Friday, 23rd April, 2021

CDPF – MODULE 9B

RICHARD: Hi everybody. Welcome to this our ninth afternoon or evening, morning, seminar on inclusive education, I'm Richard Rieser, the General Secretary and in a moment I'll hand you over to Sarah Kamau, our Chair, to say an introductory few slides. A couple of things to say before we get going. One is last week you should have got a, an evaluation form to complete on units 1 to 7, we would very much appreciate everybody doing that if you know other people who have dropped off, also get them to do it. The reason is we need to account to our funders for what we are doing here and we want to go on to a third phase of off‑line, but er... resources provided in different languages and for computers, rather than online and so, obviously we want to, we want evaluations at the show this is a worthwhile activity, I would just ask people to do that. Next week is girls and women and disability and I think that will be a good event as well, and the material for that is going up tonight on the website with course book and follow‑up activities and a presentation. So, that's keeping you all on your toes. But today we're going on to... inclusive education, is that showing up all right that PowerPoint?

GEMMA: Yes.

RICHARD: Brilliant, okay. So I'll hand you over to Sarah to say some introductory things about inclusion and then I'll take you through a range of activities, films, and presentations. Sarah.

SARAH: Thank you Richard. Hi everybody. I want to thank you especially for being part of this course this far we hope to see you up to the last module. For introducing the module on inclusive education, I will start by giving a few quotes on what inclusive education is about. The first one is from Alliance for Inclusive Education and it says, "Inclusive education, also called inclusion, is education at the includes everyone with non‑disabled and disabled people (including those with special education until needs", learning together in mainstream schools, colleges, and universities. The second quote from UNICEF says, "Nearly 50% of children with disabilities are not in school, compared to only 13% of their peers without disabilities. Robbed of their right to learn, children with disabilities are often denied the chance to take part in their communities, the workforce, and the decisions that most affect them. Another quote from UNICEF, also says about inclusive education. It's the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms in the same schools. It means real learning opportunities for groups who have traditionally been excluded ‑‑ not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. I'll give more introduction now on the rights to inclusive education. The right to inclusive education encompasses a transformation in culture, policy, and practice in all formal and informal education environmentalists to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that impede that possibility. It involves strengthening the capacity of the education system to reach out to all learners. It foe ‑‑ inclusive education also focuses on the full and inclusive participation, accessibility, attendance, and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalised. Inclusion involves access to and progress in high‑quality formal and informal education without discrimination. It seeks to enable communities, systems, and structures to combat discrimination including harmful stereotypes, recognise diversity, promote participation, and overcome barriers to learning and participation for all by focusing on well‑being and success of students with disabilities. It requires an in‑depth transformation of education systems in legislation, policy, and the mechanisms for financing, administration, design, delivery, and monitoring of education. This is according to the General Comments Number 4 of the UN CRPD committee 2016.

RICHARD: Thank you. Thank you Sarah. So we're going to unpack that, that is not us making that up, that is the official body that oversees the implementation of the UN CRPD, who after a number of years of getting pour reports from states parties which are outlined in the course book, they decided they needed to clarify what inclusion was and what it wasn't. That's a very useful guide.

       In order to understand it we need to go back to the paradigm shift that we talked about in ways of disability in module 1. We are moving, here, from a medical model which sees the problem in the child, to the social human rights model which sees the problem in the structures, systems, and operating methods of the education system. So in the old medical model the child's impairment is seen as the focus. Let's try and make them as 'normal' as possible. So we have a lot of people employed everywhere in the world, social workers, doctors, specialist transport, educational psychologists, separate special schools, training centres, sheltered workshops, benefit agencies, occupational therapists, speech therapists, doctors, GPs, local doctors, hospital doctors, specialists, and the child development team. That's a lot of people, a lot of resource. A lot of what they do is useful rehabilitative work for people, but quite a bit of it is not particularly useful, and is not the best way that the child could actually develop. Some children, for instance, with Cerebral Palsy are not going to walk and would be better off as wheelchair‑users and yet a huge amount of time is spent by occupational therapist and physios trying to get them to walk. Others, it's about handwriting when in fact using some set of mechanical device such as a speech processer, or a laptop or a computer would be much better for them in terms of time. Because they're going to use that all their laugh to communicate. So what we need to move to and which we came about, this transition, didn't just come from the UN, it also came from disabled people and particularly parents and wherever have gone in the world, whether it be South Africa, India, Argentina, wherever there has been a movement more inclusive education, the UK, at the bottom of it is always a parent saying, "Why shouldn't my challenged be included in school the same as everybody else?" Then disabled people have come in alongside them and supported that campaign. That's how we got to inclusive education being what we want. In order for that to happen, the thinking of disabled people has to come into this, and this is where, sometimes, it's gone wrong not least in the language that we have talked about, the people first language when people not understanding that disability is an oppression and it is the barriers that we are up against regardless of what type of impairment that we have. It's the barriers that provided segregated services, lead us to poverty as we saw in module 5, beliefs in the medical model, lack of accessible information, inaccessible transport, prejudice, devaluation, inaccessible environments, and lack of useful education. I talked about a barriers activity in the presentation, if you haven't watched it yet. Getting people to identify the barriers for people with different impairments in their schools and then asked the question: how many of these barriers are to do with a 'within child' factor? And they are not, they are to do with a constructive environment, attitudinal environment and an organisational environment that was largely designed with disabled people not in mind, for so‑called 'normal people' of course, nobody is normal and they all have different needs but that's the way that it came. Having said that, if we put that way of thinking into the way we structure education. If you don't go to school at all you are excluded, or you can be chucked out of school if you have got bad behaviour or problems that haven't been understood and that can also be exclusion. Mostly, in the rich world, we sent disabled children until very recently to separate schools. For a long time we didn't send them to school at all, and then we sent them to separate schools that worked at that pace of those children and gave them the support that they needed. The problem was they had to be away from the community very often, they were bullied, abused and they didn't get much education out of it. Most certainly they were not interacting with their peers, which here, I've got a diagram of the square pegs and the round pegs in two different toy boxes. They didn't mix at all. Then some people went on and said, "Well this isn't fair, at least they should have lunch with us, maybe do a bit of art and drama and go out at break but the lessons should be separate." Then the square pegs were taught in a separate classroom but they mixed with the round pegs. That's the model that operates in most schools in the United States, actually, at the moment. There isn't full inclusion there, there is integration of this sort. Then the... then came along and said, “Well maybe we should try and reshape the square pegs to fit into the round holes." So things were done, therapies, all sorts of support to make the child function as if they didn't have their impairment. Very much medical model approach and didn't work, by and large. Sometimes there were different rooms where children of different shapes diagnosed were there some of the time and sometimes they were mainstream. But those are all forms of integration there, not inclusion. Inclusion is where everybody is taught together in the same classroom with support, the right support that they need and the peers are supporting the children, the teachers support, the teachers' aids at the support and adjustments are made so that the child can thrive at their own pace. So that's very clear. So, just to be clear, this is what the UN committee said of the four states exclusion occurs when students are directly or indirectly prevented or died access to education. So the denied access. Segregation occurs when the education of students with disabilities is provided in separate environments, designed, or used to respond to particular or various impairments in isolation from other students. So those are clear the third is integration, a process of placing persons with disabilities in existing mainstream education, as long as the former can adjust to the standardised requirements."

       So there is no real adjustment being made for them in integration. Whereas inclusion, the committee said, "Involves a process of a systematic reform embodying changes, modifications in content teaching approaches, structures, strategies, to overcome barriers with a vision of serving to provide all students of the relevant age range with equitable and participatory learning experience." That's all very clear. Now let's see how well you have understood that here's our first activity. I'm going to read out five statements and all you have to do is decide for statement 1, 2, 3, 4 and 5 whether what is being described is exclusion, segregation, integration, or inclusion. Okay? So, statement 1, I'll leave these up so you can look at them while you are thinking and writing your comment in the chat. Statement 1: Louisa uses a wheelchair, she wants to attend the local school with friends from home, she can with their help get to school. The school has no wheelchair access and so she's not been able to get through the door and is handed work to do outside. She's probably not got a toilet to go to either, if there isn't a ramp access to the classroom. So that's number one. Number 2, is Zahir, is a standard grade 8 [sic] uses a hearing‑aid, can lipread a bit the students in his class all sit in alphabetical order. This means he has to sit at the back, because his name begins with Z, and therefore struggles to hear and keep up with the rest of the class. His teacher, when he asks, refuses to make an exception for him as she says she must treat all students equally. So that's number two. Number 3:Solomon has a learning difficult. Solomon needs to have someone explain clearly what is going on in the class. He has a classroom assistant assigned to him and she and his teacher work out together how he can be helped to access the learning that other children are being offered. The teacher takes care that the assistant works with other children and they are encouraged, the other children are encouraged and supported to work with Solomon. So that's number three. Number 4:Patricia has epilepsy. She is just learning to monitor her impairment for herself. She needs to take her medications every lunch time, her class teacher has other note on her register to make sure that she is remanded to do so. So far there have been no problems with this arrangement. Sometimes she fits and the rest of the class think she is bewitched and do not play with her. So that's number four. Patricia, the last one, number 5:office has got a visual impairment and some learning difficulties, his parents are ashamed of him and living away from the school. He helps with the family business of basket making and has never been to school. So there you go. Five scenarios, one Louisa, two Zahir, three Solomon, four Patricia and five office, I want you in the chat to say which at the top there, exclusion, segregation, integration, or inclusion applies to these scenarios, I'll give you a minute or so to do that. Thank you.

RICHARD: Okay Gemma, I think we'll make a start, can we go on number one?

GEMMA: Yes.

RICHARD: First of all, what do people make of that one?

GEMMA: We have some different answers to this. Please excuse me while I scroll, I apologise now if my dogs suddenly start barking. Okay, so we have got integration. One, two people have said that.

RICHARD: Yes.

GEMMA: Somebody else said exclusion. I've got more than one person saying exclusion. Just letting somebody in.

RICHARD: Hmm.

GEMMA: Somebody else segregation, somebody else said exclusion. Another one segregation, another one for exclusion. Segregation. Segregation. Another one for exclusion. Er... two more for exclusion. Another one said integration.

RICHARD: Hmm.

GEMMA: Two more said segregation, another one said ‑‑ sorry, exclusion. Umm...

RICHARD: Okay.

GEMMA: That's it that's where we are.

RICHARD: Okay. Well she is going to the school, she is being handed work. The school and the teacher just haven't made any adjustments for her to get into the classroom. A simple adjustment could have been that the teacher brings the whole class outside and they have the lesson together sitting in a circle. So it wouldn't have cost anything, and a more costly one might have been to get the facilities to improve the school from the local municipality and recruit parents who have building skills to widen the door, build a ramp, make the toilet accessible for her and maybe get a desk that she could sit behind they would all be processes that would ‑‑ it's not segregation, she's not in a separate place in the sense of being in a separate school. There are elements of exclusion there, within it. Within the school. She's being, if you like, sort of internally excluded but I wouldn't say segregation applied. Let's go to number two shall we.

GEMMA: Okay. So number two, I've got integration, segregation, exclusion. Segregation, segregation, integration, segregation, exclusion, integration, integration. Exclusion. Integration. Integration. [Laughter]. Exclusion. Integration. That's it.

RICHARD: Okay, well that, it should be integration. I think this is a classic example of integration. The teacher has the wrong idea of equality, right, for a start. We have said this before. Equality is not treating everyone equal, because treating everyone equal if you start from completely different disadvantaged position will never lead to equality it will always lead to inequality. So, it is actually providing people with what they need to thrive. What this child needs to do to thrive is to sit at the front. It's a very small, no cost adjustment. One of the most basic adjustments that one would expect. So, that it's really, the problem is coming from the teacher who is not understanding what inclusion actually means, which is meeting the needs and adjusting to meet the needs of each child in the classroom. It's certainly not exclusion, because they are in the classroom, in the sense that we have defined it as defined by the UN CRPD Committee and it's not segregation, because it's in the classroom. So it is poor integration. Okay let's go to number 3, what do people make of that, Solomon.

GEMMA: Three was unanimously inclusion.

RICHARD: Oh, my glad you are on the right track, yes it is. That's the best example of inclusion that we have of these five. The things to note are that the teacher has, is working with the support worker, the classroom assistant, but is making sure that the child isn't just with that classroom assistant, often can lead to internal isolation in the class. They're encouraging other peers to work with the child and they are planning together so it isn't just the teaching assistant who is trying to make sense of what the teacher says. They are actually planning together how to adjust the learning for that child. So that's good inclusive practice. What about number four, Patricia with epilepsy?

GEMMA: Number four. Most, I've got a mixture of segregation, exclusion umm... somebody said integration.

RICHARD: Yeah.

GEMMA: Another umm... yeah... lots of exclusion, segregation again.

RICHARD: The person who said integration, again that's right. It's not ‑‑ they are getting the medication right, they are allowing her to become self‑monitoring of her medication. Why it's not inclusion, they haven't prepared the children in the class and challenged the traditional ideas, the discriminatory ideas that is the role of the teacher, has to challenge these ideas. You cannot have a classroom where prejudice rules. It must be ‑‑ whatever the class is doing, as you teacher for years, I always did this, you stop what you are doing and you have to deal with the racism, sexism, racism, the homophobia that is going on in the class, say we don't do this here, it's not acceptable and this are the reasons why, it leads to the various things that happen to people. If I put instead of, "Epilepsy." There, Albinism, lots of you in Africa and other parts would know why it has to be challenged, if it's not challenged those children are killed. That's serious. We need to tell children about this and not pussy foot around it and lie, we need to be honest with children where prejudice and discrimination lead, that's not happened in this class it's poor integration, and the last one.

GEMMA: So the last one is almost unanimously saying exclusion, but I've got a couple that said segregation.

RICHARD: Well, it's not in a school, he's with his parents and therefore it isn't segregation, it is exclusion. The parents have, our ashamed of him and think he won't be able to manage at school. Clearly people need to reach out to sim him from the school or community‑based rehabilitation, convince the school and prepare the school for him to go there and support him in getting to the school. Clearly he could benefit from education because he's able to do the basket making and therefore has hand‑eye coordination and other thing that he can actually use to... to learn at school. Okay, so I think that's been quite useful, but it's always very important to go back to specifics because these words are bandied about without them having actual meaning. Remember, this is a process that's going on in schools. Even in the best schools and we'll have a look at a couple of film clips in a bit, you will find good things and bad things, the process is underway. Nobody will always get it right but then people, teachers, principals, parents, teachers should know that they can get things wrong on the journey to develop inclusion. We are going to look at this film now of Ebotwe Primary school what I would like you to note down are what are the things at the make this school ‑‑ make us think that this school as an inclusive ethos as we listen to this film. [Video Playing] Ebotwe Primary serves the township of Mdantsane in the Old Transkei, it's an area of high unemployment and poverty, the school works with many different individuals and organisations through its school‑based supporters to meet the needs of disabled and disadvantaged learners. In spotting the houses or [Inaudible] we have [Inaudible] some are orphans. The school nutrition programme ensures that the children here get food and drinks each day, the school works with voluntary organisations, such as Rehab and some children at Ebotwe, receive support from the Nelson Mandela children's funding. Ebotwe, is a full service school supporting many learners with learning difficulties and staff are dedicated to working inclusively. By bringing those children with problems it helps them not to feel discriminated. They feel as a part of the community, not as it was done before, when they were kept at home, the parents felt hmm... shy about them. Now, with this inclusive education, they feel as part of the community. Miss Mgole, is a member of the school‑based support team. The team also includes the Principle, other teachers, and members of the community. The team add vas staff of support strategies for any child who is experiencing difficulties. We have got a piece in the support team, we have got a [Inaudible] also we've got an occupational therapist, a member of disabled people in South Africa. One lady here is also in support group, the one for HIV and Aids and also a teacher included. Look at people with expertise, welcome to assist us we have a vibrant team the team supports staff to plan support for any child experiencing difficulties. The team works closely with parents and seeks the advice of other specialists if necessary. At the time of filming Ebotwe primary was using temporary accommodation. The Department of Education is renovating Ebotwe's own school buildings to ensure they are accessible as part of conversion from ordinary schools into full service schools. When in their own classrooms, staff regularly display children's work to encourage all children to feel proud of their achievements and to show the children's work to all the community. We have an accommodation problem, but we [Inaudible] on the chalk board so that even the parents can see the child's work. Whoever is cub to visit the child's class can see the work. At Ebotwe the school‑based support teamwork to support inclusion within the whole community. We also have community workshops so that they know inclusive education and how it works, because we found out that we, when we do it this inclusive education in the lower level, but up the higher primary, high school, it is not practiced, so we do have also the educators of the higher primaries, when our kids move from our school to, through those schools, so we interact with them all the time. We share the information. At Ebotwe each child has a learner profile, it includes as much information as possible on each child's skills, learning needs and any medical needs. The learner profile is passed from grade to grade and information is added by each grade teacher. When the children are leaving our school at grade 4 to grade 5, we move that learner profile to the school where the child will be attending grade 5 to, that is the model. The way the information moves to the next school so that those details, those, they know exactly how that particular child. Inclusive education is not about being perfect, it's about understanding the strength, the can do of a particular person.

RICHARD: Okay. So what I want you to do in the chat now is... what are some of the things in the film that tell you that the school has an inclusive ethos? Some of the things that you saw in that film clip that tell you that the school has an inclusive ethos. So, let's just put a few of those for each of you into the chat and Gemma will read out a range of them, again another minute to do that.

GEMMA: That's just for question A.

RICHARD: Question A, let's just too question A and see how we get on with that.

RICHARD: Okay, shall we try and get some of the things at the people have put in?

GEMMA: Sure. So this is just umm... in answer to A?

RICHARD: Yes.

GEMMA: The answers are still coming in.

RICHARD: Yes.

GEMMA: Umm... so umm... the school looks at the strengths of the students.

RICHARD: Hmm.

GEMMA: What students can do as opposed to focusing too much on what they cannot do. They are encouraged and supported.

RICHARD: Yep.

GEMMA: Umm... it seems they actively seek out disabled students to promote inclusion the performance of the learners is examined regularly, support, supporting teachers in the same classroom. Disabled children are involved in all activities. They provide ‑‑ a few people have said this ‑‑ they provide the information on the child to the next school as the child progresses.

RICHARD: Hmm.

GEMMA: The teachers liaise with the entire class, all are included in the support, continuity is encouraged. Teachers have a positive attitude towards children with disabilities. Support team to provide advice and assistance in making the school inclusive they try to understand the strengths of the individual, they show the work of all students to make them feel proud. They are renovating school buildings to make sure they are accessible, they work with higher schools. Some others talk about the learner profiles being shared. Let me just see if there is anything different.

RICHARD: I would add to that, if no one has said it, the Principal, the leader of the school, has clearly got a very strong, inclusive ethos and a very clear understanding of not just the disabled children but all of the deprivation and poverty in their catchment area. I think a general point that I would make about any inclusive primary school is that the Principal needs to have a very clear understanding of all the children who are in their age range, who live around the school and ask the question why are they not coming to school, because they should all be coming to the school. The local school should be serving the needs of all the children that live in the catchment area of the school and the Principal should be the person who is leading on that with the support that they need in order to do it. Let's just say, now, a short time, what could be done to make the school more inclusive? B. So, if you put in ‑‑ hello? Someone want to say something? If not mute, please. What more could be done to make the school more inclusive? B. So what else could happen to make Ebotwe more inclusive? We need to bear in mind that they are not in their permanent place at the moment, they are in temporary accommodation when we see them. So, just jot down ‑‑ if each of you can think of one thing that would make the school more inclusive, that would be good I think. Okay so one thing that would make the school more inclusive than it was there. Let's read a few of those out shall we.

GEMMA: Okay. Introduce sports activities for all. As in 'for all', I saw kids jumping and there are those that cannot jump. If there is something like sitting sports then he could join. The building needs to be renovated in a way at the will make it accessible.

RICHARD: Yes.

GEMMA: Somebody else has said that, need accessibility improvements. Make sure the play‑ground is even and accessible to all learners.

RICHARD: Yes.

GEMMA: Possibly more funding to provide additional support. More‑‑‑

RICHARD: More funding, I think one of the first things you might want to do is reduce the class size. Now, there were three teachers in that room with about 70 children so the ratio wasn't too bad, but it limits what you can do to have such large numbers. So, you know, to develop peer support work is very difficult in a room at the size, you need to have ‑‑ turn the desks around so that the children are facing each other rather than facing the front and they work with each other. The adults in the room come around and support them. So, a reduction in class size would be useful, I think. But also changing the shape of the room, yeah.

GEMMA: We have also got, education of all partners involving parents, teachers, community.

RICHARD: Yep.

GEMMA: Sign language should be taught in the class. More spaces more needed and more staff.

RICHARD: Yeah.

GEMMA: The education district needs to be made aware of the problem that the primary school is inclusive but not the next level, the next level of grades must be supported to do the same.

RICHARD: Yep.

GEMMA: Somebody says, I was concerned with the form of assessment. I hope they'll be assessed differently based on their individual abilities.

RICHARD: Hmm.

GEMMA: Umm... they need to have the data of learners with disabilities accessibility, structure if not accessible. Use of universal accessibility design, bigger classroom more staff.

RICHARD: Hopefully when they redesign the buildings, I'd like to go back and visit some of this schools it's quite a while since I visited these schools, 2008/9. One, I hope they are flourished and are still there and improved, but two, we hope that full service school model in South Africa has spread to many more schools. I have heard that some pressures have gone in the opposite direction and there have been more special schools in the provinces, they have used the money for that rather than building the schools, so there is the conflict going on there. Okay, I'm going to move on, thank you for that, it gets you to think if you want to do the same activity, the film on the school in Mpumalanga, which we also filmed on is in the presentation, so you can have a look at that and ask yourselves the same questions if you want to try it on another South African school. So I'm going to talk about now levers for change which are important for inclusion the first one is parents and DPOs. I mentioned before that I think it's parents that have been at the core of any move towards inclusive schools. The film that was a bit of in the presentation about Zanzibar, was an organisation of parents and young learners with learning difficulties and it's interesting that that's usually the group most excluded yet the parents had formed a very strong organisation on the islands of Zanzibar and had gone out from that to train the teachers and get the children into school and particularly into training post ordinary school so that they could have jobs. So that was very much led by the parents and then in Zanzibar ‑‑ Tanzania itself, Mataju, Inclusive Education Consortium, very much led by parents and DPOs that supported that. I think that's very important to see that. Second thing is capacity‑building, this is, there can never be enough of this capacity‑building. That's a picture of me doing some training, I think in the Pacific, and there is, next to it is some capacity‑building we did on inclusive education in South Africa. The third picture shows an outreach worker, probably from community‑based, rehabilitation, going around and visiting homes in the catchment of the area, saying why aren't these children in school. In the presentation you saw people doing that in the slums of Mumbai. The UNESCO have produced some really useful resources on teaching inclusively, for all teachers and all children, but then one booklet this particular one 'Teaching Children with Disabilities In Inclusive Settings' is a really useful one and can be reached on the UNESCO website. There are lots of other aids and materials, not least on the World of Inclusion website that I would commend to you if you are actually going to engage with this process. Most of you will be in DPOs. DPOs can play a really important role in awareness‑raising and training of staff, parents, and the local community to create a climate inclusive of inclusion. I mentioned Dhravi, we had a film about that, it's interesting from those small classrooms that were made from 3 to 6‑year olds spreading from the first there, I think they ended up with 26, throughout the Dhravi slum of over a million people. Then they worked with the slums around using the SSA, across the whole country, it will be mentioned in the next clip, it led to the children in the noughties who were in the Angawadis, or nurseries, going right the way through with their peers in the state school system with support. Of course, there was an NGO supporting them, the Centre for Inclusion in Mumbai and it was their individual project. From these little projects government policy has developed. Sruti is going to tell us a bit about where we have got to in India with all of this.

SRUTI: Thank you Richard. We have come a long way in India, but still there is a huge [Inaudible] a long way to go. So good things in India is that we have a very, a lot of good laws right now in place, a lot of good policy framework the Education Act, amended in 2012, it looks at getting children with disabilities into primary schools and the entire cost being reimbursed by the government. Similarly the [Inaudible] which is quite well know [Inaudible] it looks at free education for children with disabilities in all government institutions, from the age of 6, until they complete their 12 years of schooling. The new education policy which has come very recently in 2020, it has expanded the scope of inclusive education to a great extent, by taking care of some of the gaps that existed. Now we have curricula for teachers, which is called BA, or MA where they study to become teachers [Inaudible] unfortunately these, these courses, modules, did not look at understanding of disabilities, categories of disabilities and what were the needs of children with disabilities in the country stages. So the national education policy is talking at length about including the disability orientation, categories of disabilities, early identification, early intervention, and you know different alternative methods of teaching and evaluation in all education colleges, which is going to equip the teachers. You see most of us, organisations working in this sector, we feel that teachers are not really interested or enthusiastic, because their capacities are not built to handle children with disabilities. But, they are open to it and many teachers that we have interviewed and met, they say if given an opportunity, given a refresher course if they can learn and understand about it, they will more than happy to welcome children with disabilities in their classrooms. That's one thing that the new education policy is interested in. The second big lacuna was children coming to school at the age of 6 and you know we are talking about inclusive education, but the formative years from 0 to 6, we're not looking at anything, how the child will learn, how the child will go to the family and kindergarten, what were the supports to be provided to them, how their capacities can be built to cope in a mainstream school and this new education policy also emphasising on that, how the... how in kindergarten, in nursery classes children, those who have disabilities will be accommodated, their needs understood and what kind of educational support through playful means will be provided for them. Another major constituent I personally feel for education, is often children need different kinds of therapies, speech therapy and physiotherapy which is so necessary for their school education, but this was never part of our education system. No briefly, [Inaudible] talked about assistive devices and therapy, but it was actually never practiced. Largely because of the activism of non‑governmental organisations, of DPOs this is now being considered in a big way am sure in the forthcoming years we will have more number of children getting therapies, getting assistive devices, number of books in alternative format, basically creating a structure where they are at ease with, where they are comfortable. These are certain things that are going to happen with the new education policy in place and I'm quite hopeful that more and more children will come back to school.

RICHARD: So, that's awareness‑raising and involvement of DPOs and a snapshot view of what is happening in India, the largest of the Commonwealth countries. By the way we send our sad greetings to our colleagues in India and the terrible death toll that is currently going on there. It does show that governments can't take their eye off the ball, whether it be COVID or inclusive education if things are to be actually moved forward. A third thing to do, which is really important, and was touched on in those early two levers, is mobilising the local community. We mentioned this when we were looking at some of the scenarios, that we can mobilise, and these are examples from East Africa, of the local community being mobilised to, one, change the built fabric of the school, paint the classrooms white so the children with low vision can actually see better. Build accessible toilets, ramps, and handrails as here. Often this works well with the parents association having people with building skills coming for a weekend, building at the school, and the local district can provide the resources and the parents the labour power and that is a quick way of getting things done. If you want a more organised way then it's about really guaranteeing that the jobs are done by people who are paid to do them. Either way, we need to involve them and involve the parents of the school through the management committee or the governing body and make them aware of why inclusion, it so important and for them to be critical friends of the school sing the right questions so that things move forward. Another, it's important to influence government. There are number of ways we can influence government. This should be coming from below the first is to make sure that there is one ministry for all children's education, not that disabled children are under the Ministry of Social protection, that means that they are not actually getting proper education, so we need to campaign for that. We need to change the grade system, which can keep kids and I've said this before, stuck in the same grade for years and years, because they just don't get something. Children should move forward with their peers, through the grade system and we should have a differential assessment and a differential curriculum for them and that is a challenge to teachers, but teachers need to rise to the challenge. We need to incentivise families to enrol disabled children in the school. Most importantly, we need to recruit many more disabled teachers. Some of you on the call should maybe consider becoming teachers, if you are not already. Example there of a blind teacher in India, who has done a lot of work, and a wheelchair‑user teacher in England. I know about this case, because I interviewed at the cool. He ‑‑ because of equal opportunity employment they didn't look at his form and say he's a wheelchair‑user we can't have him. They interviewed him and said, "Yes, he’s a good scientist, we'll make him Head of Science", then they found out only one laboratory was accessible it was on a multilevel school. They went to the government and got a grant and paid, some of it and a lift was put in, he could then supervise all the other teachers in the secondary school by going and visiting them. It also meant when we visited about six children from the local area were now coming to the school who wouldn't have been able to, who were wheelchair‑users, so there was a benefit, a double benefit. Of course, all the other children saw a disabled person in a powerful position with knowledge and it challenged their stereotype thinking. So promoting an inclusive ethic in the local community with community‑based rehabilitation. All of this things are really important. A big shout out for level, for lever five, peer support, we saw in the film the school in Mpika, where peer support methods were being used, "Child‑to‑child", they called it and also a clip from New Zealand where they rely on that as a method and in Canada and in the UK it's been used very much, the Child‑to‑child approach. The biggest resource, I've said it before and I'll say it again, is all the other children. We need to mobilise the children to support the education of each other. That means peer support, buddies, bully‑busting and collaborative learning where the teacher organises children on tables with children who are more effective and better at certain subjects working with others as peer tutors and supporters. That's a way to maximise learning in the class. The research is all in one direction, a more able child in any respect, by having to teach another child becomes much more proficient in the subject and therefore they benefit, and the disabled child, or the child with needs benefits as well, sorry they have a much better and easier relationship with their peer than they would with a teacher. So we need to do that and we need to set up things like circles of friends and buddies and indeed in Canada, the first place to start organised inclusive education, more than 65 years ago in Ontario in the Catholic school boards they give this person‑centred planning as the first and most important thing the intentional building of relationships was seen as the most important thing there. Targeted funding, funding is a huge problem. Schools are under‑funded, we need at least 11% a year rise from now to 2030. Money going into schools has reduced ever since the crash in 2008/10. There was a big meeting of the global partnership for education to get more donors committed, but in the wake of COVID we need much more money to rebuild education for all, but particularly disabled children who missed out don't drop out. We need to mobilise the international community and remind people that SDG4 says, "Good quality education for all, by 2030." That's not very long. It's nine and a half years. So we need to really up our game here and when we get on to talking about campaigns in local campaigns in module 13 and national campaigns in 14, this is one of the main areas that DPOs and disabled people need to be involved in pushing government, very, very strongly. We can also help with developing low tech and hi tech solutions, we are experts in aids and a plans, that's what we use to access the world. We should actually give our knowledge to schools so that they can actually do that and to those things. So targeted funding is really important. Every area needs a, an inclusion support resource centre, and that, if there are old special schools there they can be converted to resource centres. But be aware of that, they really need not to have children based there, except for assessment, they need to be placed in their local schools and the teachers and support staff from the centre go out visiting the schools. As this teacher does here. An itinerant teacher of the blind as this systems are set up in India, Bangladesh. What these teachers can do by substituting a motorbike for a bicycle they can reach ten times more schools and they can spend a couple of hours a fort night with any one child who needs to learn Braille or mobility training, they will train the other staff and work with the individual child. This has been shown to be a really effective way of not taking the child away from their local community where they would often have to board in dormitories but bringing the support to the child. Okay. We move on. Now, in terms of training teachers, I did a piece of work for UNICEF, which you can find on our website, but it was about how do we prepare teachers for inclusion of disabled children. What we decided in the end of that was that there needed to be a twin‑track approach. Track one, which is education based on the principles of equality and child empowerment, and that includes equality and valuing difference. Identifying barriers, finding solutions. Differentiation and flexible curriculum and assessment. Some of the things that some of you mentioned. Collaborative learning and peer support. Antibias curriculum, challenging the oppressions that people are up against. Make sure it's challenging the curriculum material. Stimulating and trying multi‑sensory learning environment, child‑centred pedagogy, creating are you reflective group of teachers and, most importantly, quality education requiring rigour, effort for each child to achieve their potential. Not the same, but each child to achieve their potential. That's for all children. That's what we would call good teaching that they were equipped with all those things. Secondly, they need the second track, the impairment‑specific track. It's no good just talking about all disabled children. There are particular reasonable adjustments and support systems that are needed for children with different impairments. Such at the blind and visually impaired children need tactile environments, mats, tapes and so on. Text to talk, they need Braille, mobility training, or they might need large print, magnification, orientation, they may need glasses and an auditory environment and talking instruments. They, deafblind child might need specialist language interpreters, tactile environment orientation. Deaf and hearing children need sign language and they need adjustments such as being able to sit at the front which we talked about. Physical impairment, we need accessible infrastructure which we talked about. Personal assistants, diet, transport, and medication, depending on their conditions. Children with specific learning difficulties, of which there are many that get overlooked in our school, they need the methods that can actually help them to deal with the difficulties that they have in actually visualising and connecting words to language and so on. So coloured overlays, background, easy read, tape, text talk, reinformant, spell‑checkers, concrete objects all these things have been shown to help. Speech and communication, there are many children who have difficulty articulating. Some children will never be able to speak because of their condition, so they need to have alternative forms of communication that are actually developed and teachers need to know about some easy ways of doing that. They need to be supported by speech and language therapists with the specialisms. Cognitive, learning difficulties, we need to develop the curriculum so that it is presented in multi different ways, pictograms, small steps, curriculum, easy read, scaffolding, which is for instance producing a box of labels, or cards at the use the language of a particular thing that we're looking at, whether it be diet, agriculture, how the landscape was formed, physics and so on. The words that we use there are there on cards to help the children. Use of Makaton, the simple form of sign language for children who have some more significant learning difficulties. We need information critical concrete objects. We need to use cameras. Children who can't write or read, can still tell a story through using a camera and they can put the pictures in, in the right order. That is learning and that's what we need to be able to do in the classroom. We need to deal with mental health and behaviour issues, ADHD, autism, and we will hear something from Emile about that in a minute. We need to... screen, identify and make the key adjustments for all the main impairments. If we equipped all our teachers with these two tracks of skills, which doesn't take a huge amount of time to do, to become a specialist in‑depth on any one of those can take a long time, but to have a general understanding of it, that they can apply in the classroom, it would make a huge difference to what is going. Therefore we need to make sure that we train for the twin‑track approach on all B. ed, and M. ed courses that train teachers but also the lecturers of the courses need to do it. But we also found out at the just being taught it isn't enough, you need to have practical, a replying this things, so teaching practice before you become a teacher in a school. School‑based, also training in the school. School‑based support groups, school‑based training. Distance learning and may be accreditation from a distant university where you can actually study together as a whole staff, so for instance, if the school is there from 8 until 2, one or two afternoons a week the staff stay behind for two hours. Why should they? Well, they will get an accreditation for doing this. They can do, submit a Masters study on studying one child or a group of children on how they have actually made it inclusive for them. Once they get the Masters they will get a raise in their pay. So it is certainly worth doing. It is better than withdrawing individual teachers, teaching them, and then going back and getting them to teach all the other teachers it doesn't work very well. Also we spend an awful lot of money and time on allowing teachers to go off and do different degrees which doesn't feed back into the school and is not very, the best way to do this. So school‑based district training is better. We need to go on with that. Leaders also need training. We saw that a leader there clearly had training at Ebotwe, we need to make sure that the principal has the power and the budget to lead the team and to actually make sure that they are moving they need to be evaluated by their peers. So other leaders need to know evaluate each leader about whether they are going and this all needs to feed into some sort of management or elected council that is evaluating how much progress is made towards inclusion, we need a proper scheme for this to work. We need respect and salaries, I've been to many cases where the teachers aren't even there, they are not paid enough, they do the register and they go off and do another job. It's not acceptable we have to break it and the way we break it is by creating respect for the teaching profession and paying them appropriately. There is a lot on Universal Design for learning, based on new, neuroscience that is very useful here. You can go on to the website and look at some of the things that are used there to break down barriers. I'm going to skip over that my friend, Professor Gary Bunch, who was in Canada in Ontario, I did a lot of work with him for a period. He always said, for a teacher are four key questions about any lesson that you are setting up to have an inclusive lesson. When you are planning a lesson ask yourselves what are the essential knowledge, skills or understanding you want all students to get from the lesson. How do pupils learn best? The teacher needs to know the different learning styles of the child, the barriers they face, and the different adjustments and support they need, they need to incorporate that into their planning. They need to be given time by the Principal to be able to do that, what modifications to the lesson plan would permit more pupils to learn effectively in ‑‑ in fact most teachers do about 700 or 800 adjustment a day, it's not something that is alien to them to do that. How will my pupils show what they have learned? It's not about sitting tests it's about asking the pupils to respond in different ways, to what they ‑‑ thing questions, having a quiz, getting them to make something or present something to the rest of the class, asking them if they have actually got the point of the learning. A bit like some of the follow‑up work we are asking you to do. We're not going to give you a grade for it, we just want to see that you have understood the key ideas in this course, it's formative assessment, is what we call that. Now Emile is going to talk to us a bit about autism. Emile is on our committee and his from South Africa.

EMILE: Thank you Richard and thank you everyone. It's an honour for me to present to you today on the course of inclusive education. My presentation, I'm going to discuss examples of good practice to include students on the autism spectrum in an inclusive education system. The value of an inclusive education system encompasses a transformation in culture, policy, and practice in all formal and informal educational environments. Students on the autism spectrum experience challenges on cognitive, emotional, social, as well as physical domains. In a mainstream education environment students on the autism spectrum are exposed to the different forms of hierarchical masculinities and ableism. As such a parent has got a choice to place the students either in a specialist school, [Inaudible] as an educator it's essential that the education system must accommodate students on the autism spectrum on physical [Inaudible] with reference to the White Paper 6 on the Rights of Persons with Disabilities, considering South African context, all education institutions are required to make the necessary reasonable accommodations. Education institutions must accommodate the student on the autism spectrum by making the necessary modifications, adjustments, assistive devices and make use of technology. To pride you an example of good practice, due to a lack of support students on the autism spectrum receive in a mainstream education environment. Parents like I said previously, consider specialist schools and as such, which is registered as a non‑profit organisation. These schools are not mandated by the National Department of Education and therefore they must make use of alternative methods to receive income. To accommodate these students these schools are also making use of alternative outcomes that are skills‑based and of primary focused to provide the students the necessary skills to be able to function in the workplace and in society. An example would be the ASDAN programme, from great Britain. A practical example of such a school is EDU360 College, school where I teach, it operates across the neuro‑diverse spectrum the school is independent, functional and ensures that the students are job‑ready by the time they graduate. Another example of an NPO, non‑profit organisation, that provides training for educators is the non, is the non‑profit organisation called Autism Africa. The course that I'm referring to is the Hands On Autism course. Now, in the schools they, they discuss different methods to accommodate students in a classroom and this goes training and provides training on Autistic Spectrum Disorder as well, as teaching methods that you can use. Thank you for the opportunity to present to you today.

RICHARD: So thank you Emile. I think that gives us a good idea, he talks about, he is himself a teacher with autism working in a specialist school for autism, which parents are choosing because really the mainstream isn't taking this seriously enough, but then Autism South Africa is running a course a DPO to actually training teachers to be able to accommodate children with autism in the mainstream, so that's a realistic view of where we are. So what is the evidence from around the world on inclusive education? Well, there is a choice of special segregated school and mainstream, children do better when match for impairment type and degree in mainstream schools academically that's the first thing, from multiple studs has been found. Inclusion has a neutral impact on the non‑disabled children, but in a quarter of studs it actually had a positive impact on the learning, that's because of what I described as 'collaborative learning and peer support'. Where it has a positive impact the teachers have been trained in inclusive pedagogy and have inclusive values the more flexible the learning and assessment approach the better the disabled learners do. So the more rigid the curriculum, the more rigid the grade system the less well children do. So flexibility is definitely the order of the day. Those young children, disabled young people who have attended mainstream schools and completed, are much more likely to get a job and friends and relationships than those who went to special schools or units, and did not, or did not attend school. So it is a door to the social life of a school and should that be denied to, social life in society, should that be denied to anyone? So, this is from Alana, you can follow the reference up and see much more detail there about that study. There is also on the film we saw, on the film from Singapore about their visit to British Colombia, if you go back and track to that website, there is similar other studies reported there across different cultures. The last activity we're going to do is watch this film that I made in 2015 in a primary cool outside Bristol in south Gloucestershire. A purpose build inclusive school. I want you to look at this, I'm not apologising for this, this is what can happen. I'm wanting you to look at this film and ask yourself, how can this practice that we are seeing here can be translated into middle and low income situations so that we can develop inclusion? We still need to look at something how we can aim at this. So here we go. I'll clip it. [Video Playing] [music]. The cool opened in 2000, and the local authority wanted cool to have a resource space for children with physical disabilities or visual impairment, so the school was built with that in mind. So it's very much just part of the school and the specialist provision is really the extra staffing and the specialist staff at the support those children in class. At the very beginning we talked about what they wanted for their school and one of the things that came out that was really, really important to everyone was around equal opportunities and everybody having the right to a decent education. It wasn't about including children and just being the resource‑based children, it was about including every single child and thinking about what every child in this school needed so they had the best opportunities to achieve and succeed in the wider aspects of school life not just academically. Most schools have a resource base, that would include all the children fully included into the mainstream. One thing I found in the SEN setting, as much as it was lovely and the children were looked after, they weren't necessarily pushed to their fool potential, that's one thing I loved at this school, it's trying to push them on in their individual journeys, we have something called building applying extending the children work that level that they think that they're at, the teachers will very discretely push them on, it's very strategic how the teachers manage the lessons. Because the school has from the very beginning been set up to think about how to include everybody, I think the children also adopt that and understand that. Music] The support Matthew has in class is that he has a teaching assistant who adapts whatever the other children are doing to suit Matthew. So, he uses an app on the iPad to write his sentences, which are then printed out. So there is some way of getting what's in Matthew's head, out. So that, you know, he can be assessed like the other children or he can express himself. We normally try to plan a meeting in the early part of the week with the teacher, the inclusion teacher also, any relevant TAs in the class, because it's not just resourced‑based TAs or SEN TAs we all come together, read over the plans, and make suggestions on how we can modify the lessons coming up to suit the child that we are working with. It brings the subject to life and it gives the teacher an insight into what we are hope doing achieve with the children and what she wants from the children. I think it's a really supportive place to work, I think inclusion doesn't just apply to the children, I think it's the whole staff as well. It's very supportive and people lookout for each other and problem solve together. As a governing body we view inclusion as a very high priority, whatever issue we are discussing as a body, the inclusion element is very high on our priority list and we look at that first. All the major school events, things like whole school trips, individual class trips, residential trips, they're just planned from the outset so that everyone can be involved and included. I would say that having that approach and giving that amount of thought and planning to what you do benefits every single child in his school. [music] The buddy system that we have at the cool is my personal favourite element of the school it works fantastically. Each of those children and the class collectively, they know that there is a difference, but there is no issue with that difference, his doing exceptionally well at this school and I think for his buddies as well it helps them, they are gaining all sorts of responsibilities. I think the buddy system, I'm an absolutely champion for. You volunteer to be the buddy, have that little bit of training just to understand, again, it's how much to do, when to step back, they can be a buddy and a learning partner. So every child will have a learning partner in different curriculum areas. When I buddy with Jo the best part is when he shares his drinks with me and now we are becoming really could friends because I didn't know Jo very well, but now because I'm his buddy I get to know him a bit better, so I'm getting to know his personality and what he likes now a bit better. The major feature is that children, they seek out the disabled children to play with just as they would play with any other child. If you watch during school times and play times and watch the play‑ground you can see they are just playing perfectly naturally there is no, no one is forced to play with anybody, but they choose to. It's a massive benefit for Matthew. Matthew was barely speaking before he came into this school. He would say a few words. He now holds conversations with me. So, socially Matthew needed to be in a school like this.

RICHARD: I think we have seen enough of that. So, we'll only do A because we are running short of time. How good the good, inclusive practice seen at Emersons Green be introduced into a school in a low or middle income country. If you can just put some ideas down on that, we just have enough time for a short round on that in a minute, with Gemma reading a few ideas out and then we'll find out.

GEMMA: Can you read the question out again?

RICHARD: How to do good inclusive practice seen at Emersons Green be introduced into a school in a low or middle income country in your country, let's say, where you live. If you are not in, even if you are in New Zealand or Canada or UK, you can still think about it.

RICHARD: Okay. Have we got any ideas coming through yet?

GEMMA: They are just starting to come in, can you give us about another 20 seconds?

RICHARD: Sure. I'm just conscious of the clock which is always against us on these things?

GEMMA: Okay.

RICHARD: Okay, I think we do need to take them now.

GEMMA: Okay, no problem. So, more than one person said the buddy system is a very good practice.

RICHARD: Yes.

GEMMA: And doesn't cost anything?

RICHARD: Exactly. We saw an example, if you know back to the film we did presentation, the Pika, Child‑to‑child that is a buddy system. It was used in Zambia very effectively.

GEMMA: So yeah a few people said that. With modern technology I think the apps would be useful special training would be necessary. Sorry can't shut my dog up from here (dogs barking).

RICHARD: One of the things we might see in the wake of COVID‑19 is to get all children online, that's one of the demands made internationally now by IDA, there is a possibility, we might have to get electricity into our schools first but it will come, so okay, using modern technology.

GEMMA: So, here we go, somebody from South Africa. I think the first place to start is that when new schools are being built, they should be built with inclusion in mind from the get‑know, I believe the buddy system is a good thing to go. Awareness, [Inaudible] low‑cost strategies like the buddy system again. For our countries to adopt inclusive education system, with training of teachers or mainstreaming disability. Umm... this goes to tell us that there are cooperative measures in DPOs concerning stakeholders, enabling law and government backing the framework is go to. So that could be applied. Awareness creation through engagement beating stakeholders, sensitising them about disability. Just let me just double‑check. Er... yeah, again training of teachers to understand h importance of inclusion in education.

RICHARD: All the films that we have seen in this session, both in the presentation and here we will put up separately on the website. The captioned and signed one will be within the films, but for people who want to use them to share elsewhere in their community and then start discussions, that might be a useful thing as well for people to have.

GEMMA: Richard could you, just while we are on that subject, that's obviously after the course is finished and we have clearance to use things outside of this training.

RICHARD: Yeah, sure.

GEMMA: Okay.

RICHARD: Okay, now I'm not going to go through this, there is things, things we need to do there, but I'm going to ask Sarah to say this last word on this and then I will come in with the last point. Sarah. Can I bring you in again. If you are still with us.

SARAH: Yes I am.

RICHARD: Yes. So we have a choice, it's encapsulated in this slide really.

SARAH: Er... okay. Which way for the world? People or profits! We are asking, is it a competition or collaboration, I know we want more of collaboration than competition. Also the world needs to move in developing disability equality and inclusion to make a lasting shift to people. Will the world economic situation be resolved in favour of the finance capitalists or the poor and marginalised, which way for the world?

RICHARD: Inclusion, more than any of the others topics that we are looking at goes to the heart of this issue. It's not just about squeezing the most able children out of the population. Education is for life and education is for everyone. It's about feeling okay about yourself, about communicating with your peers and being aware of the world, the history of the world your place in the world and that is something that everyone is entitled to. So, really we have to put our foot down on the accelerator of history here, to make sure that much more government resource and government plans are aimed at inclusive education and much more at the local community. When the local community is involved we get really good example of practice and teachers coming onboard seeing the need to do this shift. So I'll just come out of this PowerPoint and say you can all put on your cameras now and so on and we can say goodbye. I wanted to make a point as there are many more of you. Please fill in the evaluation that was sent to you last week, we need that in order to get more funding to carry on with this work, we need to show that it's been gratefully received by you so please fill in the evaluation. We will see you all again next week, it's girls and women and disabilities and we have a strong team of women from our executive who are leading on that so we welcome you to come to that and the work for that is going up tonight, as well, as the presentation. So, we are keeping you busy but I hope you are finding it interesting anyway. So thank you all for being on the call tonight. Thank you very much. Bye‑bye.

GEMMA: Thank you. Goodbye everybody.