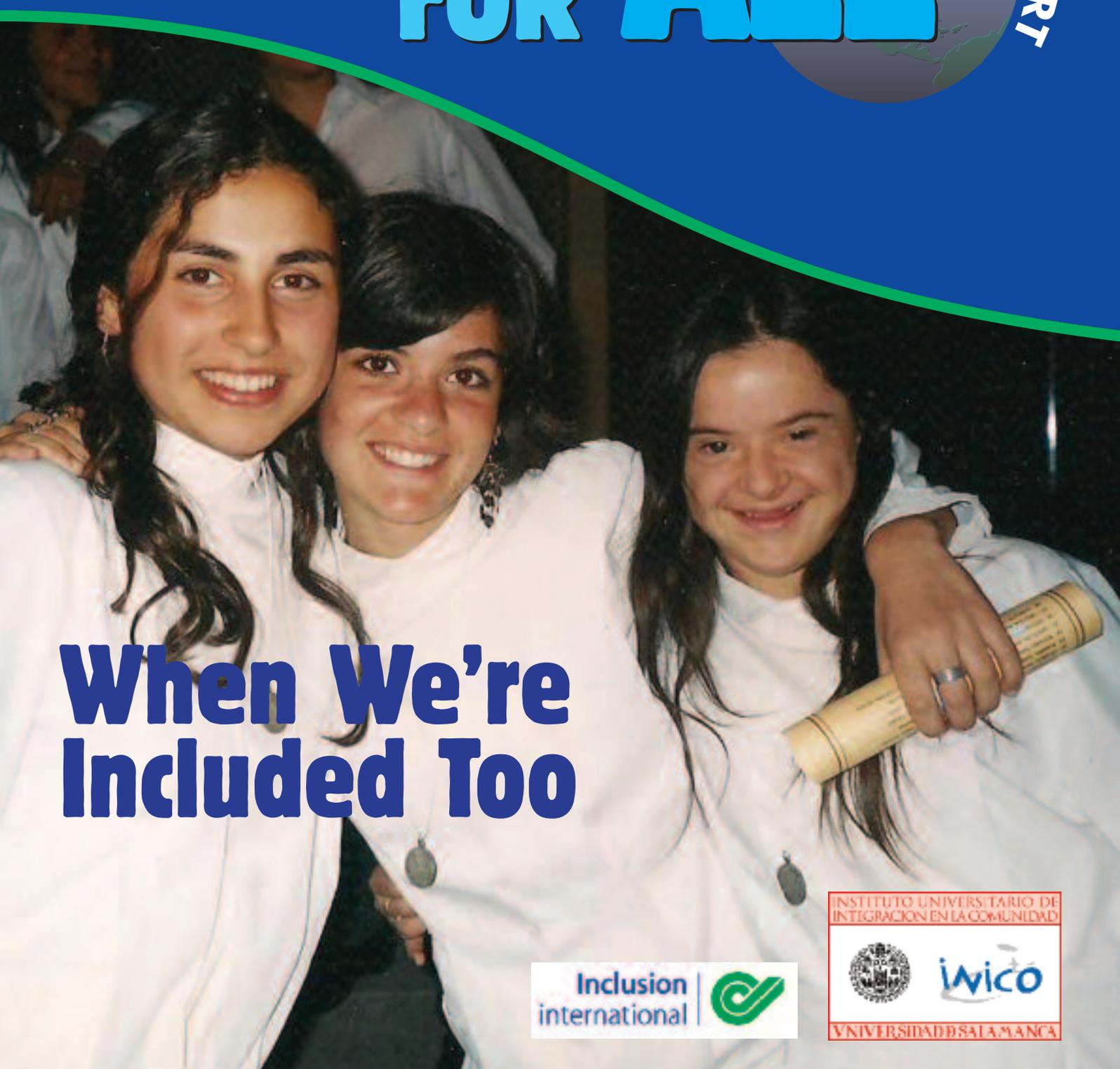


BETTER EDUCATION FOR ALL

A GLOBAL REPORT



When We're Included Too



People with an Intellectual Disability and their Families Speak Out on Education for All, Disability and Inclusive Education

Better Education for All: When We're Included Too

A Global Report

**People with an Intellectual Disability and
their Families Speak out on Education for All,
Disability and Inclusive Education**



First Published 2009
by Instituto Universitario de Integración en la Comunidad (INICO)
Salamanca, Spain

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Printed and bound in Spain by Instituto Universitario de Integración en
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ISBN:

*Dedicated to the millions of children and youth
with intellectual disabilities worldwide who are not yet in
inclusive schools; and to their families and advocates who
struggle daily for the right to a better education for all.*

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| | |
|----------|--|
| AusAID | Australian Agency for International Development |
| CBR | Community Based Rehabilitation |
| CIDA | Canadian International Development Agency |
| CONFEMEX | Confederación Mexicana de Organizaciones en Favor de la Persona con Discapacidad Intelectual |
| CRPD | United Nations Convention on the Rights of Persons with Disabilities |
| CSID | Centre for Services and Information on Disability |
| DANIDA | Danish Cooperative Agency |
| DCI | Danish Council of the Disabled |
| DFID | UK Department for International Development |
| DPI | Disabled Peoples International |
| ECCE | Early Childhood Care and Education |
| EFA | Education for All |
| EU | European Union |
| FTI | Fast Track Initiative |
| FEDOMA | Federation of Disability Organisations in Malawi |
| GMR | Global Monitoring Report |
| GTZ | German Technical Cooperation |
| IBE | International Bureau of Education |
| ICEPVI | International Council for Education of People with Visual Impairment |
| IDA | International Disability Alliance |
| IDA | International Disability Alliance |
| II | Inclusion International |
| ILO | International Labour Organization |
| JAPMR | Jamaica Association for Persons with Mental Retardation |
| JICA | Japan International Cooperation Agency |
| MACOHA | Malawi Council for the Handicapped |
| MENA | Middle East/North Africa |
| MDGs | Millennium Development Goals |
| MoEVT | Ministry of Education and Vocational Training |
| MSDPWD | Ministry of Social Development and Persons with Disabilities |
| NAD | National Association of the Deaf |
| NFU | Norwegian Association for Persons with Developmental Disabilities |

| | |
|--------|--|
| NGO | Non-Government Organization |
| NHC | National Health Committee |
| NORAD | Norwegian Agency for Development Cooperation |
| NZAID | New Zealand's International Aid and Development Agency |
| OECD | Organization for Economic Co-operation and Development |
| OHCHR | Office of the High Commissioner for Human Rights |
| PISA | Programme for International Student Assessment |
| PWD | People with Disability |
| SENTTI | Special Education Needs Teacher Training Institute |
| SIDA | Swedish International Development Cooperation Agency |
| SNC | Special Need Children |
| SOH | School of Hope |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |
| WBU | World Blind Union |
| WFD | World Federation of the Deaf |
| ZAPDD | Zanzibar Association for People with Developmental Disabilities |

his report was prepared by a vast network of families, self-advocates, friends and organizations all over the world. It reflects the reality of inclusive education and tells the story of an international movement.

Inclusion International's greatest strength and resource is its members and affiliated networks. They are a rich and diverse source of knowledge about current practices, issues and challenges. When we launched this study a year ago we asked our regional associations to assist in the coordination and collection of research.



Special thanks to all those who assisted in collecting stories, surveys and country reports in their regions: Gabriela de Búrbano, Michael Bach, Anna MacQuarrie, Osamu Nagase, James Mung'omba, Vanessa Dos Santos, Rima Al Salah, Fadia Farah, Roland Tamraz, Geert Freyhoff, Ingrid Koerner and Katrina Ward. Our sincere thanks as well to all those who contributed photographs for this publication, and in particular professional photographer Ulrich Eigner (www.ulricheigner.com) whose photos can be found on pages 24, 52, 60, 72, 97, 104, 107, 116 and 151.

We are grateful to the members of Inclusion Europe's working group on inclusive education and the International Disability and Development Consortium's working group on inclusive education for their contributions.

To Walter Eigner who has been advocating for a new publication on inclusive education by Inclusion International since the publication of the *Journey to Inclusion* (1998), thank you for your perseverance. Also thanks to Peter Mittler, Past President of Inclusion International, an early and constant advocate for inclusive education.

Thanks to Gordon Porter whose expertise in inclusive education has informed both the report and the work of many of our member organizations around the world.

Thanks to Ryann Ferguson and Christopher George who helped to organize the hundreds of stories and pictures that we received, and to Larissa Jones who worked until the very last minute on edits.

A very special thank you to Inés-Elvira de Escallón who coordinated the research for Inclusion International and who continues to work so hard behind the scenes. Her insights and critical perspective are reflected throughout the report.

The project was financed in part by the Open Society Institute (OSI). We thank OSI for their continued support to Inclusion International.

We greatly appreciate the financial contribution of INICO for publishing the report in both English and Spanish.

Finally, to all of our member organizations and the families, self-advocates and teachers who shared their stories and their pictures with us (see full list in Appendix 1). We hope that this report will do justice to their efforts to promote inclusion.

In 2010, Inclusion International will celebrate its 50th anniversary. In 1960, national organizations came together to form an international alliance because they knew that they could not accomplish their goals on their own. Now with members in more than 115 countries, we are trying to live up to the expectations of our founders.

Most of our member organizations at the local level were created by parents of persons with an intellectual disability because their children were not accepted into the local schools. Yet parents knew then as we know now that our sons and daughters can learn and that they have a right to an education.

Much has changed since 1960. From our early days when most parents were happy if their sons and daughters received any education, our name change in 1994 to Inclusion International signaled the fact that our goal is for people with



an intellectual disability to fully participate in all aspects of their communities – including schools.

We participated in the 1994 *World Conference on Special Needs Education: Access and Quality* convened by UNESCO in Salamanca, Spain. The Salamanca Statement signed by 92 governments, was the first international recognition that in order to meet the needs of students with special needs, the goal for these students should be changed from inclusion *in education* to *inclusive education*. We fought hard so that the Convention on the Rights of Persons with Disabilities (2006) would guarantee inclusive education as a right.

But achieving rights on paper is one thing. As we celebrate 15 years since our name change, and 15 years since the historic conference in Salamanca, we are confronting a number of conflicting truths. Inclusive education is a right, but fewer than 5% of children with disabilities in most of the world finish primary school. There are excellent examples of successful inclusion in every region of the world, but systems still exclude our children. Children with disabilities stay home, cared for by their families, but they are invisible because they are not counted in national statistics or often even registered at birth.

So on this anniversary of the *World Conference on Special Needs Education: Access and Quality* we wanted to confront the gap – between law and reality, between policy and attitude, between knowledge and practice.

People with disabilities, families, teachers and other supporters in over 75 countries told us their stories. This report is a summary of their experiences. It is dedicated to every child who is now denied access to school and to every family who has fought to make inclusive education a reality. It is our call to action.

Diane Richler

President, Inclusion International

going to school is one of the few rites of passage shared in countries the world over. School is where we learn the skills to prepare us for our responsibilities as adults. School is where we make friends to last a lifetime. School is where we learn about the rules that govern our communities and our nations.

Article 26 of the Universal Declaration of Human Rights guarantees “the right to education... directed to the full development of the human personality and promot(ing) understanding, tolerance and friendship.”

Yet 77 million children are not in school – and at least 25 million of them have a disability (UNESCO, 2006). Even more appalling, no more than 5% of children with disabilities complete even a primary education (World Bank, 2003). Most of those children live in developing countries.

In Organization for Economic Co-operation and Development (OECD) countries and countries in transition, many children with disabilities are also out of school. Our members report that most other children with disabilities do not attend school with their non-disabled peers or do not receive the supports they need.

The members of Inclusion International (II) are people with intellectual disabilities and their families in over 115 countries. For us, the Salamanca Statement¹ adopted by the World Conference on Special Needs Education: Access and Quality convened by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Salamanca, Spain in 1994 was a beacon of hope.



BENEFITS OF QUALITY EDUCATION

- ✓ Better health
- ✓ Higher productivity
- ✓ Increased family income
- ✓ Chance to live in dignity and make informed decisions about one's life

Most of our member organizations were formed precisely because children with intellectual disabilities were being denied access to school, but parents knew that their sons and daughters would benefit from education.

At first – in the 1940's in Europe and North America, more recently in Latin America, Asia, the Middle-East and Africa – many of our members started their own schools, often in church basements, or in someone's home. The first teachers were usually other parents, or well-meaning but untrained volunteers. In many countries, these programs were initially supported through charitable contributions, but as the children proved they could learn, public bodies took increasing responsibility for funding, and often ended up running these schools.

Although the benefits of education were obvious in terms of increased skills, families by and large remained frustrated. They saw that education in classes and schools separate from their non-disabled peers prepared those leaving school for lives of segregation and isolation. They were not learning to get along with others – and the other students were not learning to get along with them. They were not forming the friendships they would need later in life in order to fully participate in their communities. In developing countries, the situation was even worse because families realized that with so many children out of school, there would never be enough resources to build new schools for all the children with disabilities languishing at home. The answer for both groups of parents was to change our goal **from inclusion in education – to inclusive education.**

This change in goal did not happen overnight. First, parents worked at making the special schools they had started the best they could be. But as they watched their children learn and grow, they realized that education in a separate school often led to a sheltered workshop, and a life apart from the rest of the community. When people with disabilities began to speak up on their own, they argued for an end to segregation.

At first, having the public system take over responsibility for educating children with disability was a big step forward. It was recognition that our children had the same right to education as others. Often, with public funding and responsibility came a move from a small, separate school to a wing of a regular school. Although this provided some opportunities for joining with the regular students, parents started to dream of the possibility of their children being educated in the same classrooms.

The first attempts to do this were called *integration*. Children with disabilities were accepted into regular classes, but the class structure didn't change. Usually these attempts were successful only if the student with a disability had an assistant to help them. In fact, these assistants often ended up being the true teachers of these students, and the regular classroom teacher did not accept responsibility for the children with disabilities.

Both families and educators saw that integration would not work. It would be too expensive to provide aids for all the children with disabilities, and the aid was often a barrier to forming relationships with other children. But both parents and educators saw advantages to having children with and without disabilities learn together. The children with disabilities could learn and model from the other children; they could go to school with their brothers and sisters; and they could make friends with non-disabled children in their community.

Children without disabilities learned about diversity and teachers learned to provide more individualized approaches. Teachers were challenged to find innovative strategies to teach cooperation. As our Kenyan member proclaimed on t-shirts, *"Children who learn together, learn to live together."*

Our experiences have taught us what makes inclusion work. It is a combination of vision and commitment; of law and policy; of innovation and renewal. It requires leadership from Ministries of Education and from school directors. It takes well-trained and supported teachers. Often, it takes advocacy

Please go on with your efforts to send all children to school. Not to special schools where they will be treated as special monsters, not capable of learning, but to regular schools. I was treated as a monster-- not human-- because I cannot speak or show easily what I think. I want to tell the world everybody should be treated as human beings even when they can't speak.

Thiandi, Netherlands

The biggest challenge was constantly re-evaluating 'inclusion' and how to be included.

Parent's focus group,
New Zealand

from parents and others, even going to court when necessary.

Inclusive classrooms are ones where students enjoy learning. They are dynamic. They recognize that there are many different types of intelligence – including verbal linguistic, musical/rhythmic, body/kinesthetic, visual/spatial, interpersonal, intrapersonal and naturalistic (Gardner, 1983) – and a good teacher taps them all.

But inclusion doesn't just mean putting the entire onus on the classroom teacher. An inclusive system provides support to teachers. It recognizes that students with disabilities sometimes need to have their special needs addressed – whether through provision of equipment like brailers or hearing aids, by making schools more physically accessible, curriculum adaptation and appropriate teacher training, or by withdrawing students for special training such as sign language for deaf students, or mobility training for students who are blind.

As we began to learn about what made inclusive education successful, we realized that the same conditions that were necessary for students with disabilities to learn also made for high quality education for all. The Salamanca Statement appeared to be the answer to our dreams.

It is now 15 years since the Salamanca Statement was adopted. Much has happened in the ensuing years. On the global stage there is a coordinated effort which recognizes education as one of the major tools for the eradication of poverty. *Education for All* (EFA) has become a universal goal and a basis for investment.

The World Education Forum in Dakar, Senegal in 2000 acknowledged the Salamanca Statement and admitted how far there was to go to meet the goals of *Education for All* – more than 113 million children with no access to primary education.² Embedding the goal of universal primary



education in the Millennium Development Goals (MDGs) adopted by the United Nations (UN) in the same year helped to focus investment in education.³

More recently, the UN adopted the Convention on the Rights of Persons with Disabilities (CRPD).⁴ Inclusion International played an active role in the drafting of the Convention, in which Article 24 calls for States parties to “ensure an inclusive education system at all levels.” UNESCO, the United Nations Children’s Fund (UNICEF), the OECD, the World Bank and others have given their support to the concept of “inclusive education.”

At the same time that international policies and law have endorsed the concept of inclusive education, people at all levels and in every region of the world have helped to bring about change. Our members report on positive examples of students with disabilities being educated in inclusive settings in all parts of the world—from the best equipped schools in North America and Europe to some of the poorest communities of India.

Examples of good practices reported by our members can be found on the Inclusion International Education website.⁵



Yet our members also report on continued exclusion – on the need for family after family to take on their own fight to have their child included and to receive the supports they need to flourish at school. Families report moving to new cities, a new country or even to a school serving people of a different religion in order to escape exclusion.

Sometimes exclusion is based on outdated attitudes and prejudices against people with disabilities. Sometimes it is based on lack of accessibility, or lack of resources.

Sometimes it is based on outmoded legal structures or policies. Sometimes it is based on fear of the unknown.

And so, on this 15th anniversary of the Salamanca Statement, we want to paint our picture of the current state of inclusive education. Has the dream of Salamanca been realized? Has progress been made? What kind of progress and where? What has not happened? What still remains to be done?

This report tries to answer these questions.

This report is designed to tell the story of inclusive education from our perspective; a parent, family and self-advocate perspective. We want to share with you the impact schooling and the education system have had on the lives of children with an intellectual disability and on families themselves.

We do this in three main Parts.

Part I sets the global context for the study and for the global agenda for education. In Chapter 1 we describe how we did the study, and the ways participants in over 75 countries collaborated with organizations, governments, self-advocates and families – to undertake country profiles, surveys of parents and teachers, and focus groups with families. Defining inclusive education for the purposes of this study and a global education agenda is essential. We provide a definition in Chapter 2 drawing on aspirations of self-advocates and families, our understanding of the right to education, and on contributions of international disability organizations and other experts. Chapter 3 describes the current global agenda for education of governments, donor and international agencies. We outline the main global commitments to education and inclusive education since the Salamanca Statement and review the framework in place to monitor global progress.

In Part II we look critically at Education for All as a global agenda and ask ‘What difference does it make for people with intellectual disabilities and their families?’ Chapter 4 draws together information we collected from various sources for this study. It presents our analysis of why EFA is not enabling access, quality education and positive outcomes for people with intellectual disabilities. There are many successful examples of inclusive education at all levels: classroom/ school, education system and national/state-level legislation and policy. Chapter 5 reports on some of these examples from around the world and lessons we can learn from them to ‘scale up’ change. In Chapter 6 we pull together the key findings of the study.

Part III looks at how to close the gap in EFA and create an inclusive global agenda for education. Chapter 7 looks closely at the Articles of the UN Convention, especially Article 24 on inclusive education. It presents a framework of outcomes, performance benchmarks for education systems,

and EFA success indicators to help build a CRPD-compliant EFA. In Chapter 8 we apply this framework to the findings of our study. We present in this chapter a comprehensive set of recommendations to guide governments, donor and international agencies in creating a global agenda for inclusive education.

We conclude the report with a summary of the main understandings we have arrived at through this study, and an urgent call for action.

In collecting stories and experiences from around the world about progress, one thing became clear: we are still fighting one child at a time, one family at a time, every step of the way. Our collective efforts have made a difference in recognizing the right to be included but we have not yet won the battle to transform education systems.

The CRPD provides us with a road map to the future, an aspirational tool that has the potential to lead us forward. This report marks progress to date and sets a clear direction for the road ahead.

PART I:

Setting the Context for the Global Study



CHAPTER 1

About the Global Study



Chapter 1

any reports and studies have been written on approaches to inclusive education both about policy and practice. However, the perspective of people who experience exclusion, those who have been fortunate enough to be included, and the work that families have done to make education a reality has not been recognized as the kind of knowledge that can and should inform policy makers and practitioners. This report is an effort to draw from the vast knowledge and information that exists in communities all over the world about inclusive education to make recommendations for change.

By reviewing both the international commitments made to inclusion and the knowledge that families have about what works, what doesn't and why, the process of gathering information for the report links local voices and knowledge to global processes for achieving *Education for All*.

In order to ensure that this report reflects the perspectives of families and self-advocates, we contacted our network around the globe. This included:

- Our member organizations;
- Other grassroots groups focused on people with intellectual disabilities;
- Groups working globally on inclusive education issues;
- Experts and officials in international institutions;
- Colleagues and friends; and
- Ministry of Education and other government officials, wherever possible.

Using this cumulative and diverse knowledge that has been developed about inclusive education, this document will offer strategies for “scaling up” our efforts for inclusion. It will consider the challenges and opportunities for moving the

development of inclusive education into plans to achieve EFA at the country level, and how these national efforts can be supported through global investments and policies.

We developed a participatory research process in each of the five regions of Inclusion International:

- Europe,
- The Middle East / North Africa (MENA),
- Africa and the Indian Ocean,
- The Americas, and
- Asia Pacific.

We consulted a number of different sources on the approach we might use and used that input to create tools to collect information about the current status of inclusive education on a national level. In order to facilitate these processes we identified a group of regional coordinators who led the initiative in participating countries in their region. This regional inquiry provides the basis for the development of the Global Report.





We developed a set of tools to be used by families, children, self-advocates and teachers in the collection of information. The tools were developed and then adapted by the regions to use in their particular context.

The tools and resources used to collect information, stories, country profiles and the full results from the surveys for the Country Profiles, families and teachers can be found on Inclusion International's Inclusive Education website.⁶

While the tools were designed to assist family-based organizations and to collect information in their country, they also helped to mobilize and engage communities around the issue of inclusive education. From every country we heard that the focus group discussions were an important mechanism for reaching out to families and strengthening their understanding and capacity to promote the CRPD and inclusive education.

We collected stories and information from over 75 countries about exclusion and inclusion in education – stories that reflect the reasons why children are excluded from school and the issues that prevent real inclusion in education. We received information about:

- Good practices in schools, classrooms and communities;
- Circumstances where children continue to be excluded from school; and
- The issues and challenges children, parents and teachers face that prevent real inclusion from occurring.

The stories and information collected are the basis of this report. You will find many of the examples and illustrations throughout this report. In addition, we wanted to share many of the stories that we received in their original form. To read them you can go to our Inclusive Education website.²

| | |
|---|-----|
| Country/Provinces/Territories Profiles | 75 |
| Personal Stories | 270 |
| Focus Groups with family members, with self advocates, with government officials and/or with teachers | 119 |
| Teacher surveys | 750 |
| Parent surveys | 400 |

Throughout the process for this study we heard about the different ways the tools were used to collect information on inclusive education in participating countries. Limited resources, numerous languages, and geography are just a few of the challenges which all of the members faced in collecting the information for this report. To deal with these challenges a number of creative techniques were developed in which to make effective use of the tools. Some countries reported developing specific programs with an outline to obtain the information for the report. Other members used local and national meetings as opportunities to collect responses, while still other members trained facilitators to travel throughout the region to gather the survey and focus group responses.

In Mexico, CONFE, a member organization of Inclusion International, developed a one year project with the goal of gathering information for the Global Report. They used all their local and national meetings as opportunities to address the report. Regional facilitators were trained to assist self-advocates, families and local organizations gather information at the local level using the tools provided. This ensured a comprehensive collection of information for the Country Report. CONFE also plans to use the information and analysis for input into a 'shadow report' in preparation for monitoring Mexico's implementation of the UN CRPD by civil society.

In Bolivia and Guatemala focus groups and information gathering took place in remote indigenous villages.

Guatemala's diversity was captured in the work done by our member organization they gave us information from 5 focus groups in Guatemala, Morales, Quiche, San Marcos and Patulul. They also collected stories and surveys from parents and teachers in the following departments Huehuetenango, Ciudad de Guatemala, Patulul, Suchitepequez, Santiago Atitlán, San Marcos, Mazatenango, Moralez, Izabal and Quiché.

Our Global Study research collaborators working in these countries travelled to these villages with translators to be able to interview parents, teachers and people with





disabilities about education so they could provide us with their stories. Mostly they told us stories about being excluded from school, neglected and abused.

In Costa Rica, the government became involved in the data collection process, making a report while using the tools as a framework. This created a much needed country profile on education, since none was previously available, the International Bureau of Education (IBE) conference entitled *Inclusion: The Way to the Future*.³ They supported parents and teachers in completing the survey, creating a document from the government's perspective that can be used by those who want to promote inclusive education in the country.

Due to the diversity of countries and languages in the Asia Pacific region, information was gathered from partner organizations doing work in respective countries. A similar process was used in Armenia with the help of World Vision Armenia. Using their networking connections they were able to provide us with a country profile, focus group discussions and stories of success.

In the MENA region, communication was mainly by email and phone since partners were not able to travel within the region.

In war torn Iraq, for example, a member invited other families to her home in order to collect the survey information. This creative approach enabled a number of different people and families to provide input, ensuring their voices were recorded.

The respondent from one country participated on the condition that we not use her name, fearing reprisals for criticizing the government for their lack of services.

Coordination techniques were also required in Europe where Inclusion Europe and its Working Group on Inclusive Education invested special efforts to collect relevant information from 19 countries. Their reports show that the majority of countries surveyed are reaching the goal of universal coverage for primary education. Inclusion Europe has published the results in an additional focus report on the state of inclusive education in Europe.

The surveys and focus group information were submitted to II in different ways. Information from teachers and parents were submitted online, particularly in the Americas. However, with limited internet access in some regions, paper submissions were received; others uploaded the information directly to the site. In another example, video responses were sent to II with personal stories from students. Thanks to this cooperation, we have a broad base of information to draw upon.

Every country used the tools in creative ways that were most appropriate to their own reality and resources. Although the reports were created for input to this Global Report they also helped members to identify challenges and opportunities they can address in their own countries. We have received a huge amount of information. We hope this Global Report does justice to all the work and effort made by our member organizations, partner organizations, government officials, parents, teachers and friends.

One country coordinator said "...the work we managed to put together should be an example of how we can succeed if we all walk toward the same goal." We hope that, worldwide, we can communicate and work together as we did for this initiative, with the aim of achieving inclusive education in every country/school/ classroom in the world.

CHAPTER 2

What is Inclusive Education?



Chapter 2

In the development of this report we debated the usefulness of a definition of inclusive education. Some argued that we needed to describe what the ideal image of inclusive education would look like. Others argued that few if any real life examples could live up to our ideal picture of inclusive education and therefore we might present an image that was so far from the reality of people's experiences that it would be self-defeating.

From the country profiles we have gathered it is clear that governments around the world give many different meanings to the concept of inclusive education. Even within a single country, the understanding of what inclusive education means can vary from state to state, city to city or even school to school. For the purposes of our report, inclusive education will refer to both –

- The concept of a high level paradigm shift for education systems to include and serve all children effectively; and
- The specific mandate to have students with disabilities attend regular schools and classrooms with their non-disabled siblings and peers with the supports they require to succeed.

UNESCO, in 2006, describes inclusive education as

a process of addressing and responding to the diversity of needs of all learners through inclusive practices in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. (UNESCO, 2006)

The Salamanca Framework focuses on inclusive education as a strategy to include children with special educational needs in mainstream education by responding to the needs of individual learners.

‘Inclusive education’ implies that children and youth with special educational needs should be included in the educational arrangements made for the majority of children... Inclusive schools must recognize and respond to the diverse needs of students, accommodation of both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. (UNESCO – Salamanca Statement, 1994)

These descriptions of inclusive education have helped to highlight the needs of children with disabilities. They have resulted in many innovative and progressive efforts to support children with disabilities in the regular education system in many countries.

However, other policy documents have clouded this mandate. They have shifted the focus from “inclusive



education” to a focus on simply providing children with disabilities with an education. The “inclusion” factor is sidelined and the provision of education to students with disabilities remains in separate special education programs. While some of these initiatives have helped some previously excluded children to receive an education, they have needlessly been at odds with the vision of the Salamanca Statement and have in some cases seriously undermined it.

For example, the UNESCO EFA Global Monitoring Report (GMR) on Quality Education (2005) attempted to draw attention to those who were most at risk of being excluded from education:

Uniform models of reform that ignore the multiple disadvantages faced by many learners will fail. Educational approaches for those who live with HIV/AIDS, emergency, disability and child labour should be given more support.

Many education systems have interpreted this to mean that separate solutions are required for each disadvantaged group. It does not clarify that the real issue is making the existing school system inclusive and thus able to respond to a range of different and diverse needs of children.

Another unfortunate fact is that many well intentioned attempts to address exclusion from school have simply neglected to consider children with disabilities (e.g. *Children-Out-of-School: Measuring Exclusion from Primary Education*, UNICEF/UNESCO Institute for Statistics 2005). They have also not addressed the need to develop and nurture the principles of “inclusive education” in the educational system. A specific example: the 2008 UNESCO International Conference on Education was entitled “Inclusive Education: The Way of the Future”, and the background papers for the conference were based on the Salamanca model. However, there was little mention of disability in the plenary sessions for the conference, and the topic was relegated to a few concurrent sessions where it was unseen and unnoticed by most of the participants at the conference.

The strategies used to achieve inclusive education for students with disabilities are clearly connected to general

school improvement efforts. The same strategies can benefit children with various learning difficulties, as well as improve the quality of education for all children in the class. It is widely accepted that the conditions required to allow for successful inclusion are also those that contribute to overall school improvement and high levels of achievement for all children. There are a variety of different models and practices of inclusive education. Increasingly these practices are used to meet the needs of an increasingly diverse school population.

Ultimately, we have concluded that describing what we mean by inclusive education is helpful as a means of setting benchmarks for progress towards inclusion. Families who shared their stories told us that the challenge we face is no longer to have governments accept that inclusive education is the right thing to do but rather agreeing on what inclusive education should look like.

Chapter 7 of this report which examines Article 24 of the newly adopted CRPD provides a basis for this description. The CRPD guarantees inclusion as a right and also *guarantees the right for students with disabilities to receive the individual supports they require.*

Much of the criticism we heard about inclusive education was because schools met only one of these criteria – either children with disabilities were educated with their non-disabled peers or they received individualized supports, but the two were often not combined.

There is currently no consensus among global organizations of people with disabilities and their families on the definition of inclusive education. The term “inclusive education” is often seen as a “red flag” by some advocates who regard it as a threat to deny people with disabilities the individualized supports they need. This is an issue particularly for people who are blind, deaf, and deafblind, many of whom want to have the opportunity for group learning in separate classes or schools. Within the membership of II there has also been a debate about whether individual needs are ever best met in a group setting. However it is important to be clear that individual supports can, and in many jurisdictions are, delivered in inclusive settings.

The disability organizations that participated in the negotiations of the CRPD did reach consensus that inclusive

education means being part of the regular system, having individual needs met, and in the case of students who are blind, deaf, deafblind, and sometimes for students who are hearing-impaired, sometimes being educated in groups.

The policy of Disabled Peoples International (DPI) includes the possibility for students who are deaf, blind, or deafblind to be educated in separate groups. The policy of the World Blind Union (WBU) calls for separate schools to be one option. The policy of the World Federation of the Deaf (WFD) states that *Inclusion as a simple placement in a regular school without meaningful interaction with classmates and professionals at all times is tantamount to exclusion.*

Inclusion International interprets the wording of the CRPD to be consistent with our position – that every child with a disability has the right to be able to choose an inclusive option. As you will see in the examples in Chapter 5, this means that education systems must be willing and able to welcome students, regardless of their disability, and provide them with the supports they need, with the default always a regular class with non-disabled peers.



While we agree that the CRPD does not make it “illegal” to offer separate classes and schools, we believe that such options are not the preferred ones nor are they economically viable in most of the world. Given the huge numbers of children and youth with disabilities who are currently out of school we believe it is not economically possible to build a system of separate schools to educate them. The only viable solution is for them to be part of regular schools, and for those schools to be designed and managed so they can meet the needs of ALL their students.

INCLUSION INTERNATIONAL POLICY ON INCLUSIVE EDUCATION

Adopted November 2006

The Convention on the Rights of Persons with Disabilities **promotes the goal of full inclusion and guarantees the right of every child to attend the regular school with the supports they require.**

Inclusive education requires that schools are supported to welcome all students with adaptations made for all special needs.

Inclusion International believes that effective inclusive education requires the regular school system to respect the principles of:

- Non-discrimination,
- Accessibility,
- Accommodation to specific needs through flexible and alternative approaches to learning and teaching,
- Equality of standards,
- Participation,
- Support for meeting disability-related needs, and
- Relevance to preparation for the labour market.

DISABLED PEOPLES INTERNATIONAL POSITION PAPER ON INCLUSIVE EDUCATION

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

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

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

DPI believes that education should be accessible to all who desire to be educated, no matter their ability; people with disability should have the option to be integrated with the general school population, rather than being socially and educationally isolated from the mainstream without any choice in the matter. Students who are deaf, blind or deaf blind may be educated in their own groups to facilitate their learning, but must be integrated into all aspect of society. *2005-05-19*



EXCERPTS FROM THE JOINT EDUCATION STATEMENT

The World Blind Union (WBU) and The International Council for Education of People with Visual Impairment (ICEPVI) (2003)

Urge governments to:

1. Place the educational services for blind and visually impaired children and youth under the same government bodies as that of children without blindness or visual impairment.
2. Guarantee all blind and visually impaired children and youth in integrated, inclusive, or special school programs — as well as their teachers — access to the equipment, educational materials and support services required, such as:
 - Books in Braille, large print or other accessible formats, and
 - Low vision devices for those who require them.
3. Offer education of a high quality and standard in a range of educational options, including special schools.

EDUCATION RIGHTS FOR DEAF CHILDREN

Excerpts from a policy statement of the World Federation of the Deaf (July 2007)

WFD supports the right of Deaf children to acquire full mastery of their sign language as their 'mother tongue', as well as to learn the language(s) used by their family and community.

Full inclusion for a Deaf learner means a totally supportive, signing and student-centered environment. This permits the learner to develop to his/her full educational, social and emotional potential.

Inclusion as a simple placement in a regular school without meaningful interaction with classmates and professionals at all times is tantamount to exclusion of the Deaf learner from education and society.

The challenge for schools is to include students who have a disability, respond to their individual needs and provide a quality education to ALL students. Through the voices of students with disabilities and their families, this report offers some ways to meet this challenge.

Civil society and regional groups are making efforts towards inclusive education. An example of this is Inclusion Europe's Position Paper highlighting strategic objectives for children and young people, schools and governments to make inclusion in education a reality.¹



CHAPTER 3

The Global Context: From Salamanca to the *UN Convention on the Rights of Persons with Disabilities*



Chapter 3

education for children and youth is a global issue.

International organizations like the OECD, UN agencies, the World Bank and others all point to how important investment in quality education is – for individual health, cohesive societies and sustainable economies. Estimates that tens of millions of children are not going to school or completing even primary education, much less going on to secondary and post-secondary education has led to a global agenda for education.

What about children and youth with disabilities? Is inclusive education recognized as part of the global issue and agenda for education? For Inclusion International, people with intellectual disabilities and their families around the world, it most certainly is. In this Chapter we ask whether inclusive education is also a global issue for governments and international institutions, and on their agenda for investment.

Ideally, a global framework for inclusive education would provide shared goals, investment strategies, and ways of assessing progress. It would enable collaboration so countries could learn from one another. It would mean that governments, donor countries and international agencies were sufficiently investing in education reform that resulted in inclusion. And, we would have international monitoring and reporting on key benchmarks of access, quality and outcomes of inclusive education for children and youth with disabilities around the world.

In considering whether we have a global framework for inclusive education, and to assess progress made since the Salamanca Statement was adopted 15 years ago, we ask three questions in this chapter:

- How far have we progressed globally in establishing inclusive education as an accepted and understood goal for children with disabilities?
- Is inclusive education on the global agenda for education and investment strategies to promote Education for All and the MDGs?
- Are we measuring global progress on inclusive education?

This chapter looks at the main global commitments to inclusive education beginning with Salamanca, the global framework for investing in inclusive education development, and what international studies of inclusive education and our own research tell us about global progress to date. In preparing our analysis of the global context, we drew on key studies, interviews and consultations with officials in international agencies.

A comprehensive set of commitments to inclusive education was made by governments and international institutions in Salamanca in 1994. A few years later, in 2000, governments and international institutions adopted *Education for All* and the Millennium Development Goal for universal primary education. They now constitute the global education agenda to be achieved by 2015. Yet a clear commitment to inclusive education is nowhere to be found in this framework. After the Dakar Framework for EFA was adopted a few, relatively small, initiatives were established to promote inclusive education. Fifteen years after Salamanca, the UN Convention recognizes a right to education for people with disabilities. It establishes the obligation on governments and the mandate for international institutions to make education systems inclusive.

So the global commitment to inclusive education has strengthened between Salamanca and the CRPD. But taken together, these four global commitments make clear that

inclusive education has been, at best, an afterthought on the global agenda for education.

The 1994 Salamanca Statement recognizes education a fundamental right of ALL children, including children with disabilities. It calls for education systems to be inclusive and designed to take into account the diversity of all children. It states as an underlying belief that:

...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.

The Statement calls on governments to:

- give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,
- adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise,
- develop demonstration projects and encourage exchanges with countries having experience with inclusive schools,
- establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs,
- encourage and facilitate the participation of parents, communities and organization of persons with

disabilities in the planning and decisionmaking processes concerning provision for special educational needs,

- invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education,
- ensure that, in the context of a systemic change, teacher education programmes, both preservice and inservice, address the provision of special needs education in inclusive schools.

The Salamanca Statement also called on the international funding agencies including the World Bank and UN agencies like UNICEF, UNESCO and the United Nations Development Program “to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes.” It called for the international community to promote, plan, finance and monitor progress on inclusive education within their mandates for education.

Yet this call to action is nowhere to be found in the global agenda for education that did get established a few years later with the Dakar Framework for *Education for All* and the Millennium Development Goal for universal primary education.



RECOGNIZING THE RIGHT TO EDUCATION FOR ALL AND INCLUSIVE EDUCATION

| | |
|------|---|
| 1948 | Universal Declaration of Human Rights (Art. 26) |
| 1952 | European Convention on Human Rights (1 st Protocol) |
| 1966 | International Covenant on Economic, Social and Cultural Rights |
| 1982 | The World Programme of Action Concerning Disabled Persons |
| 1989 | Convention on the Rights of the Child |
| 1990 | Jomtien World Conference on Education for All |
| 1993 | Standard Rules on the Equalization of Opportunities for Persons with Disabilities |
| 1994 | Salamanca Statement and Framework for Action |
| 2000 | The World Education Forum, Dakar |
| 2006 | UN Convention on the Rights of Persons with Disabilities |

In 2000, The World Education Forum held in Dakar, Senegal, adopted the Dakar Framework for Action for *Education for All*. It commits governments to achieving quality basic education for all by 2015. The Dakar Framework generated a renewed international commitment and a consensus on six comprehensive goals:

- Improving early childhood care;
- Free and compulsory primary education for all by 2015;
- Equitable access to life skills programs;
- Achieving a 50% improvement in adult literacy by 2015;
- Eliminating gender disparities by 2005; and

- Achieving measurable improvements in the quality of education.

There was some mention in the Dakar Framework of the need to address issues of children with disabilities, but the Salamanca call to governments and the international community was not incorporated into the Framework.

After Dakar was adopted, and in response to concerns that Education for All initiatives were not including children with disability, UNESCO established an EFA Flagship entitled, *“The Right to Education for Persons with Disabilities: Towards Inclusion”* to encourage international leadership and cooperation for this excluded group. Its main purpose is to ensure that national EFA plans incorporate people with disability. However, with minimal resources and no formal structure linking it to UNESCO programs it has had limited success.

Progress towards the six Dakar Goals is monitored annually by UNESCO which publishes a Global Monitoring Report (GMR), drawing on background research and national surveys of governments. There is no global monitoring report for the goals of the Salamanca Statement.

Another major international commitment to universal primary education was made in 2000 when the eight MDGs were adopted by governments around the world. The MDGs are the most comprehensive commitment to end global poverty and recognize education as central to this aim in the goal to ‘achieve universal primary education.’ International agencies recognize *Education for All* as the global framework for achieving the MDG goal of universal primary education. Both are to be accomplished by 2015.

Like *Education for All* the MDGs do not make reference to disability. Inclusion International developed a framework for the MDGs to show governments, international agencies and other civil society groups how people with intellectual and other disabilities and their families could be fully included in the education and other goals.

Eradicate Extreme Poverty and Hunger: By 2015, halve the proportion of people living on less than a dollar a day and those who suffer from hunger.

Achieve Universal Primary Education: By 2015, ensure that all boys and girls complete primary school.

Promote Gender Equality and Empower Women: By 2005 and 2015, eliminate gender disparities in primary and secondary education preferably by 2005 and at all levels by 2015.

Reduce Child Mortality: By 2015, reduce by two-thirds the mortality rate among children under five.

Improve Maternal Health: By 2015, reduce by three-quarters the rate of women dying in childbirth.

Combat HIV/AIDS, Malaria and Other Diseases: By 2015, halt and begin to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases.

Ensure Environmental Sustainability: By 2020, achieve significant improvement in the lives of at least 100 million slum dwellers.

Develop a Global Partnership for Development: Develop further an open trading and financial system that includes a commitment to good governance, development and poverty reduction – nationally and internationally.

Eradicate Extreme Poverty For People with Disabilities and their Families: By 2015, people with intellectual disabilities and their families will live free of poverty and discrimination.

Achieve Inclusive Education: By 2015, all children with intellectual disabilities will receive good quality, inclusive education with appropriate supports to ensure that each child reaches their highest potential.

Promote Gender Equality for Women with Disabilities: By 2015, social, economic and political discrimination against women and girls who have a disability and their mothers will be eradicated.

Reduce the Mortality of Children with Disabilities: By 2015, the mortality rate of children who are born with a disability or become disabled in the early years will be reduced by two-thirds.

Achieve the Rights of Children and Families: By 2015, the rights of children with disabilities, as outlined in the UN Convention on the Rights of the Child, will be respected; mothers will receive adequate pre- and post-natal health care to ensure the well being and healthy development of all children; families will get the help they need for the care and support of their member with a disability.

Combat HIV/AIDS: By 2015, the spread of HIV/AIDS in the community of people who have a disability will begin to be reversed and children with disabilities who have been orphaned will be supported and cared for in the community.

Ensure Environmental Sustainability: By 2020, achieve significant improvement in the lives of people who have an intellectual disability and their families who live in extreme poverty.

Develop a Global Partnership for Development and Inclusion: By 2015, global efforts to promote good governance and global partnerships will contribute to the human rights of people with intellectual disabilities, including citizenship and economic rights.

While the Salamanca Statement was the first global instrument explicitly calling for the inclusion of children with disabilities in regular education, it no longer stands alone. In December 2006, the United Nations General Assembly adopted the CRPD, in which Article 24 secures the right to an inclusive education in international law. However, the CRPD does not simply recognize the right to inclusive education as an entitlement. It presents a framework of goals for inclusive education systems (see Chapter 7 for a guide to performance benchmarks based on Article 24). It establishes obligations for governments and international agencies to provide the supports and conditions required to make quality inclusive education successful for all children and youth with disabilities.

Inclusion International was an active participant in developing and negotiating the CRPD. Over 5 years and 8 Ad Hoc Committee meetings, governments and civil society came together to negotiate the CRPD. By the last Ad Hoc Committee meeting, more than 800 civil society representatives were engaged in the dialogue and negotiating process.



Inclusive education has long been a contentious issue for the disability community. The negotiation process provided an opportunity to craft a common position on inclusive education. Article 24 reflects a delicate consensus amongst international disability organizations that reflects the right to inclusive education but still respects the right of blind, deaf and deaf blind students to be educated in groups. (See Chapter 2)

Article 24 is one example of how the CRPD as a whole reflects a new way of understanding disability and presents a new framework for realizing the rights of persons with disabilities.

As of October 2009, 70 countries had ratified the CRPD and 143 had signed indicating their intention to ratify. These successes are proof of the growing acceptance of the goal of inclusion. The CRPD establishes the obligations and guidelines by which governments, international agencies and civil society can work together to improve education for all, and ensure the inclusion of people with disabilities in education.

Of all States which have ratified the Convention so far, only the United Kingdom has “reserved” on Article 24. This effectively means that the Government of the UK does not agree to abide by the CRPD obligations to develop a fully inclusive education system in the UK. We recognize that it will take time for governments to transform their education systems to make them fully inclusive, and that the CRPD does not require that governments close all special schools, but it is urgent that the process begin, and that governments do not seek to justify their inaction and deny students the right to be in regular schools and classrooms.

A more detailed analysis of the CRPD and its implications can be found in Chapter 7 of this report.

We will have to wait and see if the CRPD motivates governments and international agencies to build inclusive education into their global agenda more comprehensively than they have to date.

How does planning, implementation and investment work to achieve the goals of EFA and the MDG goal for universal primary education? National and/or state-level governments have the primary responsibility for planning, implementing and investing in education systems in their own countries. In most developed countries, with a few exceptions, governments invest in and implement a two-track system – regular education for children without disabilities, and separate ‘special’ education for children with intellectual and other disabilities.

For the most part, this two-track approach is also taken in lower-income and developing countries. As we have noted, in these countries the vast majority of children with disabilities are outside of school all together. As well, in many developing countries special education has been seen as a social welfare issue, not part of the Ministry or Department of Education. In many developing countries governments and donors have mostly funded non-governmental organizations to deliver special education in separate schools as part of the social welfare system, and on a charity basis. Where special education has been incorporated into the public system in developing countries, it is on a very small scale, delivered primarily through a separate special education system and leaving most children out of the system.

Aid to developing countries for investing in education systems includes both financial aid and technical assistance. It is provided through many channels. Donor countries provide aid directly through their bilateral aid agencies. They also flow aid through multilateral agencies like the World Bank, Regional Development Banks, UN Agencies like UNICEF and in the case of European Union member countries, through the European Development Fund. Multilateral agencies like the World Bank channel aid to developing countries from donor countries, and also provide aid directly; in the case of the World Bank through debt relief, trust funds, concessions on loans, etc. All of these forms of aid, and ways of flowing it are used to invest in development of education systems in developing countries.



This international system of aid largely follows the two-track approach – one to invest in the global EFA and MDG education agenda overall, and one much smaller track to invest in special education. On the one track there is major investment in education reform to improve supply, access and quality, but usually without a ‘disability inclusion’ lens.

On the other track is investment in ‘special needs’ education, usually in separate schools all together, and seen as a ‘targeting’ strategy. While many governments prioritize groups of children out of school (girls, Roma children, child labourers, etc.), strategies to reach those children are not embedded in larger school reform efforts. The targeting of marginalized groups through programming without corresponding transformations of education systems results in the creation of more separate responses to the needs of different groups – and more special classes and schools.

Along this much smaller second track, there have been some investments in inclusive education, and in transitioning from ‘special’ separate education to inclusive education. The relatively minor investments for inclusive education are usually of a ‘project’ nature – e.g. pilot projects, research on

inclusive education, with aid delivered through NGO partners from donor countries assisting developing country NGOs with special education or inclusive education projects. These projects are profiled in World Bank and bilateral donor agency reports and websites. But they are not seen as integral to education system reform. If that was test of these projects – whether they resulted in scaling up inclusive education so that the 95% of children with disabilities outside of school could be included – they would likely receive a failing grade. That does not mean that these projects are not important. They do provide good lessons to build upon. The problem is they remain confined to the second track investment strategy. They don't actually transform the first track – where the real investment in the global education agenda flows.

One argument for a two-track approach is that it is not possible to meet the needs of all children with disabilities in the regular education system; it is not fiscally viable. In fact, an OECD (1994) study found that including children with disabilities in regular classrooms is seven to nine times less costly than maintaining a separate system. Separate facilities, administration, teacher training, etc. is a far more costly approach. There is no question that ensuring access to the 95% of children with disabilities out of education all together will require more investment. However, financing expansion via the regular system is a much more cost-effective approach, in terms of short term financing costs, and long-term outcomes.

That inclusive education is not adequately included in the main global investment strategy for education is affirmed in a recent study on the aptly-named 'FastTrack Initiative' (FTI) of EFA, coordinated under the World Bank. The study is by World Vision (2007), titled *Education's Missing Millions*.¹ Through the FTI, donor agencies pledge additional resources for education to developing countries which have a poverty-reduction strategy and national plan for education. The World Vision study looked at how effective FTI initiatives were at addressing the barriers to primary education for children with disabilities. The study found that no country had developed or implemented rights-based plans that adequately identified numbers of children with disabilities, their needs, or provided strategies for ensuring accessibility of school buildings, teacher training, parental support, community involvement, adequate financing, or effective monitoring strategies. That

said, the report does point to some countries where 'strong and sound plans' are being developed including Cambodia, Kenya, and Vietnam among others. However, in most national education plans reviewed there was minimal or no mention of disability.

One of the main reasons why inclusive education investments remain 'off-track' has to do with the policies of aid agencies. In 2003 Inclusion International conducted a scan of aid agencies' policies related to people with disabilities. In preparation for this report we reviewed those policies as well as agency education policies in order to determine whether more agencies had adopted disability policies; whether those policies promoted inclusion and whether this approach had been taken up within the agency's education policy.

Over the past six years we have witnessed an increase in policies and programmes for people with disabilities in development agencies. However, this has not translated into inclusive approaches across the work of these development agencies (See **Table 3** on Development Agencies, Disability and Education Policies). In education this means that inclusive education has still not been adopted as a part of education initiatives in bilateral agencies. One bilateral agency when presented with a proposal for an initiative to promote inclusive education responded by saying the agency did not support initiatives in inclusive education because they did not see inclusion as a trend and were concerned about addressing the needs of "all students" in their programming rather than just students with disabilities.

A recent study by World Vision also finds that among 20 donor agencies, there is "Increase in individual policy commitments [to inclusive education]... not accompanied by systematic action and specific financial commitments." The result is "weak political will and marginalisation of the issue impeding progress." The same study quotes a donor who says "This is a luxury issue that as a donor I wouldn't have the time for" (Lei, 2009). Similarly a World Bank study has found that "67% of PRSPs [Poverty Reduction Strategy Papers – national plans for poverty reduction] had commitments on education for disabled children but only 20% had corresponding budget lines."²

| | | | |
|---|---|---|---|
| AusAID (Australian Agency for International Development) | ● | | ● |
| CIDA (Canadian International Development Agency) | | | |
| DANIDA (Danish Cooperative Agency) | | | |
| DFID (Department for International Development, United Kingdom) | ● | | |
| EU Commission (European Union) | ● | ● | ● |
| GTZ (German Technical Cooperation) | ● | | ● |
| JICA (Japan International Cooperation Agency) | ● | | |
| NORAD (Norwegian Agency for Development Cooperation) | | ● | |
| NZAID (New Zealand's International Aid and Development Agency) | | | |
| SIDA (Swedish International Development Cooperation Agency) | ● | ● | ● |
| USAID (United States Agency for International Development) | ● | | ● |

We have been consulted recently by two development agencies which both were planning to abandon their focus on basic education because, according to their analysis, the goal of universal primary education was close to being reached. Unfortunately, such an analysis ignores the large numbers of unregistered children with disabilities, and those who are not the responsibility of their nation's ministry of education. There is a risk that if development agencies assume that basic education should no longer be a priority,

necessary changes will not be made, and children with disabilities will remain excluded.

Until inclusive education becomes central to the promotion of Education for All, the education of children and youth with disabilities will continue to be viewed as the responsibility of separate 'special education systems', and the systemic changes required for inclusion to be successful will not be made.

The main way for measuring progress on the EFA and MDG global education agenda is through the annual 'Global Monitoring Reports' on EFA published by UNESCO. These show the performance of countries against the six EFA goals, and provide a global picture on progress towards their achievement. However, as we note above the Dakar Framework does not provide specific targets and measures within these goals for inclusion of children and youth with intellectual or other disabilities in education.

With no clear targets and measures for children and youth with disabilities, or girls and young women with disabilities, to guide planning, investment and monitoring very little progress has been made in reaching EFA goals for this group. Appendix 2 provides a summary of the increasing number of references to disability in the Global Monitoring Reports since they were first issued in 2002. The 2009 Global Monitoring Report provides the most comprehensive discussion of disability and education in the reports issued to date. It identifies disability as one of three main barriers to achieving the goal of universal primary education, along with child labour and ill health. The report acknowledges lack of transportation/physical distance to school, inaccessible facilities, shortage of trained teachers, and negative societal attitudes about children with disabilities among the specific barriers that lead to exclusion.

For the most part, the Global Monitoring Reports present personal and small-scale success stories about inclusion, and

make some general reference to the barriers to education for children with disabilities. However, the reports are lacking in data that would provide governments and international agencies a basis on which to guide effective planning, investment and monitoring progress on inclusive education as part of the global agenda for education.

The information presented in the latest report would suggest that no progress has been made in coming up with a global reporting strategy on children with disabilities in and out of school, despite calls for such information since Salamanca. The 2009 report refers again to data problems, but still goes on to reference estimates of a disability prevalence rate in a number of developing countries of only 1-2%. This is despite World Bank reports estimating 10-12%, and a rate in New Zealand as high as 20%. When the disability rate is so underestimated it dramatically inflates the estimates of children with disabilities who are in school. It leads, for example to a 'finding' cited in the latest Global Monitoring Report that there is only a 4% gap in education access between older school age children with and without disabilities in India, and that no gap exists at all in Burundi.³ These are highly suspect estimates.

The OECD plays a number of roles in the two-track approach to education we have outlined in this Chapter. It provides a forum for member countries⁴ to consider broad directions for education policy in developed and developing countries. The OECD undertakes research and suggests effective aid strategies for member countries' bilateral aid efforts in education and other sectors. It has also undertaken and published international comparative studies on inclusive education in developed and developing countries and countries in transition (e.g. OECD, 2009; 2007;1999).

The biggest impact it is having on the global education agenda, however, is through its 'Programme for International Student Assessment' (PISA). This assessment programme now involves over 50 countries which provide a standardized test on reading, science and math skills to 15-year olds in school. It is part of a much broader trend towards

standardized testing in schools, as a measure of effectiveness of a country's education system.

There is general public support for this approach, but it is students with disabilities who are often 'blamed' for bringing down standardized test scores, as one local newspaper headline in Canada reported: "Otanabee Valley [school] near bottom of provincial rankings: Results skewed by special needs students" (Marchen 2004).

Standardized testing results in incentives for education systems to either refuse admission to children with disabilities or stream them into special education where their 'scores' won't count in assessing the system's overall performance. Learner-centred approaches to student assessment measure students' progress against individual goals and recognize the 'multiple intelligences' students bring to the diversity in classrooms. This is the approach to assessment that makes inclusion possible. Yet standardized testing is reinforcing a global agenda for education which does not include children and youth with disabilities. In fact, it is helping to create the incentive system to make sure they are not a part of it.

One of the most comprehensive reviews of literature on inclusive education within the context of EFA provides a good summary of research findings to date (Peters 2004). Peters suggests that research points to a wide range of systemic changes that are required to achieve the EFA goals from the perspective of children with disabilities. Changes are needed at the micro level (schools and communities), mezzo level (education systems), and the macro level (national/international policy and national legislation). She also suggests that research findings point to inclusive education policy and practice as a "struggle that takes different forms and is exercised at different levels by social actors with different objectives and under different conditions and power relations."

It is in this context of this struggle that the research on inclusive education points to critical issues that must be addressed including: decentralization of education delivery, financing, access and participation, pre-service and in-service

teacher training and professional development, legislative reform, school restructuring and 'whole-school' reform, assessment, and building capacity through NGO, community, government and multi-sector partnerships.

Despite the structural challenges to an inclusive global agenda for education, we have recently seen some promising signs of movement with international agencies. Throughout the more than 12 months of this study we have witnessed some promising changes in the policies and activities of these organizations.

UNICEF, which had virtually ignored children with disabilities for more than 10 years, has now made the promotion of inclusive education a priority for its role in implementing the CRPD (UNICEF, 2009). In a report prepared by UNICEF as a contribution to our study, it was acknowledged that it was 'regaining' energy and involvement in promoting inclusion of children and youth with disabilities, including children with intellectual disabilities. It now has a number of initiatives underway at its headquarters and through its various country offices, including larger scale initiatives with donor and recipient countries focused on identification of children with disabilities, teacher training, accessibility of schools, development of information tools and resources on disability, human rights and inclusion.⁵ The CRPD is having a positive impact on strengthening both the mandate and operations of UNICEF in this area. At UNICEF Headquarters a position paper is being developed on promoting and implementing early intervention and inclusive education for children with disabilities within the framework of UNICEF's Global Education Strategy.

UNESCO, since the Salamanca conference of 1994, had given responsibility for promotion of inclusive education to the Section for Inclusion and Quality Enhancement of the Division for the Promotion of Basic Education, but this section relies mostly on donations from governments and has not had a major impact on UNESCO policies overall. However, since the International Conference on Education in 2008 focussed on inclusion, UNESCO's International Bureau of Education has been giving higher priority to the issue.

The OECD was extremely helpful in identifying good inclusive practice and providing comparable data for both member and non-member countries through its Centre for Educational Research and Innovation and Education Directorate, but recently curtailed these activities. The OECD's Development Assistance Committee plays an important role in shaping donor policies but has ignored issues of disability.

The World Bank strongly promoted inclusion during the presidency of James Wolfensohn. Although there have been a few positive examples of national programming – Viet Nam stands out – overall disability and inclusion have been ignored as an integral element of the education agenda. However, a knowledge network on inclusive education is now being developed by the Bank. Education's Missing Millions, produced by World Vision, identified how the Fast Track Initiative administered through the World Bank could play a more proactive role in promoting inclusion, and there are signs that some of the recommendations of that report will be implemented.

There is an impressive global agenda for education – with a set of goals, investment strategies, and ways of monitoring progress. However, the commitments to inclusive education within this global agenda have largely become rhetoric. Despite some promising trends and growing attention to inclusion and its value, this objective is largely still marginal to what the global agenda has become.

How do we reconstruct the global agenda for education – in its commitments, investment strategies and monitoring framework – so that it might become inclusive in the future? If the agenda is being driven now by EFA and the MDG for universal primary education, it seems important to start there. It's important to ask what achievement of these goals looks like from the perspective of people with intellectual disabilities and their families. What might our voices tell about the barriers and issues to confront in creating a truly inclusive global agenda for education? The next chapter does just that.

PART II:

Confronting the Gap in *Education for All*



CHAPTER 4

The Dakar Goals: The Inclusion Deficit



Chapter 4

here is no global report that looks at the gap in access to, experience and outcomes of education from the perspective of people with intellectual disabilities and their families. We undertook this study because we felt it was important that our voices were more clearly heard so that governments and international institutions might chart a more inclusive global agenda for education.



In this chapter we analyse the findings from the country profiles completed by our member organizations, and the surveys, interviews, focus groups and consultations conducted with self-advocates, families, teachers and other key informants in over 75 countries, and from numerous donor and international agencies.

Our aim is to see how the global education agenda – based on the six Dakar *Education for All* goals and the Millennium Development Goal for universal primary education – could become fully inclusive of people with disabilities. We ask in this chapter, how does the global agenda for education touch down, *or not*, in the lives of people with intellectual and other disabilities?

The full statement of the six Dakar goals for EFA is as follows:

1. **Early childhood care and education** – expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. **Free and compulsory primary education** – 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;
3. **Learning needs of all youth and adults** – ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
4. **Adult literacy** – 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;
5. **Gender equality in primary education** – 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;
6. **Educational quality** – 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.

We present our analysis of information in six sections below, one for each of the Dakar EFA goals.



Early Childhood Care and Education (ECCE) are particularly important for children with disabilities. Early interventions and opportunities to be included with other children can have a significant impact on whether a child is included in their community and their neighbourhood school. Gaining access to good quality ECCE is important not only for the development of the child. It is also a support to families who are caring for a child with a disability.

Despite the importance of ECCE for children with disabilities, we heard consistent reports of poor access, lack of an educational model or links to the education system, and lack of coordination. Most programs that we learned about were disability specific rather than inclusive.

- Our research shows that families who have children with disabilities are significantly less likely to have access to early childhood programmes and interventions than their peers. Even in high income countries it is often those who would benefit most (those who are vulnerable and disadvantaged) who have least access to ECCE.
- Where families are able to access services for children 0-5 years of age, these services tend to be segregated disability services, or childcare programmes with little or no educational curriculum.

ECCE represents a continuum of interconnected arrangements involving diverse actors: family, friends, neighbours; family day care for a group of children in a provider's home; centre-based programmes; classes/programmes in schools; and programmes for parents.

EFA Global Monitoring Report, 2007

Early childhood care and education supports "children's survival, growth, development and learning – including health, nutrition and hygiene, and cognitive, social, physical and emotional development – from birth to entry into primary school in formal, informal and non-formal settings... provided by a mix of government institutions, non-governmental organizations, private providers, communities and families."

EFA Global Monitoring Report, 2007

Poor countries frequently lack resources and political will to fulfill their responsibility to guarantee that all the children are registered at birth. Parents must travel long distances to the bigger cities because the civil registries frequently are centralized. Also, because the process of birth registration usually begins in the hospitals, the babies born in their parents' home are less likely to be registered. Other factors that prevent birth registration are the lack of confidence in the authorities due to cultural fears of discrimination or persecution and practices that go against the systems of birth registration.

Nicaragua Country Report

I believe that in our country we haven't even arrived at inclusive education and its deepest meaning. There is an intent. However, the [medical] labels given to these children prevents them from getting access to a real education which would provide equality for all who participate in it.

Teacher, Mexico

- Almost 40% of respondents said that ECCE programmes were not preparing children with an intellectual disability for transition to primary school.
- Respondents from 25% of the countries indicated that not all children are registered at birth. These results did not include many respondents from Africa where it was reported that children with disabilities are often not registered. The result is that these children do not have access to services or school.

Access to early childhood education for children with disabilities is limited by two main issues: the overall lack of availability of any ECCE services in many countries; and provision of ECCE through social service or health ministries which emphasize rehabilitation not education.

The “defective child” model identifies the lack of school success as a function of presumed limitations of the child, not the capacity of the teacher or school to teach and support the child to learn. This is a pervasive problem that has been found to exist even in schools that have officially been called “inclusive schools”.

In many countries of the MENA region we heard that for a child with disability to enter a school or programme they have to get a letter from the doctor assessing her condition, and if there is a risk for other students even in a special education setting. Most of the time the doctor will recommend that the child stay at home, because there is no point sending a child to a place that has



nothing for him/her. The doctor often does not even see the value in a hearing device for a deaf child because the training is too hard and the only place is deaf rehabilitation facilities. (Country reports from Lebanon, Jordan and Syria).

While some major efforts are being made by governments to achieve the EFA goals, insufficient attention has been given to ECCE in the national education plans.

- Policies and planning for ECCE are not integrated with the education plan for the country and Ministries of Education are often not responsible for children under the age of 5.
- Examples of this can be found from information collected from the country profiles. In the USA only 57% of children between the ages of 3-5 attend center based early childhood education, while in Colombia only 35% of children less than 5 years of age receive services, of which less than 40% receive programs with an educational component. More information from Colombia indicates a low estimate that only 2.5% of the



Launched last April, the ambitious Madrasati (my school) initiative seeks to make education a social responsibility. The idea is to partner NGO's who are mainly responsible for pre-school education with the Ministry of Education. Even though the initiative commits to inclusion, there is no mention of students with intellectual disability. Academic achievement and testing/assessment are still the determining factor that children have to undergo to be able to access the new pre-schools and transition to grade one in the mainstream system.

Jordan Country Report

children under 5 have a disability, and there is no data indicating the number who access education programs. Our family survey shows that these children have a difficult time accessing regular early education programs run by the government.

- Our members report that the central objectives of ECCE often seem unclear in their countries and there is confusion about how it should be delivered. In MENA for example we found that responsibility for ECCE fell in different ministries. In Lebanon it is the responsibility of the Ministry of Health, in Yemen, Algeria and Sudan the Ministry of Labour and in Bahrain, Kuwait and Jordan it is the responsibility of the Ministry of Social Affairs. The result is that the ECCE is delivered sporadically with little coherence by government agencies and often through private agencies, with little or no connection to the primary education system.

According to the reports we received, poor quality and insufficient provision of ECCE as well as lack of access to ECCE means that:

- Children with disabilities do not have access to health care, immunization, hearing and visual preventive programs, feeding and nutrition programmes; since these are delivered through early

childhood programs. This is confirmed by a major study in India on access to early childhood programs, which found that children with disabilities were 'invisible' to the country's major ECCE program (Alur 2003).

- Parents of children with disabilities do not have the opportunity to access parenting information, parent education and supports.
- Children with disabilities are often placed in unsafe environments when their parents are at work and they are denied the opportunity to play and socialize with their peers.
- Without access to ECCE children with disabilities are unable to get the supports they need at a critical age to mitigate their disadvantages and help them to foster resilience.
- Children with disabilities are denied the opportunity to receive support for 'school readiness' and preparation for primary school.

In addition to the direct benefits of ECCE for children with disabilities, the impact on families and communities is fundamentally important to building inclusive communities:

- Parents of children with disabilities are less likely to be able to participate in the labour market because of poor access to child care for their children contributing to further disadvantage and increased poverty;
- ECCE helps to strengthen communities and build social cohesion.

Early learning and care for children is a fundamental part of the economic and social infrastructure of all countries. Increasingly, policy makers and governments are recognizing the benefits of investing not only in the care and education of young children but also in the supports to families that it provides.

The bulk of information collected through our study was about access to primary education. The picture that results is that there has been much progress in reforming legislation and policy to support inclusive education, and there has been some teacher training, actual implementation at the school and classroom level is moving slowly if at all and much remains to be done.

Despite the assessment by participants in this study that the majority of countries profiled have adopted commitments to inclusive education, families and self-advocates tell us that even in countries with good legislation and policies, inclusion is not yet a reality.

- In Central America almost every country has adopted legislation or policy that affirms inclusive education, yet practice falls far behind the goal.



- In Canada, New Zealand, the US and some European countries there are overarching national and sub-national/provincial/state human rights laws that protect the rights of people with disabilities, and education laws that commit to inclusive education. However, our members report that in practice, implementation of these laws and commitments do not take a human rights-based approach to the provision of education.
- In Africa there are a few countries that have adopted statements or policies that refer specifically to children with disabilities.
- In some places legislation and policy refer to inclusion of marginalized groups but leave out children with disabilities.
- In other instances legislation that focuses on the needs of children with disabilities results in the development of segregated or isolating practices.

For example, in Colombia the law states that when a child has an intellectual disability, with high needs, they will be cared for in institutions selected by the authorities (most of them out of the educational system).

There continues to be a wide gap between policies and legislation and the reality of how students with intellectual disabilities are served in their communities, schools and classrooms.

Often the Ministry of Education does not have responsibility for the education of children with disabilities but rather a social ministry has that responsibility. (See, for

The Ministry of Education's Statement of Intent 2007-2012 acknowledges that the New Zealand Disability Strategy must become part of our education policy if disabled students are to receive the best education...

Report from IHC,
New Zealand

About 90% of students with disabilities attend regular schools. About half of all students with disabilities spend 80% of their time in regular class.

Education and Inclusion
in the United States:
An Overview
September 2008

The Universal Primary Education Programme offered free primary education for four children per family. The child with a disability in the family was given first priority to education and then the girl child.

Government of Uganda
Report, 1998

KEY MESSAGES FROM FAMILY SURVEYS

- ✓ The majority of families said that their family member was attending an education institution at present; however most had attended for only short times (2 to 4 years).
- ✓ Very few children with a disability graduate from secondary school.
- ✓ There is limited support from schools; families are made to pay for almost all classroom supports for their children.
- ✓ Financial limitations are forcing them to pull their child out of school early because they cannot cover the costs of supports (aids, assistants) needed for their child at school.
- ✓ Families of children with a disability who are not attending school said that poor expectations of the child's ability and negative attitudes from the school were the main reasons for exclusion from school.
- ✓ The majority of families think that lack of knowledge of teachers in teaching special education is a major barrier to the educational advancement of their child.
- ✓ Families told us they prefer to send their children to a regular school rather than a special education school but the benefit of special education schools is that their child is less likely to be 'hurt'.

Overall, families told us they believe that building inclusive communities was still a goal to be achieved and inclusive education was a way to achieve this goal.

example, *The right to education of persons with disabilities, Report of the Special Rapporteur on the right to education*, February 2007.) In the majority of countries that participated in the survey, a government department not responsible for education overall, was nonetheless responsible for education of children with disabilities.

Almost 80% of respondents said some school aged children do not attend regular education programs, but are covered through what is often some meagre provision of government departments of social welfare or health.

The result is that children with disabilities often do not have access to education and they are segregated into health and social service programmes at best, and usually left isolated at home.

Our surveys, interviews, and consultations confirmed that the majority of children with disabilities in developing and developed countries do not attend regular schools with the supports that they need. Many self-advocates and families told us stories about how they had been refused or turned away by school administrators, principals and teachers. This



happens in developing countries but is just as pervasive in wealthy countries where separate programs prevail. Of all the factors that have been identified as making children vulnerable to exclusion (girls, HIV/AIDS, poverty, ethnicity, etc.) disability is often found to be the main reason for being excluded.

As a parent from Bolivia told us, in reference to her daughter,

When she was little I used to take her to various schools but the teachers didn't know what the problem was and used to tell me the child wasn't suitable for the school, and that she wouldn't learn like the other, and I should take her home.

At first school administration resisted my enrolment into the school because there were no qualified teachers to teach me and there was nobody who could communicate with me.

Khenyi, Sudan

One of the focus groups from India reported that while there are some instances of inclusion, they are anecdotal, the result of courageous individuals; the 'system' does not drive access.

The dream of every parent is to ensure that their child becomes independent, realizes his/her full and best potential and is a useful and contributing human being. The dreams of a parent with a child with special needs are quite similar. However, since [children with disabilities] are often excluded from the mainstream community, the struggle has been to see them included and functioning in the mainstream community and to be accepted and treated with the dignity they deserve as fellow human beings. Having said that, inclusion/integration just does not seem to be happening in our country except in small pockets here and there. Even this has been achieved mainly due to the openness and courage of a few individuals rather than that of the system.

- As noted in the section on ECCE, many children with disabilities are not registered at birth and therefore do not appear in statistics or have a right to education, and so they are not eligible to be enrolled in school.
- Some families are forced to move to other cities or countries in order to get access to any education because of the closed doors they face, or even to break up the family to make this possible. As a mother from Jordan reported

"We were aware of the needs our son has to continue in his education so we had to make some important changes in our life. My husband accepted a contract in another country to be able to provide for our son. Breaking the family has been hard but that is the only way we could afford to pay for a school to accept him."

- Lack of affordability was pointed to time and again in developing countries in Latin America, Middle East and North Africa, Asia and Africa. Finding that no school would accept their child, one parent from Lebanon told us

"The family has opted to place our child in an institution. The tuition fees for an inclusive school are unaffordable."

- Many reported negative attitudes of teachers and administrators. We report on this in the section below on 'Quality'.

While the majority of countries who responded to our survey say that children with disabilities in their country have the right to attend the regular school with their brothers and sisters and they might receive some support, most said that the supports required were usually inadequate and ineffective; or that parents had to pay for them out-of-pocket. Often children are registered for school but do not attend because of lack of resources and support.

The Sri Lanka Country Report highlighted this issue:

The dropout rate is decreasing in general... However, the drop-out rate of children with disabilities is still an observable issue. This may be due to the reasons of poor quality of the educational assistance given to them, in schools and lack of resources including availability of trained teachers or methods of teaching.

Responses to our country profiles indicate that while some children with disabilities are getting into regular classrooms, in the majority of cases they are not getting the supports they need. Respondents from over 60% of countries profiled, indicated that at least some children with disabilities in their country were able to access regular education with their peers. However, respondents in

Families do not have the needed resources to give the support. The government does not provide it either. Of course there are good experiences with teachers that are interested and value the student, but still there is lot of resistance. There is no accepting that a person with a disability can learn with others who don't have a disability... Special schools do not want to make the needed transformation to support students with disabilities in inclusion.

Teacher Focus Group, Argentina

My child attended a regular school but wasn't given the right material. He was playing all the time. Moving him to a [private school that believes in inclusion] has changed my life. I know now that I have wasted three years of my child's life. The teachers at my son's school now are very understanding, progressive and take the time to plan I.E.P.s [Individual Education Plans] according to his needs. Teachers are cooperative with other teachers, parents and children.

Parent, Lebanon

My daughter is in school but every year we are afraid that this will be the last year. The school places a great deal of demand on us financially and emotionally. That is not only the case for our daughter, there are others in the school and each family has to pay and provide the shadow teacher for their child. Most students are afraid to approach my daughter. They think she could be aggressive, and the teacher does not take the time to talk to the students about the fact that she has Autism and that is why she acts different.

A Mother, Bahrain

just over 40% of countries profiled felt that children with disabilities were getting at least 75% of the supports they needed.

In most countries systems of separate special education emerged as a response to the failure of regular schools to include children with disabilities. The result is that resources that are used to fund the separate special system provide service to only a very small proportion of the population of children with disabilities.

For example, of the estimated 1.6 million children with disabilities in Ethiopia only 35,000 children receive education (reported by Ministry of

Education Officials at Inclusive Education workshop April, 2009). With a few small pilot projects the majority of the children with disabilities who receive education are in separate special education schools which are often run by private organizations or NGOs. There are simply not enough resources in a country like Ethiopia to establish enough separate special education schools initiatives to reach the 1.6 million children with disabilities who are out of school.





In Latin American countries, the educational system for students with disabilities has been based primarily on a limited number of special schools. This has been true for smaller, less developed countries, as well as for larger, more developed ones, as the following examples demonstrate:

- ✓ Nicaragua has some 150,000 children with special-education needs. Of these, the country's system can accommodate only 2.4% (3,600 children), meaning that the needs of 97.6% of children with disabilities are unmet.
- ✓ In Chile, traditional schools direct their special-education efforts toward children with mild disabilities, ignoring those with more severe problems (Milicic and Sius 1995). Moreover, most special-education schools specialize in only one type of disability, meaning that children with multiple disabilities are often overlooked. The country's 300 special-education schools can accommodate only 30,000 students, one-third of those who need the service.
- ✓ El Salvador has some 222,000 school-age youths with disabilities (Inclusion InterAmericana 2000). About 2,000 of these take courses at one of the country's 30 special education schools, meaning that less than 1% attend any type of school.

Porter, 2001

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

Universal Declaration of
Human Rights Article 26

For all people, and certainly for people with intellectual disabilities, learning does not begin and end in the formal primary classroom. Families and self-advocates reported on the impact that inclusion or exclusion from education has had on their sense of inclusion in the community. The life-skills attained in inclusive education and the relationships established with peers enable people with intellectual disabilities to contribute and participate in their community. Exclusion from basic education tends to further exclude and disadvantage



people with disabilities from access to post-secondary and vocational training.

In recent years there has been increased funding of post secondary and higher education by development agencies and international agencies. However little or no corresponding investments have been made in programming or accessibility for people who were excluded from primary education and who do not meet the eligibility requirements of formal post secondary education.

Generally, our members report even less access to education at the secondary and post-secondary level compared to the primary level. In many countries access to secondary education is very restricted and available only to students passing standardized exams which are not modified for students with disabilities. In other situations, the cost of secondary education is prohibitive for families. As one mother in Colombia told a focus group for the study:

“The majority of our kids are in primary school, which shows us that it was not possible to advance in the curriculum, and transform the education system to be flexible with a diverse population in secondary education and higher education.”

Several good practice examples of inclusion in post-secondary education can be found in countries where inclusive primary education has been in place for some time. In New Zealand three Universities are offering inclusive education to students and one University has established a Centre for Excellence in Inclusive Education. Other examples include Canadian, US and European university and college programmes where students with disabilities (including intellectual disabilities) are included.

The beginning and end of class timetables are complicated because all my children are not accepted at the same college. My son with a disability goes to a distinct college, so this makes the other students not understand/accept him.

A Mother, Mexico

At university level the curriculum adaptations were denied by the Ministry of Education because of a lack of policies at this level... that made my daughter very frustrated and she left university. We have sent judicial notes to the Ministry but it is the person there who denied her the flexibility of the curriculum...

A Mother, Argentina

These models provide a basis for future development of post-secondary options but particularly for students who have an intellectual disability they remain anecdotal examples in the global context, rather than signals of a systemic shift.

Another common issue raised by self-advocates, families and their organizations is that adult education or vocational training is not preparing youth with disabilities for decent jobs, or assisting them in accessing the labour market. The costs of mainstream training are too high.

My daughter attended several regular schools, never finished primary education, then went to a rehab center and now is in a workshop.

A Mother, Mexico

The Country Report from Sri Lanka tells us:

Although Sri Lankan Government is trying their level best to make the education inclusive, still the vocational education centers mostly remain isolated and usually in separate special education environments for persons with disabilities. The majority of the students after completing their formal education are directed to vocational training at technical/vocational training institutions established for PWDs.

The opportunity to mingle with non disabled youths for vocational training is mainly prevented due to two reasons. The government- sponsored /supported such institutions provide free training exclusively for people with disabilities, and the private institutions offer training services for all, but at a high course fee. So that disabled at low income levels cannot have access to such training facilities.

The youths trained in such institutions are faced with difficulties not only in searching job opportunities, but also getting a fair wage for their labour. According to the instructors, such youths are very disappointed and feel they are being exploited. They are underpaid for the services they render; their earnings are not substantial when compared to their own cost of attending to such jobs. Teachers blame the problem on the student.

In Brazil, our member association told us there are more than 2000 special schools in the country, and many of the stories they gathered came from self advocates who were in special schools and in vocational programs run from special schools. They told us that for them going to school was important because “If I do not go to school where would I go?” “Going to vocational programs at special school is the only activity that I do out of my home.”



Literacy rates among people with disabilities and especially people with intellectual disabilities are disproportionately higher than the general population. A recent paper exploring the issue of literacy for people with disabilities, estimates that of the 650 million people in the world who have a disability only 20 million are literate (Groce and Bakhshi 2009).

Literacy is both the result of exclusion and a contributing factor to conditions of poverty and exclusion. Literacy skills impact on the ability to get a job; to participate in political processes; to access services and supports.



Low literacy rates among people with disabilities can be attributed to a number of factors: poor access to formal education; poor quality education and poor access to literacy and informal education programmes.

For people who have intellectual disabilities there is often an assumption on the part of teachers, community workers, policy makers and sometimes parents that they are unable to learn basic literacy skills. These misconceptions result in denied access to primary education which is where literacy skills are acquired by most people. Where children with intellectual disabilities have access to some form of education (usually in segregated environments) they often receive poor quality supports and education. Many children receive informal education supports at home or in the community but parents of children with disabilities do not receive supports and encouragement to promote literacy. Parents often believe that they require specialized training to assist their son or daughter to learn to read, write and have basic numeracy skills.

International commitments and attention to EFA have largely focused on the improvement of the formal primary education system.

National governments and the international community have tended to assume that the political and economic returns from investing in young children, youth and adults are lower than those from investing in school-age children. The resulting neglect has been compounded by the inclusion of only two EFA goals in the Millennium Development Goals and by the decision to limit the EFA Fast Track Initiative, the only significant multilateral aid vehicle, to universal primary completion. (UNESCO, 2006)

Literacy programming outside of the formal education system targeted towards the needs of those who are marginalized, is usually inaccessible to people with intellectual disabilities. For example, literacy programmes for new immigrants or for adult learners are not designed to address the needs of people with intellectual disabilities.

Even in countries where the majority of children with disabilities attend school, few programmes that are designed to assist people in keeping up or enhance their literacy skills include people who have disability. Those that do are often one time initiatives without evaluation or monitoring. (Groce and Bakhshi, 2009)

As one self-advocate from Malaysia told us:

"I did not remember anything I learned. I am still unable to read nor write. I am very dependent on others."



Girls with disabilities have been largely ignored, both by efforts to promote gender equity and by those promoting equity for people with disabilities. Cultural, social and attitudinal barriers based on disability and gender limit educational opportunities for girls with disabilities. Access to education for girls with disabilities is affected by a range of factors including: the type of disability they have; the economic status of their family; where they live; and their ethnicity.

Little data exists on the status of girls with disabilities in education but there is some evidence from families who we surveyed that girls with disabilities are less likely to be in school and are less likely to be successful.

Despite their significant numbers, women and girls with disabilities, especially in the developing countries (in the Asian and Pacific Region), remain hidden and silent, their concerns unknown and their rights overlooked. Throughout the region, in urban and rural communities alike, they have to face the major problems of triple discrimination by society: not only because of their disabilities, but also because they are female and poor. (UNESCAP 1995)



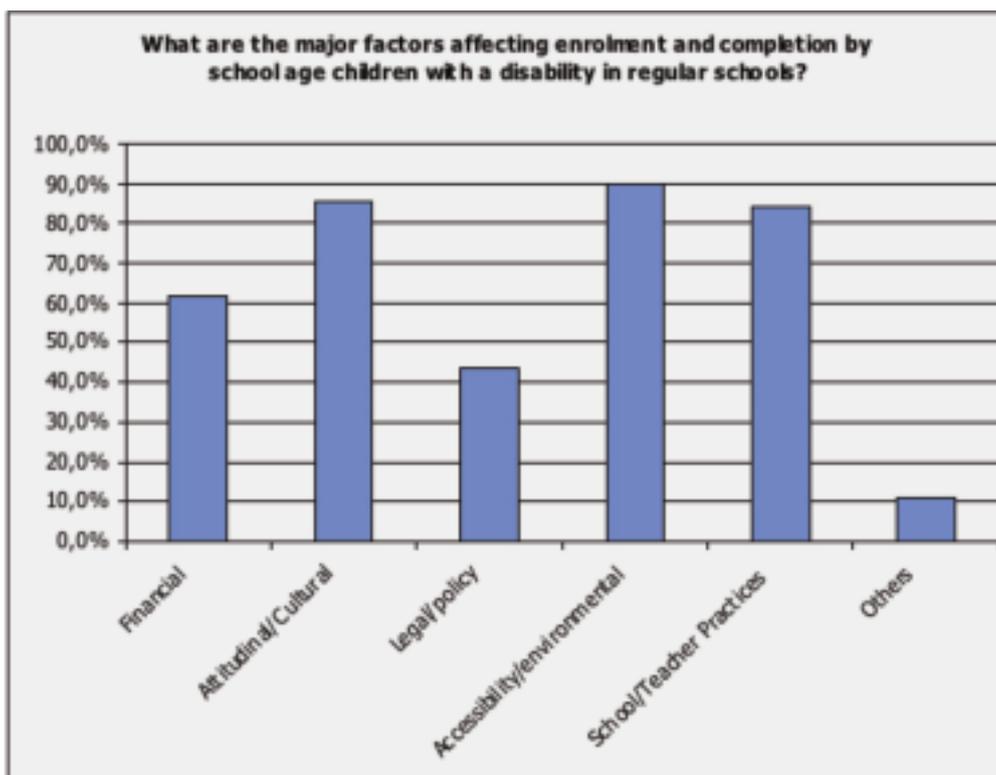


Although available data are limited, they indicate that women and girls with disabilities fare less well in the educational arena than either their disabled male or non-disabled female counterparts. For example, UNESCO, the World Blind Union and others estimate the literacy rate for disabled women at only 1%, compared with an estimate of about 3% for people with disabilities as a whole (Groce, 1997). Statistics from individual countries and regions, while often higher, nonetheless confirm the gender inequalities (Nagata, 2003).

Our research found little evidence of policies or programmes designed to address the needs and inclusion of girls with disabilities. Some of the donor projects for inclusive education that our members pointed to did call for a gender strategy. However, we did not find evidence that the 'double disadvantage' that girls and women with disabilities face in education is being addressed in National or state-level education planning. While gender is a key focus of both EFA and the MDGs, the exclusions that girls and women with disabilities are facing are not being monitored in national or global education agendas, nor are targets being set for their inclusion in ECCE, primary, post-secondary and adult education.

Inclusive education, when effective, contributes to quality education for children with disabilities and for school systems as a whole. Seen another way, inclusive education cannot work if all we are doing is putting children with disabilities into existing systems that do not achieve quality and excellence for all students.

Our study points to four main elements of quality education that results in inclusion – inclusive attitudes and school cultures of inclusion; trained and supported teachers; adapted curriculum and assessment; and supportive and accessible school environments. Analysis of responses from country profiles indicate these were the main factors affecting school enrolment and completion for children and youth with disabilities who did access regular education (see Figure 1).



PARENTS REACT TO NEGATIVE ATTITUDES – INSIDE THE CLASSROOM AND OUT – FROM MEXICO, ARGENTINA, BOLIVIA, CANADA, YEMEN, KUWAIT, TANZANIA

“The teacher took him out of class because he wasn’t learning, another teacher didn’t like the way he looked at him. Federic was insistent and said ‘I want to go to school’.”

“It’s easy to get the impression that some teachers / schools do not respect the human rights of disabled persons. A number of teachers held negative or ignorant views about disability which caused them to actively exclude him or fail to seriously address his learning needs.”

“Teachers love my son but there is very little inclusion in regular activities; very little peer-to-peer interaction.”

“It’s very stressful at times. You need to know all the players and all be on the same page. Commitments were not always met (on both sides - family and school system). We have to insist upon getting positive stories from the educational assistant or we get very stressed out.”

“My son went to a special school, then regular school, then special school and now is going to a special school but working on one to one at home. He is having lot of behavioral problems due especially to the negative attitudes he is facing from teachers and the other students.”

“It’s hard on parents’ self esteem. Don’t feel like I am good enough and don’t know what to advocate for.”

“There was no problem in the special needs school but in the primary school there was not acceptance but the teachers. They would discriminate and did not pay attention to him. At the moment because of the economic situation he does not go to any school.”

“She was placed with the most affected kids, the teacher lacked commitment. We felt discriminated against.... we took her out of school and looked for someone to care for her at home. Now she is 30 what she has learned is what we taught her as a family.”

“Seeing her now in regular school is the best that could happen for her and us as parents, she is living the same experiences as her brother... she attends secondary school. Teachers and fellow students are sensitive to inclusion.”



- Self-advocates, parents and teachers all pointed to the importance of positive values about inclusion and disability in making quality education possible. The reality is that for the majority of those who were involved in focus groups and who responded to surveys, negative attitudes persist. Their assessment is confirmed in larger population surveys.
- The Canada Country Report indicates that a large public opinion survey found only 33% of Canadians support inclusive education.
- In a survey in Brazil, over 95% of 18,500 teachers, principals and students reported they had a negative pre-conception about people with disabilities, and mostly about people with intellectual disabilities. Ninety-nine percent indicated they did not want people with disabilities at their school.
- The Country Report from India indicated negative attitudes in schools based on the myth that disability resulted from the 'sins' of people themselves or their parents.
- A UK survey of young people, age 14-16 found that over 50% had not learned about people with disability in the last year in their school curricula (The Children's Society, 2005).
- In surveys and focus groups around the world, parents spoke of the high costs of negative attitudes for their children and their families.

TEACHERS TOLD US:

- They are not satisfied with the programs children with a disability were receiving in their schools.
- Teachers feel there is limited support from school administrators.
- Teachers said they require more support from assistants in the classroom.
- Teachers feel that they and other teachers do not have the proper training; and so many are not prepared to have students with disabilities in their classes but would agree if given the opportunity and support.
- Teachers said that lack of training, administrative barriers to attend school, and negative stereotypes of children with disabilities are the main reasons why these children are prevented from attending school.
- Over 70% of teachers said they would **RECOMMEND** inclusive education to parents and students.
- Teachers feel strongly that inclusive education promotes relationships with peers and fosters a sense of community.

Teachers who are trained, skilled, and knowledgeable about inclusive education, and supportive of teaching in this way, remain a minority in education systems around the world. In our survey, while two-thirds of parents with children in regular education felt that their child's teachers understood their needs, only one-third felt that teachers had the skills and knowledge to include and teach their child. Among teachers themselves, 70% felt that other teachers in their school were not prepared to have students with disabilities in their classes.

Over 750 teachers from around the world responded to our survey. Some of the key issues identified through the teacher surveys include:

- A main finding from the survey is that teachers who have received training in teaching children with disabilities, tend to be teaching children with disabilities whether in separate special education or regular classrooms. Those who did not receive this training are much less likely to have children with disabilities in their classrooms. Teacher training for inclusion still remains on the margins of teacher education.
- For those who do receive training, it is often done from a medical model of disability, rather than focusing on learning styles and teaching strategies for inclusion. Many NGOs in the field of rehabilitation are the ones training teachers and there is a tendency toward a medical perspective and special education paradigms.

- Much of the training is in awareness and sensitization but little is in place to address the challenges at the classroom level and the strategies needed by teachers.
- The training that regular teachers receive does not include the tools needed to deal with the broad diversity of students that they will later face in their classrooms. The consequence is that children with disabilities may be in a regular classroom, but are not getting an education. As the Country Report from Zambia indicated:

COMMENTS FROM THE TEACHER SURVEY:

“As newly teaching grads we are not fully trained to work with the kind of population we see nowadays.”

“Training as a special education teacher is fairly incomplete. Continuing education is essential.”

The school practices in Zambia are that all children are allowed to go to same school and attend classes with their fellow peers. However, being in class in one thing and learning is another.

- There are few universities involved in pre-service and in-service training of teachers to address their needs in inclusive classes. And where it is provided, it is for the most part not a mandatory part of teacher education.
- There is still a perception by many teachers that students with disability are the responsibility of special education teachers alone.
- Teachers who attend training are usually special education teachers, support teachers that teach in special schools only for students with a disability and /or some teachers that are already doing inclusive education.
- The survey showed that teachers that teach at separate special education schools have higher levels of training in the strategies for inclusive education than those that are teaching students with a disability in regular schools and regular classes.
- We received many reports of special education teachers who do not want to change their practice and still promote segregation as a better option for students with disability.

For a disabled child living in rural India, going to a local school can be a difficult task. The schools are either located far away or there are no transport facilities. Nor do the schools have ramps or modified toilets to suit the needs of a disabled child.

India Country Report

In Poland we have a lot of architectural barriers. My son went to a school that didn't have an elevator. When he was a small child – his school friends helped him to carry his bags and helped him to go up the stairs. But when he grew up he became too heavy for them. Now I must employ an assistant, who helps my son with his daily functioning. Most schools have architectural barriers that make them inaccessible to people with physical disabilities.

A Mother, Poland

Issues of community accessibility, transportation and accessibility within the school are major factors impacting on whether children with disabilities are able to attend school.

- 75% of respondents said schools were not physically accessible
- 77% said accessibility was a major factor affecting enrolment and completion of children with disabilities in regular school

In addition to the physical and human resources needed to support inclusion, families and self-advocates told us that a



range of issues related to curriculum and evaluation create barriers for children with disabilities and especially those with intellectual disabilities.

- There is limited curriculum and instructional adaptation based on universal design, differentiated instruction, multi-level instruction and recognition of multiple intelligences.
- Our survey results suggest that most children do not attend neighbourhood schools with the individual supports they require.
- Over 50% of respondents indicated that school systems do not provide accommodations for children with intellectual disabilities.
- Standardized testing can encourage schools to exclude students who are likely to have poor scores.
- Lack of adaptations in evaluating students (such as requirement for blind students to take written tests) prevents students from moving to secondary education.
- Measuring standardized learning outcomes as the only indicator of quality education means that many children are denied access; or assessment according to their individual learning goals is not seen as integral to the assessment of the quality of education.

COMMENTS ON STANDARDIZED TESTING FROM MEXICO COUNTRY REPORT

Recently, the LINK test has been implemented in Mexico. The purpose of the test is to assess schools based on the curricular knowledge of their students. This has created a lot of competition among educational institutions since achieving “good marks” on this test raises the national reputation of the educational institution.

The assessment does not take into account values of inclusion, overall accessibility conditions or the diversity of populations enrolled, all of which lead to building inclusive environments. This situation has given rise to competition among schools, exacerbating exclusion and discrimination towards students with disabilities [who are seen as risks to higher school scores].

“They should ban testing of children for school enrolment because only the most qualified children are allowed in.”

A Mother, Mexico

“They forget that not all children learn alike, or that children follow the same learning process... It is a school that always wants to have a score of 10 to look like a successful school.”

A Mother, Mexico

Lack of flexibility – we found that schools and teachers (particularly secondary school) were often unwilling to examine or change their practices in order to meet the needs of disabled students. For example, we were unable to obtain a reader / writer at exam time because he didn't fit the criteria. Often a message we received was 'this is the way we do things here – if it doesn't work for your child – too bad'.

Country Report from New Zealand

A recent study (Spect et al. 2006) on inclusive education in Austria offers a measure of quality other than standardized test scores:

instead of concentrating on the formulation of result standards, which only lead to problematic results which are difficult to interpret and contradictory, it seems to be more appropriate to define clearer standards for special needs support at school [which measure the extent to which] pupils:

(a) get maximum possible support to develop their individual abilities and assets, and

(b) are provided with a maximum of opportunities for their inclusion into their social environment and society.





Since Salamanca there have been many efforts to place children with disabilities into mainstream schools. The fundamental assumption is that *“what is on offer in the mainstream school is, with minor modification and a little redistribution of resources, a means to ensuring educational excellence and equity.”* (Lloyd 2002)

This is also the message that we received from both teachers and families in this study. If they could overcome negative attitudes, physical barriers, lack of in-class supports and adapt curriculum and evaluation methods, quality education could be available to all children.

The following table is drawn from a background report prepared for UNESCO (Richler, 2005), and suggests the main modifications and transitions in education systems that need to be made. They focus on governance, training and support to teachers, and in-school supports. In column 1 it shows the factors associated with an agenda for quality education and successful schools. Column 2 shows how these factors can be adapted to address the various barriers that self-advocates, parents and teachers told us keep students with disabilities out of regular classrooms.

Well trained and valued teachers¹

No ability groupings³

Teachers working in teams⁵

Support to teachers⁷

Balance of governance with discretion at school and district level⁹

Regular teachers trained to teach students with special educational needs²

Within class differentiation in curriculum⁴

School based student services teams⁶

New role for special educator as support to regular teachers⁸

Endorsement of inclusion at national, regional and local levels¹⁰



We began this chapter with the question of whether the global agenda for education is 'touching down' in the lives of children, youth and adults with intellectual disabilities. Our analysis makes clear that EFA is not yet making the difference it needs to make for people with intellectual disabilities.

In fact, *Education for All* is failing us.

Early Childhood Care and Education, Goal 1 of EFA, is well-recognized as essential to healthy childhood development and a good 'head start,' for primary school, especially for children with disabilities. Yet the data gathered for this study suggests that programs are inaccessible, young children with intellectual disabilities are not welcome, and those that do access some programming are not getting what they need to prepare them for primary school. A 'medical model' predominates, which often labels children with intellectual disabilities, posing one more barrier to an expectation that they would benefit from further education. Lack of programs, and incoherent policy and programming all contribute to an ECCE system that leaves children and their families without the supports and interventions to be 'school ready.'

A number of barriers prevent children with intellectual disabilities from getting access to primary education, Goal 2 of EFA. Separate responsibility for children with disabilities whether in social welfare departments of government or special education departments in schools and school districts is a major barrier to children with disabilities accessing regular primary school. Add to this the fact that many children with intellectual disabilities are not registered at birth and so cannot enroll in school, lack of in-school supports, financial costs of access imposed on parents. The right to education is being systematically denied to this group in the majority of cases.

Barriers to ECCE and primary schooling mean that children with intellectual disabilities who do enroll often do not complete programs. This means an even smaller enrolment in secondary education and hardly any enrolment in post-secondary education or vocational training that give essential life and vocational skills – Goal 3 of EFA. Those who are lucky enough to go on to post-secondary education usually find inflexible curriculum and lack of support for successful

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

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

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

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

With such a comprehensive set of barriers to educational equality and inclusion, how do we develop and implement a global agenda where *Education for 'All'* means all children, youth and adults with intellectual disabilities? First we need a shared direction. Based on the findings from our global study, **Table 5** provides such a direction. It shows how the Dakar goals for EFA would have to be defined and measured to be inclusive of children, youth and adults with intellectual and other disabilities.

To achieve the Dakar goals in an inclusive way, we also believe it is essential to start with the growing number of examples of successful inclusive education being developed at all levels – classrooms, schools and school districts, and state and national level educational systems. We gathered

some of these examples through this study and present them in the next chapter. They begin to provide a 'roadmap' to confronting the barriers to quality inclusive education for all.

We know from the experience of people with intellectual disabilities and their families that inclusion is possible. And that it makes a difference for individuals, families, schools and communities. As one parent from New Zealand shared in a focus group for this study:

The opportunity of a community-based inclusive education has meant that my son has grown up and learnt alongside his sister, his friends, and his peers in his community. He has learnt valuable and practical social skills which will assist with forming relationships and networks and will equip him well for future employment and community participation. Equally importantly, over 1500 students and staff have also learnt how to include a disabled person in their community.

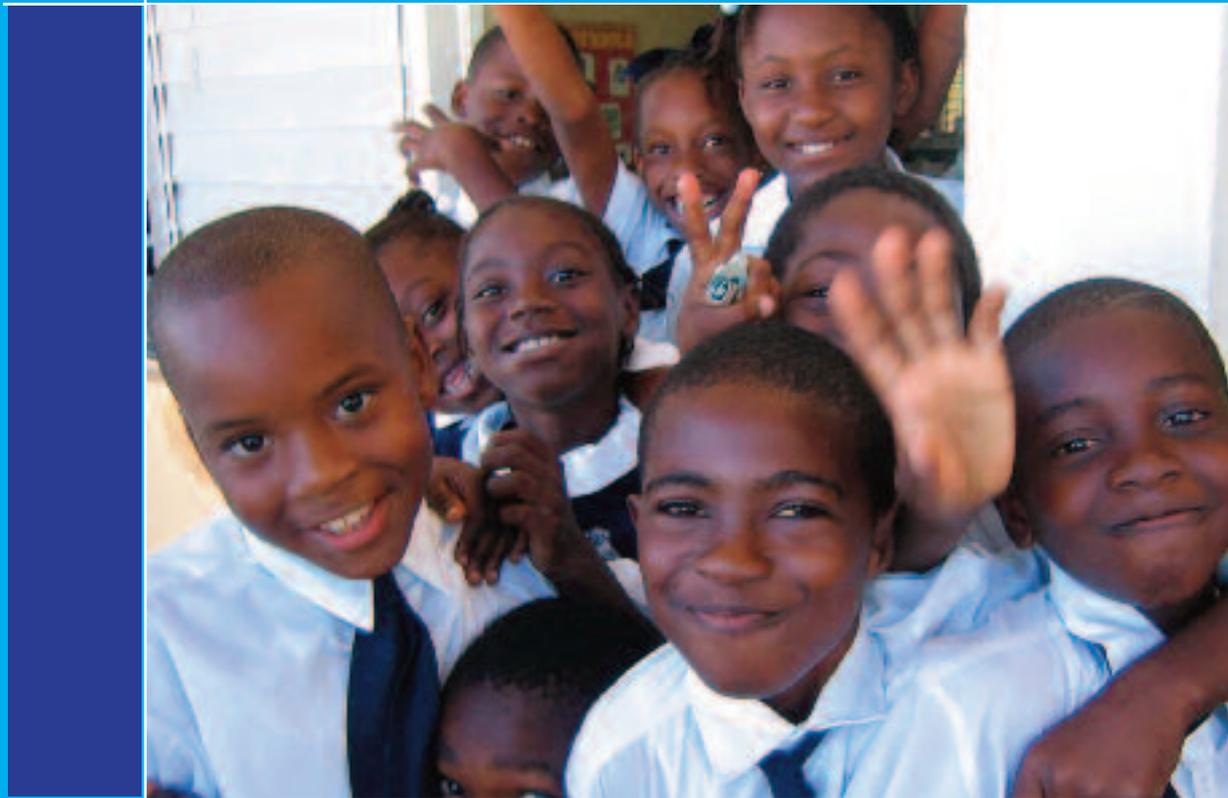
The next step is to make it possible for all.



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

CHAPTER 5

The Road to Inclusive Education: Good Examples to Build Upon



Chapter 5

We have received positive stories from self-advocates, parents, teachers and community advocates about successful experiences in inclusive education from all over the globe. In countries with a lot of resources, and in countries with few, inclusion is working. We received examples of individuals, classrooms, schools and communities in every region that are making real efforts to include children with disabilities in regular schools with the supports they need. We have also learned about considerable expertise and knowledge about successful inclusive practices and how to put them in place in the school and classroom. The examples we received are extensive and inspiring. Since we cannot include them all in this report, they are available on our education website.¹

Some stories were about including one or two students at a local school. In others, there was change in an entire school's approach. In yet others, there has been a change to make inclusion a part of government policy at the regional, state or national level. The stories in this chapter provide examples of change at each of these levels.

We classify the examples of the development of inclusive education development using the following framework:

- Micro level (individual, classroom levels);
- Mezzo level (school-community-education system levels); and
- Macro level (law, policy and cultural).

These three categories complement the examples identified in UNESCO's Global Monitoring Reports and other research studies. As Peters (2004) suggests, research on inclusive education makes clear that change is needed at all these levels to address the systemic barriers that continue to hold back progress. A series of 'North-South Dialogues on Inclusive Education' convened in India by the National Resource Centre for Inclusion-India between 2001 and 2005 also used these three levels to reflect on the process of systemic change for inclusive education – with advocates, educators, researchers, and policy makers from countries of the north and south. Three volumes of papers from these Dialogues have been produced and provide a wealth of examples.² To these examples and others which have been documented in the growing body of research on inclusive education, we add some of those examples provided and referenced by participants in this study. Together they demonstrate that change for inclusive education is taking place at all levels and in all regions.

Inclusion is often happening one student at a time. This is usually a result of advocacy by individual parents. The burden on families and particularly parents to be on the front line in insisting on education for their child in an "inclusive" setting is a global reality. We can state with confidence that positive change in inclusive practice is linked to parent demand. It is their vision, goals and dreams for their child that pushes the inclusive education agenda forward.

One compelling story comes to us from El Salvador. A small number of parents of children who were deaf formed a group to support the inclusion of their sons and daughters in regular education.

They raised money to hire interpreters who could teach their children sign language. They taught sign language to some of their children's hearing peers so they could become proficient in sign-language. They supported this effort in community schools. As a consequence they created a group of community youngsters who their children could communicate with and thus experience the positive effect of a peer group.



This in turn allowed them to be included in the regular classroom and participate in the regular curriculum.

As a result of this program, one of the deaf students, Pablo David Duran Villatoro graduated from university in 2009 as an engineer in computer systems, becoming the first deaf engineer in El Salvador. His father, Edgar told us:

I want to share ... the experience ... that inclusive education is an effective way to ensure the success of people with disabilities. But let us not fool ourselves; it requires sacrifice to deal with all the issues. But it is possible – very possible.

Cayley describes how her school was committed to including her.

I have always loved Hillcrest Christian Academy because the children and the teachers are all very kind and helpful but when I was in school I did sometimes have a few problems. My parents always had meetings with the teachers to work together with them as they found the best way to help me. They found the best way was to let me work with easier work. When the other children were doing math, then I did my “easy” maths. When the other children were doing English spelling, then I did my “easy” English spelling. I never had an assistant in the class because I had learnt to concentrate quite well and every day I had two class friends who were “buddies” for that day. I didn’t mind that I had easier work to do. It was good. I was glad that I also never did exams. That was the best for me.

I learnt so much from my friends in the school and I think that I can speak a bit better because of that.

Yemen provided us with a good example of the impact of attitude change. A Ministry of Education official explained that while including students with disability has not yet been made a policy priority, there is no resistance to having students with an intellectual disability in mainstream education. “If they learn by being with their peers, then they are welcome in the classroom.”

A parent focus group in India provided their suggestions about how to make inclusion work at the school level.

1. Parents need to make a conscious decision that they are ready for the struggle, as inclusion is not going to be a simple or easy task for the school or you or your child.
2. It is always easier if you are upfront about your child’s challenges, so the teacher and school know what to expect.
3. If the school has a resource room for special needs, check to see if the services are really inclusive or the child is only taken into the mainstream classroom for certain periods or activities (like lunch or art!!).
4. At least one parent needs to work alongside the professionals on the child’s program and, and get formal training if possible. This way they will be able to confidently support their child in the school or community environment. Parent empowerment is very important.
5. A few parents living in the same locality can form a group and employ a therapist (or take turns themselves) to go into the school with their children and backup the therapist when required. This may work out for children who need minimal support. If children need more support, the parent may have to go in themselves on such days/periods or for a child with more difficulties for a longer period.
6. Some schools do object to parents coming; they may need to be convinced of the merits of the case.
7. If the child is not admitted to school, still ensure he/she gets a lot of community exposure so that it is easier to participate in the mainstream in the future.
8. If the child is in a special school, try and work through the special school to get him/her into a mainstream school with support for a few hours initially so that the transition is easier for the child.
9. Ensure the child has adequate skills and support to function in the group/classroom. These skills include communicating his/her needs, sitting, attending classes as are appropriate. Specific necessary support includes the structure of his/her physical space and time, and transition routines. These could be visual supports, prompting and cueing done by a shadow/support person or the trained classroom teacher (if available).
10. For those already in a school system: ensure full support for the teacher/aide handling the child; maintain close contact with the school so that you can prevent problems before they begin; educate the school, teachers and children about your child’s difficulties which increases the interaction with the rest of the school; and try to find a sensitive child/children who will mentor/buddy your child.

When an entire school makes a commitment to inclusion, there is a positive impact on all students.

'Building Bridges: Transition to Independent Adulthood for Youth with Intellectual Disabilities,' is a project of Universidad Iberoamericana and CAPYS (a Centre for personal and social development and training). The project began in 2006 on the campus of Universidad Iberoamericana in Mexico City, and is the first time that a university in Mexico opened its doors to university-aged youth with intellectual disabilities to enroll in post-secondary courses and programmes. The project promotes the personal and professional skills of the students. It is also based on a commitment of the university to promote values of respect for difference, non-discrimination and diversity. Students with intellectual disabilities are encouraged and supported to participate in campus life, and develop competencies for independent living and employment. As well, the project aims to develop awareness of students and professors about people with intellectual disabilities and the value of an inclusive culture.



The 'Children's Club' designed by Leonard Cheshire Disability, ensures that children with disabilities have access to education by implementing inclusive education programmes in parts of India. The children's club is a recreational, informal group, in which both disabled and non-disabled children participate. The main purpose of the club is to ensure that children with disability have an opportunity to participate in sports, arts, theatre, drama, music and local summer camps along with other children and show their talents.

The club also initiated a peer-to-peer education programme. As part of this programme, a non-disabled child visits the homes of two children with disability and helps them with their basic education. Since they first started in 2006, more than 20 clubs have been formed which include over 191 children, of whom at least 113 have a disability. The clubs have been a success. They have not only helped in providing basic education to children with disability, but have also helped build their confidence and improved their social interaction. The events conducted by the club have also created awareness in the community and started to build an inclusive community for all.



In Bahrain students with intellectual disability were supported by siblings – non-disabled family members – as well as friends to go to regular classes. They joined together with students with intellectual disabilities for part of the instruction time in order to promote inclusion.

A good example of community level change was reported from Cameroon. ITCIG-SENTTI started in January 2007 as a special educational needs teacher-training institute in the North West province of Cameroon, the first of its kind in the country. Started through the partnership of local advocates and the NGO Spire International, the primary goal of SENTTI is to educate qualified special needs teachers, who are able to return to their home towns and villages and educate the high number of children with disabilities and special needs. The vast majority of children with disabilities are unable to go to school due to poor accessibility, lack of resources, social stigma and unqualified teachers. The few children with disabilities able to go to a 'special' school must travel long distances and be removed from their families.

Through school promotions and sensitization of the graduates from the program, SENTTI is raising awareness in the community on the issues associated with disability. Local businesses have become more open to people with disabilities by taking them on as apprentices, as seamstresses, beauty parlour helpers, mechanics and carpenters, all different ways of being included in the community. The initial success and interest in the program has also received government attention. Announced in August 2009, the government will employ 200 graduates from SENTTI within the public school system to ensure children with disabilities are able to be included in the education system.

Kó kay Lá nyi Marietta, Principal of Children's House Alternative Program in Budapest, Hungary³ shared the story of her inclusive school, founded in 1991.

In our school the students are in the centre of the education instead of the curriculum. That makes our school inclusive. So, the different kinds of students and their abilities determine the working of our school, not the standard curriculum.

We've made a differential learning environment. Our teaching methods are not standardized so they ensure diverse ways to learn. Our students can go on slowly or rapidly to acquire knowledge and key skills. We also divide the curriculum into three levels of complexity. We work with cards and workbooks that contain the knowledge in three levels. Our evaluation in school is a personal system containing the different kinds of levels.

At first parents were probably afraid of inclusion. That is because until 1993 children with disabilities were separated in special schools in Hungary. So, inclusion was unknown for the parents. We invited them to the school to show them how all the children can learn together.

I think that an inclusive school is a "good" school. Paying attention to the diversity of children and providing suitable environment for everyone is beneficial for students and teachers alike. Using this method teaching becomes a kind of an art. It is great to lead a school like this!

A World Bank-supported 'School Inclusion Fund' in Uruguay was established 2003 to support inclusive education initiatives in that country. Projects in 125 schools and 13 school inclusion projects were implemented. The initiatives ranged from improvements for physical accessibility, to teacher training, curriculum materials, public and community awareness, development of inclusive cultures in schools, development of a 'Network of Inclusive Schools.' A study of the initiative points to a number of challenges that need to be addressed for systemic adoption of inclusive education.⁴

While we can learn a lot from good practice at the individual or school level, examples of change of entire systems offer more promise for replication elsewhere. Some systemic change is taking place because of effective advocacy, especially by parents and their organizations. In other places, it is the result of attitude change and willingness to simply try to see if it can work. Both of these are important first steps to comprehensive change, but the places where systemic change is comprehensive, we heard of strong commitments to the rights of students with disabilities and the belief that inclusive education would contribute to better education for all children.

Italy has long been recognized as a leader in creating a national system of inclusive education. After closing its large institutions for people with disabilities in the 1960s a strong 'anti-segregation' movement and culture took root and in the early 1970s a national law was adopted for compulsory education of students with disabilities in regular classes in publicly-funded schools. Special educators were trained to support classroom teachers. A recent report by the Ministry of Education for Italy⁵ emphasizes that the majority of children with disabilities are enrolled in regular classes and that the number of children with disability has been increasingly steadily over the past decade. 'School Plans', school teams that prepare and implement individual education plans and needed classroom supports, local and national support initiatives, and strong legislation are all key factors in creating an inclusive system.

In Finland, the creation of bilingual schools, where sign language is one of the recognized languages, has been the basis of innovative and systemic inclusive practice. Finnish Sign language is recognized as a mother tongue and students can study with this as their main language from pre-school through comprehensive school. More and more deaf parents want their hearing children to be educated in sign language leading to the creation of bilingual schools attended by both deaf and hearing students.



IHC reported from New Zealand that together with other NGO's they have lobbied the government consistently about the need for inclusive education policy and practices. Their efforts included a complaint to the Human Rights Commission about the discrimination experienced by children at their local school in terms of access to the curriculum and participation in school life.

Inclusive education came about in Zanzibar after education officials visited Lesotho and were inspired by the changes shown in the Lesotho education system. The Zanzibar Association for People with Developmental Disabilities (ZAPDD) partnership with NFU (Norwegian Association for Persons with Developmental Disabilities) and the Ministry of Education and Vocational Training (MoEVT), with funding from the Norwegian youth organization "Operation Day's Work".

The Ministry of Education and Vocational Training (MoEVT) has adopted an inclusive education policy and at the moment is developing guidelines for the implementation of the policy. This work is supported by CREATE.

The MoEVT has also changed the name of the Special Needs Education unit to the Inclusive Education unit.

The Ministry has incorporated Inclusive Education into its new Policy Statement (2006) and plans to extend the programme to a further 20 schools in 2008 and this will continue on a rolling basis in future years. Teacher training capacity will be increased as will the Inclusive Education Unit.

Significant progress has been made towards inclusive education in Peru in recent years. Inclusion Inter-Americana, Inclusion International's regional member for the Americas, helped plant the seeds there through work with our national member – *Patronato Peruano de Rehabilitación y Educación Especial*. Parent activism led the Ministry of Education to develop an initiative that led to the establishment of an Office of the National Director of Inclusive Education. For nearly 5 years the Ministry has been working with regions, school leaders and teachers to develop and promote the idea of inclusive education. They have invested in training for



teachers and principals and worked to develop the concept of inclusion in communities. For the last several years thousands of families, parents, and teachers have taken part in an Inclusion Celebration at a stadium in Lima . The focus has been on developing inclusive practices in regular schools and changing the mission of special schools to become Resource Centres where staff and program initiatives provides support and training for teachers in regular schools. Peru has established a strong base to further develop inclusive education across the education system.

In Malawi, the umbrella organization FEDOMA has a strategy to enable local communities to identify and address the needs of community members with disabilities. Since 2004, the Norwegian Association for the Disabled in collaboration with the Ministry of Social Development and People with Disabilities and the MACOHA, operate in three pilot districts working across sectors to promote inclusion.

FEDOMA collaborates with several international agencies, such as UNICEF, European charity organizations, NAD, NORAD, Firelight Foundation, CIDA, ILO, DFID, USAID, AUSAID and Danish DCI. Effective partnership resulted in the launch of the CBR programme in the late 1980s by the government through MACOHA with financial and technical support from the UNDP and ILO.

From the 1970s until the mid-1980s the disability sector in Malawi was based on charity. Activities and caregivers benefiting disabled persons came mostly from churches and missions. Disability issues were the responsibility of the Ministry of Health, Ministry of Community Services and other social ministries. However, in December 1998 the Ministry Responsible for People with Disability was formed. Today it is called Ministry of Social Development and Persons with Disabilities (MSDPWD).

In November 2005, a national policy paper on the Equalization of Opportunities for Persons with Disabilities was adopted. The aim of the policy is “to integrate fully persons with disabilities in all aspects of life”, and “to promote equal access and inclusion of persons with disabilities in education and training programmes.”



In Austria, the highest number of students are included in the province of Styria. In 1993, after a tradition of more than 200 years of special education in separate programs in Austria, a new national law – based on the positive results of several inclusionary pilot programs in the years before – suddenly changed the situation. Parents were given the choice either to place their child with a disability in a regular classroom setting or in a special school. Since then a dramatic transfer of special education resources and expertise has taken place from the special to the regular system. Many special schools have closed and others will yet do so.

More than half of the school children considered to have severe disabilities and about 80% of all students with special educational needs are now already included in the regular system. This success is said to be due to:

- a clearly defined policy
- a flexible and adaptable curriculum

- in-service training for special and regular teachers
- political pressure by parents of children with disability

Panama is another jurisdiction which is attempting to achieve full inclusion. Parents of children with disabilities first began advocating for inclusive education in 1995. While the constitution of 1972 guarantees the right to education, it also says that exceptionalities will be dealt with by special education, based on scientific investigation and educational orientation. Parent advocacy meant that in 1995, education reform gave responsibility coordinating the education of children with special educational needs to the Ministry of Education, under a Directorate of Special Education.

The election of President Martin Torrijos in 2004 gave a boost to the rights of persons with disabilities. As parents of a daughter who has a disability, he and First Lady Vivian



Fernandez de Torrijos actively promoted the rights and inclusion of persons with disabilities. In 2004, an executive decree established the Norm for Inclusive Education of the Population with Special Educational Needs. With the collaboration of the Panamanian Institute for Special Habilitation and other partners, the Ministry then developed a National Plan for Inclusive Education, within the framework of the policy on modernizing education.

The National Plan includes provisions for:

- In-service teacher training,
- Transformation of curriculum,
- A new focus on teaching strategies,
- Teacher training in dynamic and participatory methodology,
- Ongoing teacher training with incentives and appropriate remuneration,
- Support for school including adequate physical conditions, basic texts, technology and other teaching resources to facilitate learning, and
- Each school will have an annual operational plan and regular evaluation consistent with international standards of quality.

A number of barriers were identified in the country report we received from Panama including:

- Financial barriers, because although education is free, that is only tuition, and families need to cover other costs,
- Attitudinal barriers still exist,
- Environmental barriers exist, especially because schools are often far from where people live, especially in rural and indigenous areas, and
- Child labour is still an important factor.

To improve the quality of inclusive education, investment is being made in physical infrastructure – building ramps and making washrooms and drinking fountains accessible; providing accessible transportation; transforming special high schools into systems which can support teachers in

regular schools; reducing class size; supporting teacher improvement; and modifying curriculum and student evaluation practices.

A new government was elected in 2009, and President Ricardo Martinelli has made educational reform a priority. It is too soon to know how this reform will affect inclusion.

The 'National Resource Centre for Inclusion' (NRCI) initiative was an Indo-Canadian project, sponsored by the Spastics Society of India in Mumbai (now Able Disabled All People Together), with a Canadian non-governmental partner, The Roeher Institute of the Canadian Association for Community Living, and funding from the Canadian International Development Agency. The project enabled over 2,200 children to be placed in regular schools in Mumbai's Dharavi, the largest slum in Asia, and in public and private schools beyond. The initiative changed schools and pedagogy; trained hundreds of teachers; expanded the knowledge base on inclusive education; changed public policy – local, state, and national; developed 'culturally appropriate codes of practice' for micro, mezzo and macro change and had a demonstrated positive impact on public attitudes. The NRCI



led the effort for the development and recent adoption by the national government of a national action plan for inclusive education.

Through its networking strategy, NRCI engaged over 40 NGOs, 140 colleges and universities, 167 firms in the corporate sector, 27 print media, 16 broadcast media, 32 government departments and over 25 international agencies.⁶ These various interventions enabled the project to initiate change across the levels – from micro to mezzo-level and macro-level change.

Inclusive Education has been mandated by provincial legislation in New Brunswick, a province in Eastern Canada since 1986. The province had gradually accepted more responsibility for educating students with disabilities over the previous few decades. But in the early 1980's special classes, special schools and a children's institution remained as key parts of a system that failed to assure equity or service to many children.

One impetus for change was the Canadian Charter of Rights and Freedoms, adopted in 1982 and effective in 1985. In addition there was significant demand from parents, parent groups, and educators in New Brunswick for more integrated



and inclusive school programs for students with disabilities. As a consequence the Legislative Assembly unanimously passed Bill 85 in 1986. It addressed the equality and procedural issues for educational practice that flow from the Charter. The closure of the W. F. Roberts Hospital School, a children's institution, in 1985, and the dismantling of the Auxiliary School System followed. The result was strong legislative and policy support for inclusive education in one of Canada's smallest provinces.

It must also be noted that several school districts in New Brunswick adopted inclusion as their policy a several years prior to the legislative changes in 1986. These districts, specifically what is now District 14 based in Woodstock, started to develop approaches and practices that made the vision of inclusion a reality in schools and classrooms. They helped move inclusion from a concept and theory to a practical reality.

How radical is this approach? Simply stated, not very radical at all. Supports were developed for teachers and students. Training was focused on school and classroom practices. Support teachers were put in place and trained to assist teachers with program planning and implementation. School-based support teams were brought together and school leaders were trained in the essentials of providing leadership in an inclusive school. Instructional strategies were developed that emphasized multi-level instruction and curriculum adaptation. School-based problem solving was made a feature of school culture.

The approach withstood a major and very political review in 1989, another in the mid 1990s, and a thorough examination that was completed in 2006.⁷

The program of inclusion in schools continues today, arguably successful, although not without room for improvement. All the reports have suggested ways to strengthen and enhance inclusion in New Brunswick schools.

In 2007 the New Brunswick Human Rights Commission developed and published a 'Guideline on the Accommodation of Students with Disabilities' in public schools. The 'Guideline' provides a legal and human rights framework for assuring equality and inclusion in educational services.⁸

While New Brunswick is a small, rural and diverse province and has economic challenges it has provided a positive model of system-wide implementation of inclusive education in Canada, and indeed for other countries for more than 20 years. The success of the effort has been recognized by officials at the OECD as well as UNESCO.

We have seen in the findings for this study that a coordinated approach to planning for, investing in, and monitoring progress for inclusive education is required to bring about micro-to-macro systems change for inclusive education. Without that, we will not be able to build upon and 'scale up' the good examples now in place, to make sure the majority of children with disabilities who are outside of school all together or still in separate special education systems will have access to inclusive education.

What does scaling up these kinds of examples require?

Increasingly, the literature on scaling up is pointing to the crucial need to develop local-to-regional-to-global networks. In this way stakeholders can share information, technology and financing. They can find ways to demonstrate innovations, and then get them embedded in systems and policies for wider dissemination and impact. As Jeffrey Sachs (2005) has written in exploring the mechanisms for scaling up innovations to address poverty,

The end of poverty must start in the villages of Sauri and the slums of Mumbai, and millions of places like them. The key to ending poverty is to create a global network of connections that reach from impoverished communities to the very centres of world power and wealth and back again (Sachs 2005, 242).

Sachs (2005) and the UN Millennium Project have examined a number of case studies in innovation which they suggest draw upon these 'networks of connections' to scale up their impact. They identify key 'success factors' associated with national-level scaling up of innovations, including:

- political leadership;
- effective and coordinated local-to-national human

resources and public management strategies;

- local delivery mechanisms engaging local communities and civil society organizations;
- mobilization of private sector engagement, support, and investment;
- effective monitoring of progress against national goals and benchmarks; and,
- long-term, predictable funding commitments and technical assistance from donor agencies.

This framework is a useful tool for assessing the existing efforts on a country-by-country basis to 'scale up' inclusive education.⁹

- Is there senior political leadership for the cause?
- Is a national action plan in place with a clear focus on inclusive education?
- Does the plan have measurable targets and outcomes?
- Will the plan require leadership to implement the many policy commitments now in place?



- Are the information systems and knowledge networks in place to support these plans and monitor progress?
- Is there sufficient focus in plans, investment strategies, and monitoring frameworks for a human resources strategy for inclusive education teachers, administrators, professionals and policy makers?
- Are the overall funding commitments by governments and donor agencies in place, in a way that can deliver on the plans?
- Are the NGO, government, civil society, donor and international agency partnerships in place to support implementation over the long term?

In Chapter 8 we offer some recommendations for how we can build on the lessons learned from these micro, mezzo and macro change strategies to bring about widespread systems change to achieve inclusive education.



CHAPTER 6

Key Findings of the Global Study



Chapter 6

o previous global study of inclusive education draws on data from as wide a range of countries as those included in this study – and the profiles of legislation and policy, parent and teacher surveys, and focus groups in which participants shared many examples. We have examined this rich and large-scale body of information from the perspective of the six goals of the Dakar Framework and Education for All. As the above analysis shows, we found both successes and limitations in achieving each of the six goals in an inclusive way for children, youth and adults with intellectual disabilities.

Our analysis of the information we have gathered points to three main findings:

The evidence gathered through this study confirms the findings of other global studies and reviews of research on inclusive education. Inclusive education works, even for children with more significant or ‘severe’ disabilities. When parents who have high expectations for their children approach ECCE or primary schools that are welcoming of diversity; when children are supported in school according to their individual needs and strengths; and when teachers are supported to teach to diversity – then all children can learn and develop. The consultations with self-advocates, families and teachers pointed to a number of barriers and challenges. However, alongside these concerns many examples demonstrated the success of inclusive education. Our analysis of parent surveys is a good indicator that inclusive education works: when their child with a disability is

included in regular education their parents, who are usually the strongest advocates for children's education, are much more likely to recommend this outcome to others, than are parents whose children are not included. Inclusion breeds success, higher expectations, and continued support.

Previous research has found that for inclusive education to be successful, inputs and efforts are required at three levels – the micro (classroom, school and local community), mezzo (education system), and macro (policy, legislation). Our study found numerous examples of success at each of these levels. However, there are only a few examples where classrooms and schools, communities, education systems, and macro planning and policy work together to make inclusive education work across the board.

In the vast majority of education systems around the world, success remains extremely limited, if not non-existent. Where there is some success it is usually 'ad hoc,' often achieved only by the sheer will and dedication of a teacher or school principal to make inclusion possible, and without resources or support from the education system. The result is that only a minority of children with intellectual disabilities are included in regular education with the support they need. This systemic failure is consigning people with intellectual disabilities to a lifetime of poverty and exclusion.

The various sources of data we drew upon and analysed for this study indicate there is a growing commitment to inclusive education at all levels. Findings from parent and teacher surveys, while not comprehensive samples, indicate a solid base of commitment for inclusion of children with disabilities with their peers in regular classrooms. Country profiles developed by our members in 75 countries suggest that in over 60% of the countries profiled there is a legislative and/or policy commitment to education of children with disabilities in regular education. In 50% of the countries profiled, inclusive education is clearly defined in national or state-level policies for education. Among those who responded to our family survey, 95% would recommend inclusive education.



Our review of secondary sources confirms our findings – whether from international and donor agencies or teachers themselves. The review of UNESCO’s Global Monitoring Reports points to increasing focus and recognition of the commitments to and value of inclusive education. The World Vision’s *Missing Millions* study of donor agencies contributing to the ‘Fast Track Initiative’ indicates there are growing policy commitments to inclusive education, although actual aid and investment is not yet in line with the commitments. Findings from surveys of attitudes of teachers, also indicate a growing trend towards support for inclusive education.¹

With ad hoc success, growing commitment and an extensive knowledge base, what are the prospects for scaling up change so that inclusive education is the outcome for all children and youth with intellectual disabilities, not just the

minority? Our study suggests that until some key systemic barriers are addressed, the successes will remain limited. Our analysis of findings point to eight main systems failures:

We did not find many examples, other than in a few jurisdictions, of coordinated national or state-level plans and strategies. We believe this is because there is little, if any, political direction in most countries to make inclusive education a systemic response to the educational needs of all children. Political leadership for this effort is urgently needed given the numbers of children with intellectual and other disabilities outside of education all together, and the unsustainable option of parallel systems – one for children with disabilities, one for all other children. Our findings concur with Peters (2004) in her extensive review of international research, that achieving inclusive education is a ‘struggle’ that takes place in ‘power relations’ because of all the interests involved. Where political leadership has been taken, systems for inclusive education have been created. While there are a growing number of legislative and policy commitments to inclusion of children with disabilities in education, the mechanisms to exercise the needed political leadership to actually implement these commitments are not in place in the vast majority of countries profiled.

Our review of demographic sources suggests conflicting estimates, and in more recent research based on national household surveys a gross underestimation of children with disabilities in many developing countries. This has the effect, as we note, of significantly inflating estimates of the numbers of children with intellectual and other disabilities in school. The country profiles and focus groups conducted for this study point to one of the key gaps in demographic data – many children with disabilities are not getting registered at birth and are not showing up in household surveys. Stigma and negative attitudes about bearing a child with a disability continue to affect the social and cultural status of children and their parents in many countries. Identification tools and systems to identify children with disabilities at an early age so they can access Early Childhood Care and Education

programs, and get a 'good start' for inclusive schooling are critical factors in developing primary education systems that are, in fact, universal.

Inclusion International's (2006) global study on poverty and people with intellectual disabilities and their families found that lack of access to education was one of the key factors that result in people with disabilities being denied the opportunities later in life for education, training, jobs and decent incomes. One of the main factors that keeps this 'vicious cycle' of disability, exclusion and poverty in place is that parents usually lack the encouragement, information, and support to get their children into ECCE programs and primary school. Children with intellectual and other disabilities who have parents who are aware about their child's rights to inclusive education, and who meet a welcoming culture from educators at ECCE programs and schools are much more likely to have access. Yet systematic outreach and awareness programs that identify children with disabilities and that link their parents to ECCE and schooling opportunities are critically lacking.



We heard many reports from our consultations about the rejection that children with disabilities face when their parents take them to regular schools. Together with the demographic data, parents' accounts tell a chilling story of exclusion. However, our data also makes clear that teachers are not to 'blame.' As indicated, there is evidence of growing commitment to inclusive education among teachers in both developing and developed countries. However, they lack the teacher training, the skills, the in-class supports, the curriculum materials, the leadership, and the opportunities for teacher-to-teacher learning that make inclusive classrooms work. Those teachers who have received training in inclusive education, and have taken the leadership to make their classrooms learning environments that welcome all children, demonstrate inspiring possibilities. Our study confirms that we need to develop training and support systems for teachers that equip them with the skills and opportunities to educate an increasingly diverse student population. Prospects for expanding inclusive education fundamentally rest on such an investment.

A central theme from our analysis of the surveys and consultations for this study was the importance of easy access to culturally appropriate information and knowledge about how to:

- Make inclusive classrooms work,
- Adapt curriculum to meet diverse learning needs and goals, and provide disability-positive curriculum to all students,
- Support the diversity of students' learning styles and capacities,
- Provide for school-based health and social supports to accommodate a range of disabilities,
- Develop good inclusive education policy, and
- Promote inclusive education to parents, teachers, administrators and the general public.

For the most part, participants suggested that those who needed the knowledge about how to make inclusion work did not have the access they required.

However, that parents, teachers and principals do not have access to the knowledge they need does not mean that the knowledge does not exist. In addition to demonstrated success and commitment for inclusive education, our study also found what we call an emerging 'knowledge network for inclusive education.' Knowledge networks are the linkages built between those who produce knowledge (whether in an academic setting, in a 'community of practice' like a school, or through the personal experience of self-advocates and parents) and those who need the knowledge in order to change their practices (Scarf and Hutchinson, 2003).

The knowledge networks we can detect through our research suggest there is an abundance of knowledge about how to make inclusive education work. What seems to be lacking are the online, 'hard copy' and 'oral' knowledge networks for inclusive education; the latter being especially important for poor, rural and remote areas still on the losing side of the 'digital divide.' Nor did we find evidence of sufficient and proactive 'knowledge mobilization' – the training, dissemination, and investment in information and communication technologies needed to make sure culturally appropriate information and knowledge about how inclusive education works actually gets into the hands of those who need it most: parents, teachers, administrators and policy makers.

Despite what appears to be growing support of those most directly engaged and affected by inclusive education – parents, teachers, governments, international and donor agencies – there remains a concerning and persistent lack of support among the general public. Those who participated in focus groups shared many accounts of attitudes of community members who felt that children with disabilities do not belong in regular schools; that their presence would defeat learning opportunities for others. Yet research has confirmed that classrooms where diverse students are supported to maximize their potential benefit all students (Willms, 2006). Nonetheless, the belief that children with disabilities pose a threat to the education of others, or that it



is in their best interests to segregate them, seems to be as robust as ever.

Negative public attitudes about children with disabilities were identified as one of the major obstacles to inclusive education in country profiles conducted for this study from every region of the world. There is certainly a link between limited public support and weak political leadership for inclusive education. Significant investment is needed in raising the understanding among the general public about the value of inclusive education to help build political support; and to help create communities where all children are valued for their potential and parents are supported to have high expectations for their children with disabilities.

In addition to negative public and community attitudes, our study found that inaccessible schools (both facilities themselves and lack of transportation to school), and lack of school-based practices and supports for inclusion were the major obstacles to including children with intellectual and other disabilities. This finding holds across all regions –

Americas, Europe, Asia-Pacific, Middle East and North Africa. It is clear, as we indicate above, that investment in the 'demand side' for inclusive education is sorely lacking (i.e. identification of children, outreach to and awareness building among parents). However, even where there is 'effective' demand from parents they most often encounter a 'supply' of educational services that is not welcoming, accommodating or adapted.

Basic access in terms of accessible transportation to and from school, and ECCE and school facilities that can accommodate children with physical disabilities is a starting point for the supply-side part of the equation. Critically lacking as well, as we have reported from our findings, is a supply of teachers with skills, knowledge, pedagogical approaches and curriculum materials to reach and teach to the diversity of children with disabilities.

Another supply side issue identified through our consultations is the need for school-based health and social supports/services – physio, speech and occupational therapies to assist children in maximizing their developmental potential. While these services have often



been developed for private and NGO special schools, our study found examples of where their re-deployment to support inclusive education, even in very poor 'slum' communities in India are demonstrating success.

What keeps the obstacles outlined above in place? One of the major factors is that they are treated as isolated issues. There are some strategies for teacher training, some investments in adapting some schools, some district-wide efforts at inclusive education. But in only a few instances is inclusive education even conceived of as a focus and responsibility for national or state-level policy, planning and investment – whether by governments or donor agencies.

When children with disabilities remain 'invisible' to demographic surveys and education systems; when political leadership is not taken; when education of children with disabilities is not included as a mandate of government departments or ministries responsible for education but is seen as a 'social welfare' issue; when national or state-level partnerships for inclusive education that link family/disability organizations-government departments-teacher/educator associations are not in place; when inclusive education is understood as an ad hoc outcome of parents and teachers who take individual initiative – then the institutions and systems needed to approach the issue in a systematic way are simply not established. Inclusive education remains outside of national and global agendas for education.

We found little evidence in our research, or the research we reviewed for this study, of system-level partnerships, policies, national plans, financing instruments or implementation and monitoring strategies – and the needed linkages between them – anywhere near the scale needed to confront the massive exclusion reported in this study. Without this institutional 'machinery' inclusive education will remain on the margins of the education systems and the global agenda for education. The outcome will be people with disabilities who remain on the margins of the society in which they live.

In summary, there is ground on which to build a systemic response to the exclusion of children, youth and adults with intellectual and other disabilities from inclusive education and learning opportunities. There are examples, there is knowledge, there is growing commitment. But the system-level institutions and responses are not in place to deal with the scope and scale of the barriers that result in persistent and long-standing exclusion. On what basis are governments, donor agencies and international institutions to build this infrastructure? We look in the next chapter to the role that the recently adopted United Nations *Convention on the Rights of People with Disabilities* could play in providing guidance to these players in laying the systemic foundations for inclusive education; as an integral part of the global agenda for education.

PART III:

Closing the Gap in Achieving Inclusive Education



CHAPTER 7

Using the UN *Convention on the Rights of Persons with Disabilities* to Achieve *Education for All*



Chapter 7

Our research for this study provides demonstrated evidence and examples that inclusive education can and does work in both developing and developed countries. However, we have found that very few countries included in this study – or reported elsewhere – have good examples and strong policy commitments yet added up to systemic adoption of inclusive education as a means to achieve *Education for All*.

From our analysis of progress towards the Dakar Goals and efforts to include people with disabilities, it is clear that governments and international institutions have failed to adopt approaches to education governance, policy, planning, financing, implementation and monitoring that result in inclusive outcomes. That said, countries around the world have adopted and are ratifying the UN Convention on the Rights of Persons with Disabilities (CRPD), a binding legal instrument that has direct implications for future efforts to achieve *Education For All*.

In addition to the obligations of governments at the national level and in the context of their international cooperation efforts, UNESCO, the World Bank, UNICEF and other international agencies also have an obligation to implement the CRPD within the scope of their mandates. The specialized agencies of the United Nations are instruments of their members and as such have a mandate to promote and implement human rights conventions and other instruments. This means that efforts to achieve EFA and the Dakar Goals

by governments and international institutions must take account of the CRPD.

This Chapter examines what the CRPD means for EFA, what foundation it sets for addressing the 'inclusion deficit' in the Dakar goals and the EFA efforts to date.

Article 24 of the CRPD refers specifically to education, and creates an obligation for governments to do two things:

- Provide education to children, youth and adults with disabilities on an equal basis with other children; and
- Provide that education within an inclusive system.

The meaning of Article 24 is indisputable. Realizing the right of people with disabilities to education requires establishing "an inclusive education system at all levels..." Our analysis of the implications of the CRPD for education system reform begins in **Table 6**. We identify the essential outcomes that participants in the consultations and focus groups for this study pointed to if the right to inclusive education recognized in Article 24 of the CRPD is to be realized in the lives of people with intellectual disabilities.

Article 24 of the CRPD obliges State Parties to "recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels, and life-long learning..."

(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

- Greater self-esteem of children, youth and adults with disabilities reported by learners themselves, families and teachers;
- Equal access and participation in social and extra-curricular activities;
- People with disabilities are valued, respected, accepted and welcomed by other learners, educators, administrators, and policy makers;
- Awareness by people with disabilities, their peers, educators, administrators and policy makers about disability as a human rights issue;
- Learners with disabilities experience belonging and membership.

(b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

- Improved academic and learning outcomes for students with disabilities;
- Greater acceptance and recognition of success in education beyond traditional academic measures (cultural values; citizenship; creativity and talents);
- Evaluation processes adapted to effectively measure both academic and other achievements.

(c) Enabling persons with disabilities to participate in a free society;

- Equal access to and participation of people with disabilities in all education systems (ECCE, primary, secondary, post-secondary and adult education); the labour market; political processes; and social, cultural, religious and economic activities.

Expectations that education systems should result in these outcomes are shared by learners, parents, educators and policy makers. They apply to the diversity of learners with and without disabilities. These outcomes also underlie the Dakar Goals and vision of EFA. However, the challenge with EFA is that while the Dakar Goals are theoretically inclusive of all learners, the indicators for inclusive education systems design and success have not been articulated, much less accounted for. The CRPD resolves that gap.



Article 24, along with other provisions in the Convention, establish comprehensive guidance to address the systems failures and barriers identified in Chapter 6. The other relevant CRPD provisions include the recognition of the need to support families so they can advance the rights of people with disabilities (Preamble to the CRPD), the 'General Principles' of the CRPD (Article 3), Equality and non-discrimination (Article 5), Children with disabilities (Article 7), Awareness-raising (Article 8), Accessibility (Article 9), Respect for the home and family (Article 23), Work and employment (Article 27), Participation in cultural life, recreation, leisure and sport (Article 30), International cooperation (Article 32), and National implementation and monitoring (Article 33).

In **Table 7** below, we draw from across these Articles and present them as 'inclusion benchmarks' the CRPD establishes for design and performance of education systems. Column 1 in the table below quotes the language of the CRPD Preamble and Articles. These are the standards for inclusion that must be met for education systems to be compliant with the CRPD. Based on these benchmarks, in Column 2 we identify 'success indicators' that EFA policies, plans, investments, implementation and monitoring mechanisms can be measured against to demonstrate their compliance with the CRPD benchmarks/standards for inclusion.

Article 24.2: Education

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

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

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

- Removal of legislative and policy barriers to the inclusion of children, youth and adults in ECCE, primary, secondary, post-secondary and adult education;
 - Ministry/Department of Education has a clear mandate for the primary and secondary education of all children and youth (including those with disabilities) in one system;
 - Human rights laws recognize right of children with disabilities to education in the regular education system;
 - Law and policy ensure that children with disabilities not only have access to education but also to the supports, accommodations and adaptations required to assure success;
 - An explicit commitment to the necessary policies, resources, facilities and training programs needed to enable children with disabilities to realise an effective education in schools.
-
- Constitutional guarantee of free and compulsory basic education to all children, without discrimination on the basis of disability;
 - Repeal of any existing legislation which defines any group of children with disabilities as 'in-educable';
 - Recognized right to early identification and assessment to ensure that children with disabilities are able to acquire the educational support and services they need from the earliest possible age;
 - Accountability mechanisms in place to monitor birth registration, school registration and completion by children with disabilities;
 - Data gathering and reporting mechanisms on school access and completion disaggregated by disability.
-
- A guideline for 'reasonable accommodation' in education established as a basis for human rights claims of discrimination in education on the basis of disability;
 - School buildings and materials accessible to children with disabilities;
 - Provision of accessible transport for students with disabilities;
 - "Universal design" guides educational provision, including curriculum and instructional/teaching models.

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

- Providing pre-service and in-service training to teachers so that they can respond effectively to diversity in the classroom;
- Adaptation of teacher training syllabuses to include teaching strategies in inclusive classrooms with diverse student populations;
- Revision of national curriculum to make it accessible to all students;
- Revision of testing and evaluation methods to ensure that accommodation is made for students with disabilities;
- Make the teaching of “human rights” principles a part of both the formal school curriculum, and more general school culture to promote respect for the rights of every learner, including learners with disabilities.

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

- Individualized supports available as needed – including:
- Accommodation to assure physical access to the school and classroom – ramps, lifts, other technical supports;
 - Assistive technology for communication and other instructional purposes;
 - Individual support, on an as-needed basis, from a para-professional or peer;
 - Appropriate provision of supports such as sign-language interpretation, Braille training and associated equipment and materials, and other individualized supports;
 - Teacher and student access to diverse professional expert collaboration to assist with health needs, behavior challenges and other requirements.

Preamble... section on Families

Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities;

- Requires that State Parties consult with families, family based organizations, and organizations of persons with disabilities in the establishment of National Education Plans;
- Requires State Parties to ensure that families are consulted and involved in the development and adaptation of education plans for their child with a disability;
- Families are supported to understand and meet the education needs of their child with a disability through education, training, and access to services.

Article 3: General principles

The principles of the Convention shall be... Full and effective participation and inclusion in society;

- EFA goals must include measures to ensure that students with disabilities have access to all education; opportunities;
- EFA efforts must adopt an inclusive approach to education of all children.

Article 5: Equality and non-discrimination

States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

Article 7: Children with disabilities

States Parties shall undertake all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

Article 8: Awareness-raising

States Parties undertake to adopt immediate, effective and appropriate measures:

(a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;

(b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;

(c) To promote awareness of the capabilities and contributions of persons with disabilities.

Article 9: Accessibility

These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to inter alia:

Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces

- In addition to guarantees of access to inclusive education, without discrimination on the basis of disability, clear procedures and mechanisms are in place to provide for lodging, investigating, and ruling on individual complaints of discrimination in education, and legal supports are in place to assist people with disabilities and their families in making these complaints;
- Independent mechanisms are in place to investigate and rule on systemic discrimination and exclusion from inclusive education, on the basis of disability.
- Children with disabilities have a right to education on an equal basis with other children.

Measures should include:

- Initiating and maintaining effective public awareness campaigns designed;
- Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;
- Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;
- Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities;
- Incorporating disability-positive curricula into education systems.
- National/state-level Education Plans for investments in schools and infrastructure must include budgets and planning for accessible transportation to and from ECCE programs and schools, and accessible program and school facilities.

Article 23: Respect for the home and family

States Parties shall ensure that children with disabilities have equal rights with respect to family life. With a view to realizing these rights and to prevent concealment, abandonment, neglect and segregation of children with disabilities, States Parties shall undertake to provide early and comprehensive information, services and support to children with disabilities and their families.

Article 24: Education

States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning. . .

Article 27: Work and employment

Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;

Article 30: Participation in cultural life; recreation, leisure and sport

States Parties recognize the right of persons with disabilities to take part on an equal basis with others... [and] Shall take appropriate measures...

To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;

Article 32: International cooperation

States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society...

- National/state-level Education Plans must include provisions that ensure children with disabilities are not removed from their family setting for the purposes of separate special education schooling;
- Identification and outreach programs to parents with children with disabilities are in place to enable early identification, access to ECCE and primary education, registration of children, and support to families to develop high expectations for inclusive education.

- EFA investments and National/state-level Education Plans must be developed to reflect the inclusive approach outlined in Article 24.

- State parties must include people with disabilities in vocational and technical programmes and continuing education.

- Schools must ensure that children with disabilities have access to sports and recreation activities on an equal basis with others, and the supports needed to participate.

Drawing on suggested measures in Article 32, States Parties in cooperation with donor and international agencies undertake measures to advance inclusive education, including:

- Efforts to support and promote ECCE, primary, secondary, post-secondary and adult education policies and practice are inclusive of and accessible to include children, youth and adults with disabilities;
- Facilitate and support capacity-building for inclusive education through sharing information, training and best practices;
- Facilitate cooperation in research and access to knowledge;
- Provide appropriate technical and economic assistance to develop and sustain inclusive education systems.

Article 33: National implementation and monitoring

States Parties... shall designate one or more focal points within government for matters relating to the implementation of the present Convention... [and] maintain, strengthen, designate or establish within the State Party, a framework, including one or more independent mechanisms, as appropriate, to promote, protect and monitor implementation of the present Convention...

Civil society, in particular persons with disabilities and their representative organizations, shall be involved and participate fully in the monitoring process.

- Governments must establish appropriate governance and accountability mechanisms to ensure that a framework for inclusive education is developed, financed, implemented and monitored;
- UNICEF and other international agencies should assist in developing terms for a global monitoring framework;
- UNICEF and other international agencies confront and address the data issues in gathering reliable demographic data about national populations of people with disabilities so that reasonable estimates of children, youth and adults with disabilities in and out of education and the labour market can be established;
- UNICEF establish indicators of 'quality' of education for Global Monitoring purposes, that address the key quality issues affecting learners with disabilities – accessible transportation to/from schooling, accessible facilities, disability-related supports and services in education settings, teachers trained for inclusive education, and adapted curriculum and learning resources;
- Systematic monitoring and reporting on access, participation, completion and quality of education for children, youth and adults with disabilities – as part of UNICEF's Global Monitoring Reports on EFA;
- Planning and monitoring mechanisms must engage civil society organizations representing children, youth and adults with disabilities and their families.

This is a comprehensive set of benchmarks/standards for inclusive education systems, and indicators to guide design and assessment of EFA plans and investments. It is a guideline for governments to follow in their planning and investment for national and state-level education plans. For families, self-advocates and civil society organizations, this set of benchmarks and indicators also serves as a tool for engaging with governments and other education stakeholders in EFA planning, monitoring and reporting on progress towards implementation.

For Governments this framework provides:

- A basis against which National/state-level Education Plans or national/state-level legislative and programmatic plans may be reviewed;

- A framework for collecting information on the implementation of Article 24 for periodic reporting and monitoring as is required under the CRPD;
- Criteria for identifying and collecting examples of good practices in inclusive education; and
- Direction for knowledge development and capacity building to scale up from good practices to systemic change.

For Families, Self-advocates, Disabled Persons Organizations and Civil Society Organizations the framework provides:

- A basis for collecting information on the implementation of Article 24 for shadow reporting;
- Criteria for identifying and collecting examples of good practices in inclusive education;
- Guidance when engaging with governments, donor agencies and international institutions in EFA planning and monitoring; and
- A mechanism to identify potential complaints under national/state-level human rights complaints systems and the CRPD Optional Protocol.



Article 24 and other Articles that support the right to education provide a basis for moving forward an agenda for inclusive education that makes it integral to achieving Education for All. As a starting point for their implementation, governments must review both human rights legislation and education legislation and policy to ensure the removal of any discriminatory provisions and barriers to the full inclusion of children with disabilities in education.

The Education Act of a country or state must also establish the right of all children to an education in the regular education system, without discrimination on the basis of disability. Legislation and policy that positively promotes inclusive education will include both an overall commitment to education of all children and an inclusive approach, as well as specific commitments to the inclusion of children with disabilities with the supports they require.

In the next chapter we draw on this framework of benchmarks/standards for inclusive education systems and success indicators for EFA to outline next steps in establishing a CRPD-compliant EFA.

CHAPTER 8

Recommendations: Towards a CRPD-Compliant EFA



Chapter 8

The over-riding recommendation of this study is that governments, donor and international agencies must create an inclusive EFA: in its governance, policy, planning, financing, delivery, implementation and monitoring framework. The CRPD provides the set of outcomes, benchmarks, indicators *and obligations* to do so. We make four main recommendations to guide this effort:

- Strong and effective governance, policy and planning for inclusive education,
- Targeted investments for education system reform – by governments, donors and international agencies,



- Effective implementation and delivery systems at the school district level, and
- Disability-inclusive monitoring and reporting framework.

Our findings and recommendations align closely with the findings and recommendations of the UN Special Rapporteur on the Right to Education in a special report on “The Right to Education of Persons with Disabilities” (Muñoz, 2007).

Strong and Effective Governance, Policy and Planning

1. Establish political leadership and government responsibility for inclusive education.
2. Establish a national/state-level ‘Partnership for Inclusive Education’ with representatives of government, educators and civil society.
3. Develop and implement national/state-level plans for inclusive education that focus on:
 - legislation for inclusion and non-discrimination, and guidelines for accommodation
 - ensuring government education department is responsible for education of all children
 - identifying children with disabilities and access, quality and outcomes of education
 - outreach to parents
 - training of teachers
 - providing supports
 - accessible facilities
 - transportation to/from school
 - transitions
 - public awareness
 - human rights complaints system
 - a knowledge network for inclusive education

1. Create a governance mechanism with senior political leadership and government representation that includes relevant government ministries/departments responsible for ECCE, education, health and social supports, transportation, finance and any other departments relevant to establishing an inclusive EFA.
2. Establish 'Partnerships for Inclusive Education' at national and/or state and district levels to identify key issues and develop national/state and district-level plans, with:
 - Self-advocacy and family organizations;
 - Government departments including those responsible for ECCE, education, health, finance, etc.; and
 - Providers of education (ECCE providers, teachers, administrators, health and social support providers).

These partnerships are essential so that civil society, government and education stakeholders can identify the range of issues and develop effective plans.

3. Develop National/state-level Plans for Inclusive Education, in collaboration with these partners. Plans should focus on needed steps for:
 - Law reform to ensure inclusion and non-discrimination in education,
 - Identifying children with disabilities in and out of school, and data collection on access, quality and outcomes,
 - Outreach programs to parents, and self-advocate and parent engagement and leadership for inclusive education,
 - Training of ECCE program providers and teachers,
 - ECCE program-based and school-based health and social supports (aids and devices, therapies) delivered in a way that enables inclusion,
 - Accessible ECCE facilities and schools,
 - Transportation to and from ECCE and school,
 - Managing learner/student transitions between: ECCE,

primary school, intermediate and secondary school, post-secondary education, adult education, and the labour market and adult life,

- A knowledge network to access information on best practices and inclusive programming,
 - Public awareness programs to build support for inclusive education,
 - Independent human rights system for individual complaints, legal advocacy support, and investigation of systemic discrimination, and
 - Monitoring and reporting on access, quality and outcomes.
4. Ensure all legislation related to ECCE, primary, secondary, post-secondary and adult education mandates inclusive education, without discrimination on the basis of disability.
 5. Ensure that education legislation for primary and secondary schooling is inclusive of children with disabilities, and that the responsible Ministry/Department for Education has the mandate, authority, accountability and tools to design inclusive education systems.
 6. Ensure that independent human rights institutions provide for both individual complaints of discrimination in education on the basis of disability, and powers for investigation of systemic discrimination on this basis.
 7. Establish a statutory Guideline for inclusion and accommodation of students with disabilities in all education programs – early learning through post-secondary and adult education.
 8. Ensure a teacher-training system for inclusive education – pre-service and in-service.
 9. Mandate an ‘inclusive education lens’ for all education policy development, planning, financing, implementation and monitoring.
 10. Establish identification and data collection systems to identify children, youth and adults with disabilities – with reference to gender, type of disability, and support needs.

11. Establish district-level mechanisms for delivery of training and program supports for inclusion (professional development, needed aids and devices for children, program-based delivery of individual supports, therapies, and transitions – from ECCE to primary school, primary to intermediate and secondary, and secondary to post-secondary training, and labour force participation).
12. Create a knowledge network for inclusive ECCE through primary to post-secondary and adult education – to provide easy access to information on best practices for inclusive programs, and curriculum materials.
13. Mount a sustained public awareness program to raise awareness among the general public, educators and people with disabilities and their families about inclusive education – its promise, possibilities, and its status as a human right.



Invest in Transforming Education Systems for Inclusion – Governments, Donors, and International Agencies.

1. Provide public funding for making education systems inclusive (partnerships, planning, needed investments in a public system for all, transitioning from separate special education systems based on disability, delivering inclusive education at the school and school district level, and monitoring and reporting on access, quality and outcomes).
2. Donor agencies should invest in partnerships for inclusive education planning, and provide aid only for education plans that are inclusive.
3. The OECD and World Bank should develop guidelines so that aid for education goes to inclusive systems.
4. UNICEF and UNESCO should assist countries in developing national/state plans and strategies for inclusive education, and help create a global knowledge network for inclusive education.

Experience of EFA to date demonstrates that existing financing mechanisms of governments, bilateral donor and international agencies are not resulting in equal access or quality education for children, youth and adults with intellectual or other disabilities. Scans of policy and financing programs of both donor and international agencies (like the World Bank) demonstrate growing commitment to inclusive education. However, these commitments are not yet being translated into effective planning and financing.

While it was beyond the scope of this study to examine particular financing mechanisms, our findings suggest the need for financing reform at national/state levels, donor and international agencies.

1. Government, donor and international financing of education for children, youth and adults with disabilities must focus on a public system for all, and end investment for separate special education systems based on disability. Short-term financing will be necessary to transition from existing separate special education systems. Financing a separate system to meet needs of all those children and youth with disabilities out of school violates the CRPD and is not fiscally viable. This does not mean that investments should not be made to enable choice for some deaf, blind and deaf/blind children and youth, who may benefit from opportunities for learning together. However, this can be accomplished within the facilities and framework of the mainstream public system.
2. Public financing for education, including financing through donor and international financial institutions must include resources for:
 - Establishing and maintaining the Partnerships for Inclusive Education, as above.
 - All the elements of a National/state-level Plan for Inclusive Education, as identified above.
 - Effective implementation and delivery.
 - A monitoring and reporting framework.
3. Donor agencies and international agencies must provide for more systems-level investments to transform education systems. Donors are increasingly developing policies on disability, but these have not yet translated into adequate national/state-level planning or financing for inclusive education reform. Most financing has focused on specific programs for targeted groups, which usually has the effect of financing separate special education systems – whether through NGOs or the public education system. Specific recommendations include:
 - Donor and international agencies should develop a ‘disability and inclusion lens’ to guide all Development Assistance for education investments in developing countries.
 - Donor and international agencies should invest in capacity of all partners to undertake development of

National/state-level inclusive education planning, financing, implantation, and monitoring and reporting.

- Targeted financing for disability and education should be guided by National/state-level plans for inclusive education.
4. International institutions including UN agencies, the OECD and the World Bank should take lead roles in developing clear guidelines for Official Development Assistance for inclusive education systems planning and financing.
 5. UN agencies, in particular UNICEF and UNESCO, can contribute to effective investments by developing tools and guidance for national/state-level education planning, financing and implementation; and assisting in the development of a global knowledge network for inclusive education.

Putting Inclusive Education into place in School Districts

1. Identify all children with disabilities and reach out to parents.
2. Provide resources to parent/family groups to develop their leadership for inclusive education.
3. Provide training in inclusion to ECCE programs and teachers.
4. Create accessible ECCE programs and schools.
5. Create programs that assist children and youth make the transitions through the education system.
6. Provide teachers with access to information and knowledge about how to make inclusion work.

In implementing of national/state-level plans, our study suggests the following priorities at school district levels:

1. Implement outreach and identification strategies for children in the 0-6 age group.
2. Deliver parent engagement and leadership development.
3. Provide training and leadership development for providers of ECCE programs, and primary and secondary teachers.
4. Undertake adaptation and retrofitting of school facilities, including provision of needed aids and devices.
5. Designate the mechanisms and authority to manage transitions – from ECCE to primary school, primary to intermediate and secondary, and secondary to post-secondary training, and labour force.
6. Provide access at the school and school district level to knowledge networks for best practices in pedagogy, curriculum and inclusive school development.
7. Deliver public awareness programs targeting teachers, administrators, and general public with positive information and messaging about disability, inclusion, and importance of ECCE and schooling.

Monitoring and Reporting on the EFA

1. Governments should Report on EFA – using the UN Convention benchmarks and indicators for inclusive education – with a focus on access to education, quality, and outcomes for children, youth and adults.
2. The UN should work with Governments to create a common definition of disability that can be used in national surveys.
3. UNICEF and UNESCO should do more to report on disability and education in their Global Monitoring Reports on children and education.

One of the main observations in our study has been the absence of systematic monitoring and reporting on education access, quality and outcomes for children with disabilities in ECCE and primary education – priority goals of EFA and the MDGs. As we have noted, there has been growing attention to profiling children with disabilities but this is not sufficient. Nor, in the UNESCO GMRs is it a replacement for or equivalent to the systematic reporting on children (largely without disabilities) and girls in education. Civil society, governments, donor and international agencies cannot effectively dialogue about, plan and finance inclusive education without a coherent monitoring and reporting framework.

The CRPD now makes reporting on the realization of the human rights it recognizes an obligation for governments. UN agencies like UNESCO and UNICEF have a corresponding mandate. As an inclusive education system is recognized in the CRPD as essential to realizing the right to education for people with disabilities, this gap in information and reporting on access to, quality and outcomes of education learners and students with disabilities must be closed. We recommend the following:

1. Governments should establish a data gathering and reporting system based on the outcomes, benchmarks and indicators for inclusive education systems presented in Chapter 7.



2. International, comparable statistics – on definitions and measures of disability, access, quality and outcomes – are essential. To this end, we recommend that the United Nations Statistical Commission identify and address the issue of demographic data of persons with disabilities as one of its priority ‘issues of special concern.’ The necessary steps must be taken with the UN Economic and Social Council, States Parties and UN agencies, in particular UNESCO and UNICEF, for development, improvement and comparability of national disability statistics. In so doing, we recommend the Commission make identification of children with disabilities and access, quality and outcomes of ECCE and primary education a priority. We make this recommendation for priority focus so that the MDG for universal primary education can be inclusively monitored and reported upon. Another reason is that ECCE and primary education have such long-term impacts on further education, labour market access, social inclusion, and health and well-being.
3. UNESCO should take immediate steps to improve profiling and reporting for the Global Monitoring Reports on EFA – with a priority focus on access to, quality and outcomes for children with disabilities in ECCE and primary education. Internationally comparative measures and datasets will take some time to develop. In the meantime, there are a growing number of reliable national data sets on disability and education that can be mined for reporting purposes, even if comprehensive country-by-country reporting must await further development by the UN Statistical Commission.

In summary, the rights, perspective, experience, needs and potential of people with disabilities have for far too long been left out of the design of education systems, and the accountability for their performance. The CRPD provides a new foundation for the EFA, and fills the missing gap for people with disabilities. It provides States Parties, donor agencies and international institutions with a comprehensive set of outcomes, benchmarks and indicators to govern, design, finance, implement and monitor inclusive education systems. Moreover, the CRPD makes it their obligation to do so. We offer the recommendations above in order to assist these actors in creating a pragmatic, CRPD-compliant, roadmap for reform.

Conclusion



n the year Salamanca was declared, millions of children with intellectual and other disabilities were just a few years old. Whatever has happened for them in the past fifteen years, it has left an indelible mark on their lives.

In 1994, this group was the age at which early childhood care might begin if their parents had a chance to get them into a program. A few years later, they might have been in a regular classroom in primary school and since then moved on to intermediate and secondary school with their peers. We know that just a few months ago a very small number graduated with their secondary school diploma. They may already have a paying job or are starting post-secondary training, making friends that will last a lifetime.

Sadly, this is not the scenario for the vast majority of young people with intellectual disabilities who turned seventeen or eighteen in 2009. In fact, it is very likely that 95% didn't ever make it to an ECCE program back in 1994, much less to primary school a few years later. Nor did they graduate this year. Their prospects for social and economic inclusion, health and well-being are dismal.

Inclusion International launched this study because as people with intellectual disabilities and as families, it is our lives, our prospects, our individual and family well-being that is at stake when it comes to education. To us, education is not a policy, not a system, not a career. Just like it is for anyone else, a basic education is one of the only chances we get to make a good life in communities where we all belong and are welcomed as citizens. For the vast majority of us, we simply don't get the chance.

That is why the Salamanca Statement held out such promise for us. It provided an international platform and global standards to make inclusive education a universal possibility. This study helped us to look back at the developments since the Salamanca Statement, from the vantage point of the EFA goals and the right to education in inclusive systems that the CRPD recognizes.

From the research we reviewed, the surveys and country profiles we conducted, the interviews and focus groups we carried out, there is an undeniable truth. Governments, donor and international agencies have simply not established the needed instruments of change – in governance, design, financing, implementation and monitoring of education systems. This is not to suggest that there has not been progress since Salamanca. Indeed there has, and without the vision set by that Statement we would not have a basis to critically examine what has happened since.

What did our study find about why these instruments of change have not been put into place? The explanation is not that we lack examples or knowledge. Our study makes clear that in the past fifteen years, children and youth with intellectual and other disabilities, parents, educators and policy makers have demonstrated that inclusion works. We have numerous examples of those with the most significant disabilities being fully included and supported in regular classrooms with their peers. And we have a growing knowledge base of best practices in law, policy and implementation that can be drawn upon.

Nor is the explanation that there is lack of policy commitment. We found that a majority of countries have some policy or commitment to inclusive education.

What has been missing since Salamanca are two things.

First, we have been lacking a shared analysis of the systemic barriers that maintain exclusion on what can only be termed a catastrophic scale. We choose that term carefully. Generations of people with intellectual disabilities have been denied education rights and opportunity, with lifelong consequences. Our study confirms and adds to emerging findings from other recent global studies about systemic barriers to inclusive education:

- There is a political vacuum of leadership and accountability for inclusive education, without which education systems will not be reformed.
- Children with disabilities in many developing countries remain invisible to the education system – not registered at birth, not identified for ECCE and primary education and so, not included.



- Families are not supported to have high expectations for their child with a disability, and inclusive education for most remains beyond imagination. Consequently, effective demand is minimal.
- For the most part, teachers lack the training, leadership, knowledge and supports to adapt curriculum and make inclusive classrooms work.
- In the vast majority of cases they are working in an environment that massively compromises the quality of education for students with disabilities: lack of transportation for learners/students to and from school, inaccessible facilities, and lack of ECCE program-based and school-based disability-related aids, health and social supports.
- Those who need the knowledge for inclusive policy and practice to work – parents, teachers, administrators and policy makers are not linked up in effective local-to-global knowledge networks for inclusive education.
- The ‘machinery’ of an inclusive education system has not been established in most cases – the needed governance, policy, planning, financing, implementation and monitoring.

- Finally, the general public seems caught in a 'solidarity of denial' about the realities of exclusion and the right of children with disabilities to be educated alongside their peers. Lack of public support for inclusion is one of the biggest barriers to confront. It perpetuates negative stereotypes and undermines political leadership.

Second, what has been missing since Salamanca are the performance benchmarks and success indicators to drive governance, design, financing, implementation and monitoring of inclusive education under EFA. Furthermore, to date, the obligation and accountability for governments, donors and international agencies for delivering according to such a framework has been lacking.

However, as we found in this study, the CRPD now provides both the framework and the obligations. We finally have the roadmap for completing what Salamanca began.

How can we use this roadmap to achieve what Salamanca, EFA and the CRPD envision? We think there are four main things to be done.

- Establish strong and effective governance, policy and planning for inclusive education. This must include senior political leadership and partnerships for inclusive education that effectively engage civil society.
- Governments, donor and international agencies must create targeted financing mechanisms for the various dimensions of inclusive education plans as we have outlined those in this study.
- Effective delivery systems must be established at the school district level to coordinate efforts.
- Finally, governments, donor and international agencies must develop a disability-inclusive, and CRPD-compliant, monitoring and reporting framework for EFA.

Today, there is a whole new generation of children with intellectual disabilities who are at an age they might begin early childhood education. They have parents who might imagine they could go on to primary school in a couple of years.

We urge governments, donors and international agencies not to fail us this time.

| Europe | | Regional coordinator: Ingrid Koerner |
|----------------|--|--|
| Austria | Lebenshilfe Wein, Austria | Bernhard Schmid |
| Bulgaria | BAPID Bulgarian Association for Persons with Intellectual Disabilities | Mariyana Vasileva |
| Czech Republic | SPMPCR Spole nost pro podporu lidí s mentálním postižením v eské republice | Camille Latimier |
| Finland | FDUV Föbundet De Utvecklingsstördas Vål | Helena Hallstrom |
| Germany | Lebenshilfe | Ulrich Niehoff |
| Greece | POSGameA Panhellenic Federation of Parents and Guardians of Disabled People | Thomai Mavraki |
| Hungary | EFOESZ Ertelmi Fogyatekosok Orszagos Erdekvedelmi Szvotsege | Éva Jaksa |
| Ireland | Inclusion Ireland | Fiona Duignan |
| Italy | ANFFAS Associazione Nazionale Famiglie di Persone con Disabilità Intellettiva e/o Relazionale | Roberto Speciale |
| Latvia | Latvian association Rupju berns | Irina Rulle |
| Lithuania | VILTIS Lithuanian Welfare Society for Persons with Mental Disability | Vaida Arbociene |
| Luxembourg | APEMH Association des Parents d'Enfants Mentalement Handicapés | Raymond Ceccotto |
| Malta | Movement in Favour of Rights for Persons with a Disability | Marthese Mugliette |
| Netherlands | Personal story | |
| Norway | NFU Norsk Forbund for Utviklingshemmede | Ivar Stokkereiit and Vibeke Seim-Haugen |
| Poland | Polish Association for Persons with Mental Handicap | Anna Firkowska-Mankiewicz |
| Portugal | FENACERCI Federação Nacional das Cooperativas de Solidariedade Social | Sonia Fontes and Sandra Marques |
| Romania | The Rehabilitation Fondation "Speranta" | Letitia Baba |
| Russia | Perspektiva | Denise Roza |
| Scotland | Teacher | Kay Tisdall |
| Slovakia | ZPMPvSR Združenie na pomoc u om s mentálnym postihnutím v SR | Mika Petrovicova |
| Slovenia | SOZITJE National Association for Mentally Handicapped Persons | Samira Varmaz |
| Spain | FEAPS Confederación Española de Organizaciones en favor de las Personas con Discapacidad Intelectual | Azahara Bustos UDS DE EDUCACIÓN DE FEAPS |
| Sweden | FUB The Swedish National Association for Persons with Intellectual Disability | Pie Blume and Judith Timoney |
| Switzerland | insieme Schweiz | Christa Schönbächler |

| Asia Pacific | | Regional Coordinator: Osamu Nagase |
|--|---|---|
| Bangladesh | CSID, and the Leonard Cheshire Disability, South Asian Regional Office | Rabiul Hasan and Vardhani Ratnala |
| Bhutan | Published report | |
| Malaysia | United Voice – a self-advocacy society of people with learning disabilities. | |
| Sri Lanka | Leonard Cheshire Disability Resource Centre, Galle | |
| Philippines | Victorias Foundation Inc, Visayas Ear Care Centre | Melanie A. Barcelona, Mavis Campos, Dinah L. Dano, Joanna Leane |
| India | Parivaar, TNSCCP and the Ministry of Human Resource Development | JP Gadkari |
| New Zealand | IHC New Zealand INC | Trish Grant |
| MENA The Middle East / North Africa | | Regional Coordinators: Fadia Farah and Rima Al-Salah |
| Algeria | | Aisha |
| Bahrain | Bahrain Association for Behavior & Communication, Bahrain Al Amal Center – Mother & Child welfare Association, and Bahrain Parents Association for people with Disability | Sumaia Hussain, Badria Sleese, Farida Al Moayed, Jassim Syadi, Mohammed Al Manaie, Zahra Al Zira |
| Egypt | NAS Disability Alliance, and SETI: Naguib Khuzam | Ashraf Marie, Naguib Khuzam, Gihan Abu Zaid |
| Iraq | Hiba Center for Down Syndrome | Sahira Moustafa |
| Jordan | Family Disability Alliance | Reham Umaish and Alia Zrikatt |
| Kuwait | Kuwaiti Parents Association for Handicapped | Hashem Taqi |
| Lebanon | City International School, the Heritage College, Youth Association for the blind, Lebanese Association for Self Advocacy, Lebanese Physical Handicap Union, and Association des Parents d'Enfants Mal Entendants au Liban | Rehab Boresli, Reem Salem, Ghinwa Hamadeh, Souha Fleifel, Rina Corbani, Amer Makarem, Roudayna Accad, Chafica Gharbiyeh |
| Libya | Down's Syndrome Asociación of Libya, and Altahadi Asociación for Diablead | Fatma Bin Amer, Basam Moustafa Aisha, Baseer Elfaitouori |
| Morocco | Partner organization | |
| Oman | Handicapped Association of Oman | Samira AlQashimi |
| Qatar | Partner organization | |
| Saudi Arabia | Sultan Center of Autism | Samira Bint AlFaysal |
| Sudan | Partner organization | |
| Syria | Partner organization | |
| Tunisia | UTAIM Union Tunisienne d'Aide aux Insuffisants Mentaux | Hisham Ben Nasr and Salwa Mellef |
| Yemen | Yemen Handicapped care and training center | Youssef Ismail Haj Ali |

| Americas | | Regional Coordinator: Inés E. de Escallón |
|-----------|--|---|
| Argentina | <p>FUSDAI Fundacion Síndrome de Down-Cordoba, Edudown. Mendoza, Fundación Incluir. Gualeguaychú. Entre Rios Asidolar: La Rioja. Panda- San Juan Nacer- Corrientes Asoc. Esperanza- Misiones Apatrí 21- San Luis ASDRA- Buenos Aires ADEEI – Buenos Aires FUNDAL- Buenos Aires Instituto Superior de Formación Docente n°9 La Plata – ASOCIACION AMAR- Buenos Aires PUENTES DE LUZ- San Martín de los Andes Sec. Desarrollo Social Junin de los Andes. Fundación Tea- Río Gallegos Fundación Steps Buenos Aires Escuela Especial N° 10 de Río Gallegos ADEEI - Filial Chaco Dirección de Educación Especial de Formosa Asociación Colibrí Directora Salta</p> | <p>Luis Rodríguez María Rosa Chaquírez María Alejandra Arcardini Verónica Galetto María Eugenia Yadarola</p> |
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| Brazil | <p>FEDAPAES APAES Associacao do Pais e Amigos dos Exceptionais de Sao Paulo FEDAPAES Autodefensores FEDAPAES Network of schools Secretária de Educação Especial do Ministério da Educação do Brasil Escola Gilberto Jorge</p> | |
| Canada | <p>CACL Canadian Association for Community Living Community Living Manitoba Community Living Ontario Community Living Northwestern Territories Community Living Saskatchewan Community Living Yukon Territory</p> | <p>Michael Bach Anna MacQuarrie Anne Kresta Gordon Porter Cameron Crawford</p> |
| Colombia | <p>Asdown Colombia, Fundown Caribe, Fundación Familias Down de Cali, Nordown Cúcuta, Fundown Duitama, INSOR Instituto Nacional para Sordos</p> | <p>Claudia de Ávila, Martha Sepúlveda, Claudia Pérez, María Edith Sierra, Brenda Hernández, Mónica Alexandra Cortés</p> |
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Ecuador

FEPAPDEM
 Fundación FINE

Ana Lucia Arellano, Pilar
 Samaniego, Liliana de Rudich,
 Edith Patiño, Patricia Hernández,
 Maricel Dávila, Tamara Toledo

Mexico

CONFE Confederación Mexicana de Organizaciones en Favor de la Persona
 con Discapacidad Intelectual
 Comunidad Hagáis, Aguascalientes
 Creo Campeche, Campeche
 Unidos Pro Down, Chiapas
 Asociación de Padres de Personas con Necesidades Especiales, Chihuahua
 Kadima, todos por la inclusión, Estado de México
 Centro de Atención Múltiple No. 10, Estado de México
 Educación Personalizada año 2000, Estado de México
 Apoyando a Angelitos con Autismo, Distrito Federal
 Centro de Adiestramiento Personal y Social, Distrito Federal
 Centro de Apoyo Psicopedagógico Aragón, Distrito Federal Administración
 Federal de Servicios Educativos en el Distrito Federal y la Dirección de
 Educación Especial
 Centro de Atención al Autismo, Distrito Federal
 Centro de Capacitación CONFE, Distrito Federal
 Centro de Educación y Desarrollo Humano de la Universidad del Valle de
 México, Campus Tlalpan, Distrito Federal
 Centro de Habilitación e Integración para Invidentes, Distrito Federal
 Centro de Investigación y Servicios en Educación Especial, Distrito Federal
 Clínica Mexicana de Autismo, Distrito Federal
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 Centro de Recursos e Información para la integración Educativa, Guerrero
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La Subsecretaría de Educación Básica, y la Dirección General de
Desarrollo Curricular

Peru Patronato Peruano de Rehabilitación
Ministerio de Educación

Clemencia Elisa Vallejos Sánchez,
Pedro Angulo Pinto, Lidia Mantilla
Mendoza, Nora Vera Huanqui

St. Lucia Report prepared for World Bank on 'Diagnosis of Inclusive Education in
the Caribbean'¹

Suriname Report prepared for World Bank on 'Diagnosis of Inclusive Education in
the Caribbean'²

USA Published reports

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El Salvador

Ada Montano and Edgar Durán

Guatemala ASCATED

Gabriela de Burbano, Carmen Vásquez
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Villatoro, Marlyn Girón de Gil, Reyna

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| Nicaragua | ASNIC La Red de jóvenes de Promoción y Defensa de los Derechos Humanos Los Pipitos ADIFIM Asociación de Discapitados Físico - Motores ASOPHEB Asociación de Madres y Padres de Niños y Niñas con Espina Bífida ANSNIC Asociación Nacional de Sordos Organización de Ciegos Maricela Toledo OCN | Indiana María Fonseca Rosario García Gabriel Rivera Yamileth Mayorga Jhony Hodgson, Ministerio de Educación |
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| Ethiopia | ENAIID | Tsige Amberbir |
| Malawi | FEDOMA Federation of Disability Organizations in Malawi MACOHA Malawi Council for the Handicapped | |
| Mauritius Island | APEIM | Ferozia Hosanee |
| Sierra Leona | | Donna Lene |
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2009 “Overcoming inequality: why governance matters”

- Disability is one of three main barriers to achieving universal primary education, along with child labour and ill health.
- Achieving EFA goals for children/youth with disabilities requires a cross-sector approach to policies and investments to address structural barriers for this group (e.g. lack of transportation, inaccessible schools, shortage of trained teachers, negative societal attitudes about disability).
- Governments are failing to adequately account for the barriers facing marginalized groups like children with disabilities.

2008 “Education for All by 2015: Will we make it?”

- The CRPD is recognized as an international human rights instrument relevant to EFA goals, however, Governments need to promote inclusive policies.
- Despite more children with disabilities getting included in education, the quality of their education is minimal because of lack of trained teachers.

2007 “Strong foundations: Early childhood care and education”

- EFA goals were created for all children but children with disabilities remain a marginalized group with many out of school.
- Estimates that more than one third of the 77 million children still out of school are children with disabilities. Estimates that in Africa, fewer than 10% of disabled children are in school.

2006 “Literacy for Life”

- The report acknowledges the debate between ‘mainstream’ and ‘special’ education, but does not provide a comprehensive analysis of barriers.
- The report refers to the high percentages of children with disabilities excluded from school as a main source of poor literacy. More appropriate curriculum is needed, but there are limited guidelines for combating exclusion.
- Disability is mentioned in the 9 EFA flagship programmes and the OECD has established 3 categories of disability

2005 “Education for All: The Quality Imperative”

- Inclusive education is a means of ‘Better Education for All’ by focusing on the best environment for the learner. Greater implementation will require learning about best approaches and existing inequalities.
- Acknowledges that to reach EFA goals, greater attention needs to be given in reform efforts to children with multiple disadvantages, including children with disabilities.

2003/2004 “Gender and Education for All: The leap to equality”

- Girls with disability face high rates of exclusion from education.
- Families are the main support but have limited external assistance, and face stigmatization on the basis of a child’s disability.
- There is an interconnected cycle of disability and poverty which must be taken into account in planning for inclusion of children with disabilities in education.
- The Right to Education for Persons with Disabilities: Towards Inclusion – launched in 2002 as an EFA Flagship Initiative

EFA Flagship Initiative**2002 “Education for All – Is the world on track?”**

- Children with disabilities “were among the issue discussed” in reference to achieving the Dakar goals.
- Disability incorporated into one of nine EFA Flagship Programmes “EFA and the Rights of Persons with Disabilities: Towards Inclusion” to bring a focus to disability.
- Acknowledges value of Amartya Sen’s ‘capabilities’ approach to development as the basis for expanding freedom. This approach recognizes that investments in education should be designed to develop people’s capabilities, including unique capabilities affected by a person’s disability. This means allocating resources depending on people’s needs and what they require to maximize their developmental potential.

Introduction

- ¹ See http://www.unesco.org/education/pdf/SALAMA_E.PDF in English other languages http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=98427&set=4AA5300D_1_401&gp=1&lin=1&ll=1.
- ² See Dakar Framework for Action <http://unesdoc.unesco.org/images/0012/001211/121147E.pdf>.
- ³ See <http://www.un.org/millenniumgoals/bkgd.shtml>. In Education <http://www.un.org/millenniumgoals/education.shtml>.
- ⁴ See <http://www.un.org/disabilities/>.
- ⁵ See <http://www.ii.inclusioneducativa.org>.

Chapter 1

- ¹ See http://www.ii.inclusioneducativa.org/Inclusion_International.php?region=Inclusion_International&country=Inclusion_International&experience=15_Years_After_Salama_nca.
- ² See www.ii.inclusioneducativa.org.
- ³ See <http://www.ibe.unesco.org/en/ice/48th-ice-2008.html>.

Chapter 2

- ¹ See http://www.inclusion-europe.org/documents/Education_Position_Paper_final.pdf.

Chapter 3

- ¹ World Vision, *Education's missing millions: including disabled children in education EFA FTI processes and national sector plans* (London: World Vision, 2007).
- ² Cited in Philippa Lei, "Making the Grade? Donors, disabled children and education." Presentation. (London: World Vision UK, September 2009).
- ³ For example, the 2009 Global Monitoring Report references data from a World Bank analysis on children with disabilities and education drawn from surveys in 14 developing countries. However, these surveys estimate that only 1-2 percent of the population have a disability in many developing countries in Africa, Asia and Latin America. This estimate is far below the recognized global estimates of at least 10% of the population with disabilities even in industrialized countries. See UNESCO, *EFA Global Monitoring Report 2009 Overcoming inequality: why governance matters* (Paris: UNESCO, 2008, pp. 82-83); Deon Filmer "Disability, Poverty, and Schooling in Developing Countries: Results from 14 Household Surveys," *The World Bank Economic Review* (Vol 22, Number 1, 2008: 141-163); and Daniel Mont, *Measuring Disability Prevalence*, SP Discussion Paper No. 0706 (Washington: The World Bank, 2007).
- ⁴ The Organization for Economic Cooperation and Development (OECD) is an organization of 30 mostly high-income countries www.oecd.org
- ⁵ See for example, UNICEF, *A Human Rights-Based Approach to Education for All* (New York: UNICEF, 2007); and, *Children with Disabilities: Ending Discrimination and Promoting Participation, Development, and Inclusion* (New York: UNICEF, 2007).

Chapter 4

- ¹ J. D. Willms, "Standards of Care: Investments to Improve Childrens' Educational Outcomes in Latin America." Paper presented at Year 2000 Conference on Early Childhood Development, April 2000. (Washington: World Bank, 2000).
- ² Don Labon and Peter Evans, "Recent Developments in OECD Member Countries," in *OECD Proceedings: Implementing Inclusive Education* (OECD, Paris, 1997).
- ³ Willms op. cit.
- ⁴ Labon and Evans, op. cit.

- ⁵ Michael Fullan *The New Meaning of Educational Change* (New York: Teachers College Press, 2001).
- ⁶ Gordon Porter, "Disability and Education: Toward an Inclusive Approach" (Washington: Inter-American Development Bank, 2001)
- ⁷ Fullan, op. cit.
- ⁸ Porter, op. cit.
- ⁹ Fullan, op. cit.
- ¹⁰ Labon and Evans, op. cit.

Chapter 5

- ¹ See www.ii.inclusioneducativa.org.
- ² See Mithu Alur and Tony Booth (eds.), *Inclusive Education: The Proceedings of North South Dialogue I* (Delhi: UBS Publishers Distributors, 2005); Mithu Alur and Michael Bach (eds.), *From Rhetoric to Reality: The North South Dialogue II* (Delhi: Viva, 2005); In Mithu Alur and Vianne Timmons (eds.), *Crossing Boundaries and Sharing Ideas: Inclusive Education* (Delhi: Sage, 2009).
- ³ See www.gyermekekha.hu.
- ⁴ See World Bank, *Inclusive Education Fund: The Uruguayan Experience*. (Retrieved at <http://siteresources.worldbank.org/DISABILITY/Resources/Regions/LAC/InclusiveEduUrugEng.pdf>.)
- ⁵ See Ministry of Education and Research (Italy), "The Development of Education 2004-2008, National Report of Italy." Prepared for UNESCO International Conference on Education 2008 (Rome: Author, 2008).
- ⁶ A comprehensive study of this initiative has recently been published. See Mithu Alur and Michael Bach, *The Journey to Inclusive Education in the Indian Sub-Continent* (New York: Routledge, 2010).
- ⁷ See <http://www.gnb.ca/0000/publications/mackay/mackay-e.asp>.
- ⁸ The Guideline can be found at <http://www.gnb.ca/hrc-cdp/PDF/Guideline-Accommodating-Students-Disability-New-Brunswick.pdf>.
- ⁹ Applying theories of 'scaling up' to inclusive education systems change is explored in more detail in Michael Bach, "Scaling up inclusive education: steps towards a macro-level theory of development." In Mithu Alur and Vianne Timmons (eds.), *Crossing Boundaries and Sharing Ideas: Inclusive Education* (Delhi: Sage, 2009).

Chapter 6

- ¹ Research in the 1980s and 1990s indicated "overwhelming evidence" of negative attitudes of teachers towards inclusive education. See Gary Bunch and Kevin Finnegan, "Values Teachers Find in Inclusive Education." Presented at International Special Education Congress 2000, Manchester, UK. More recent comparative research suggests attitudes of teachers toward inclusive education are becoming more positive, and that this may reflect positive trends in some countries towards the value of inclusion more generally. However, development of positive attitudes is still uneven, and researchers suggest more attention to this issue is needed in teacher education. See Umesh Sharma, Chris Forlin, Tim Loreman and Chris Earle, "Pre-Service Teachers' Attitudes, Concerns and Sentiments about Inclusive Education: An International Comparison of the Novice Pre-Service Teachers," *International Journal of Inclusive of Special Education* (Vol. 21, 2, 2006).

Appendix 1

- ¹ See Canadian Association for Community Living, "Diagnosis of Inclusive Education in the Caribbean," Report prepared for the World Bank (2005).
- ² See Canadian Association for Community Living, "Diagnosis of Inclusive Education in the Caribbean," Report prepared for the World Bank (2005).

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