Developing Inclusive Education and Disability Equality for children and students with disabilities: A World of Inclusion Broadsheet for the Global Summit on Disability, July 2018   www.worldofinclusion.com

Children and young people with disabilities, throughout the majority world, are still not being enrolled in primary school, do not have their needs met where they are enrolled and disproportionately drop out. This disadvantage is further increased in secondary and tertiary education. Since the 1980s, various initiatives have been launched by International Agencies, NGOs and Governments to address this issue but Inclusive Education has proved intractable.

What can we learn from the short comings in efforts of the past to make inclusion work?

Identifying the barriers and finding solutions at class, school, district, region and national levels are essential in terms of access to environments, curriculum and assessment. However, changing attitudes is more important than anything else.

Disability Equality Training for inclusive education is needed to change the mind set of teachers, administrators, parents and students. This needs to be delivered by disabled equality trainers working together with teachers experienced in the methods and philosophy or pedagogy of inclusive education.

What does this involve and why?

Changes in the thinking about disability and persons with disabilities (pwd) has come a long way in the last 40 years but old ways persist and need to be effectively challenged at every level for successful progress to occur.
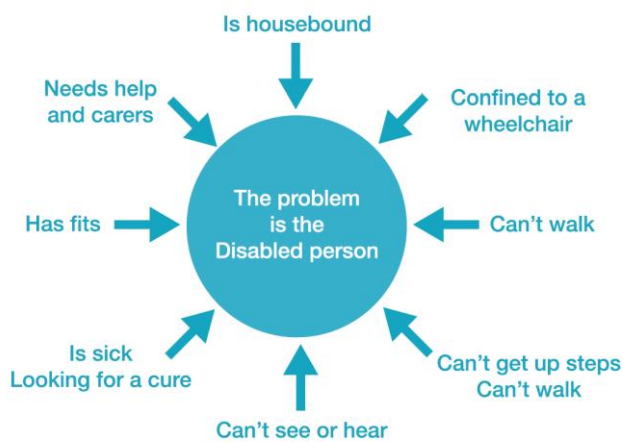
Traditional thinking about people with disabilities. History, religion and culture are important in understanding how negative attitudes have developed**.** These can together create thinking which denies people with disabilities access and equality, leading to unfair and unequal treatment and exclusion. **Stigma** can be blaming impairments on the actions of the parents, being signifiers of evil or seen as punishment by deities. Stereotypes are still very common, viewing **pwd** as inferior, pitiable or pathetic; incapable of education or work; a burden on society; comical or the butt of jokes; incapable of family life and having adult relations. These lead to the widespread denial of the human rights of people with disabilities. Effectively challenging such thinking and providing practical alternatives based on equality and human right is essential.

Medical or Individual thinking. Advances in medical science, disease and accident prevention and improvements in health are all vital in dealing with impairment- the loss of physical or mental functioning, but should never be confused with the empowerment and equality of people with disabilities. Medical, educational, community and social workers and rehabilitation professionals need to recognise that the empowerment of people with disabilities and their human rights are always paramount. The UN Convention on the Rights of Persons with Disabilities[1] is based on a **paradigm shift** moving away from the traditional and medical approach to a **Social Model and Human Rights Approach.**

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[1] UN Convention on the Rights of Persons with Disabilities https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

Persons with disabilities are not viewed as "objects" of charity, medical treatment and social protection; rather as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

The Medical Model of Disability

Is housebound
Needs help and carers
Confined to a wheelchair
Has fits
The problem is the Disabled person
Can't walk
Is sick Looking for a cure
Can't get up steps Can't walk
Can't see or hear

This is a diagram of the traditional Medical Model of Disability, which the Social Model was developed to challenge.

The Social Model of Disability

Badly designed buildings
Poor job prospects
Stairs not ramps No lifts
Isolated families
The problem is the disabling world
Special schools
Inaccessible transport No parking places
Few sign language interpreters
Discrimination

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way society is run and organised.

Getting this approach across and interpreting what it means in education is a crucial issue.

The right to inclusive education encompasses a transformation in culture, policy and practice in all formal and informal educational environments, 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 focuses on the full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized. 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, recognize 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. The UNCRPD does not mention 'special education needs', as this is rooted in an oppressive history based on eugenics and separation which has scarred generations of disaled people.

The UN CRPD Committee highlights the importance of recognising the differences between exclusion, segregation, integration and inclusion. *Exclusion* occurs when students are directly or indirectly prevented from or denied access to education in any form. *Segregation* occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disa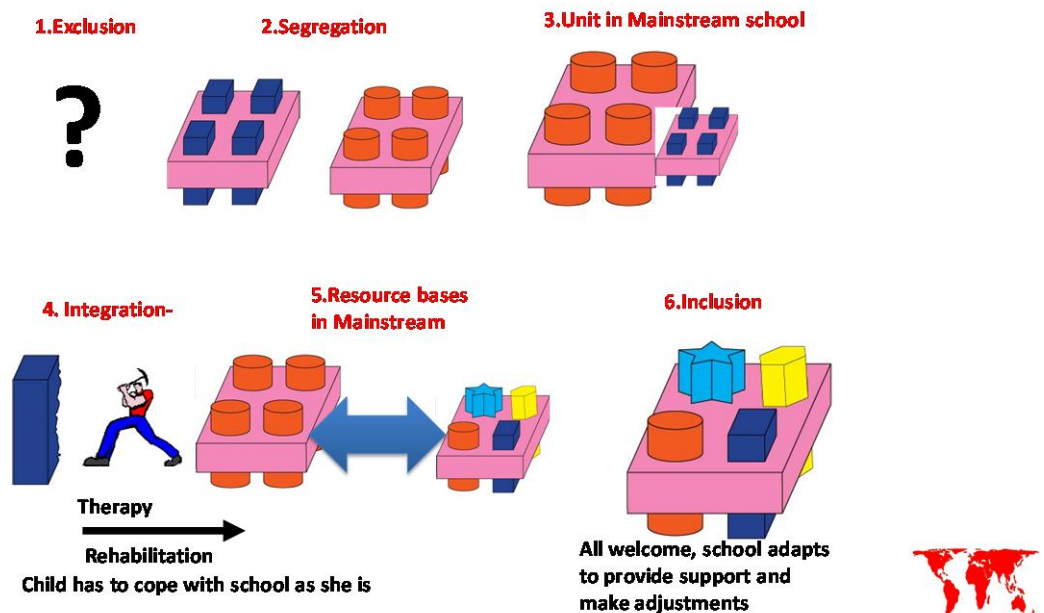bilities. *Integration* is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions. *Inclusion* involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education, to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. **Placing students with disabilities within mainstream classes without accompanying structural changes to, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.** Figure 1. (CRPD Committee para 10 General Comment No.4[2])

Figure 1 Forms of Organisation of education for children with disabilities

1. Exclusion
2. Segregation
3. Unit in Mainstream school
4. Integration- Therapy Rehabilitation Child has to cope with school as she is
5. Resource bases in Mainstream
6. Inclusion All welcome, school adapts to provide support and make adjustments

Training for Teachers and education administrators on delivering Inclusive Education for Children and Young people with disabilities. **All serving teachers and those on initial training need mandatory training on inclusion.** Based on research carried out for UNICEF[3].

This training must include Disability Equality Training delivered by disabled equality trainers which has been shown to have the greatest impact on bringing about a positive attitude shift.

The remaining training for Inclusive Education needs to be **twin-track.**

[2] United Nation CRPD Committee General Comment No.4 on Article 24 http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en
[3] Educating Teachers for Children with Disabilities UNICEF 2013 http://worldofinclusion.com/v3/wp-content/uploads/2014/01/UNICEF-Educating-Teachers-for-Children-with-Disabilities_Lo-res.pdf

General Inclusion Track The first track covers the general inclusion of all excluded and under- achieving groups takeing a broad brush approach.

In teacher education this involves developing pedagogy and teaching & learning strategies that support all learners by:

Valuing difference and diversity and asserting equality, human rights based education developing a whole school ethos which challenges prejudicial thinking ;

Differentiation of curriculum and assessment materials/methods so each learner makes progress in their learning at their own pace;

Collaborative learning where pupils and teachers work together to develop understanding;

Peer support where pupils help each other academically and socially and challenge bullying, negative language and behaviour;

Flexible curricula to include the provision of classroom and assessment materials, not teaching a rigid grade system, but allowing for different styles and levels of learning in the same class;

An anti-bias curriculum that challenges traditional gender, sexuality, tribal/cultural, social-class and disability perspectives. The aim is to understand where prejudice comes from, challenge it and assert human rights for all;

Sufficient time for meaningful learning and the rewarding of effort (compared to Individuals' previous achievements);

The creation of a stimulating and interesting multi-sensory learning environment bringing real world diverse and relevant experiences into the classroom;

A child-centred approach with teacher reflection developing the voice of the child/young person and starting from where they are, such as teaching in their home language. This includes buddy systems, circles of friends and collaborative learning.[4]

Impairment Specific Track The second track is based on fulfilling the Article 24 duty to provide appropriate individual support and reasonable accommodations. This recognizes that the above approaches on their own will not work equally for all children with disabilities, as they require reasonable accommodations and support arising from their impairments. These adjustments are specific to the type of impairment a child/young person has. Within this track, the teacher would learn to identify the loss of physical or mental function with a basic screening tool, and have a working knowledge of the range of adjustments which can be implemented in and around the mainstream classroom. These approaches need to be built into the planning and lesson preparation of the class teacher.

Teachers need to be supported by colleagues who have more expertise to ensure they are choosing and developing the right strategies. They can support in finding in class solutions and lead regular whole staff training. The best way of organising this is by setting up District

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[4] Unesco Bangkok Embracing Learning Friendly Schools http://unesdoc.unesco.org/images/0013/001375/137522e.pdf
Unicef Child Friendly Schools https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf

Resources centres with itinerant teachers travelling out to schools in the district by bike or motor bike. Having impairment specific knowledge does not reinstate special education as an approach, but recognises that teachers need this knowledge to make adjustments and run successful inclusive classes.

Below is a list, although not comprehensive, of the tools available for teachers to use with their students with disabilities[5]:

a) **Visually Impaired or Blind** - Glasses, magnification glasses, Braille, tactile maps and diagrams, audio tapes/CDs and text to talk, mobility training, large print documents and paperwork, audio description, modified orientation and creation of fixed points in class, creation of auditory environments, talking instruments, colour contrasts, and identification of hazards such as steps, (International Council for Education of People with Visual Impairment);

b) **Deaf and Hearing Impaired** - Finger spelling and basic sign language, interpretation, Oral-lip reading, basic Hearing Aid maintenance, strong emphasis on visual environment, additional time and support with abstract concepts and maths. Deaf sign language using students need a high level of proficiency themselves and among their interpreters and teachers to be successful in accessing education in mainstream schools,(World Federation of the Deaf);

c) **Deafblind** - Some of the tools listed above in a) and b), Deafblind Language, provision of interpreters, creation of tactile environments, (Sense International);

d) **Physical Impairments** - Adapting doorways and furniture, creation of an accessible infrastructure as well as accessible toilet and washing facilities, maintaining safe storage of equipment, provision of personal assistance, diet and medication resources, and rest time space;

e) **Specific learning difficulties** - Creation of colour overlays and backgrounds, providing easy read and age appropriate texts, story tapes and text to talk, allowing the use of spell-checkers, concrete objects, and breaking activities down into small attainable steps;

f) **Speech and Communication Difficulty/Impairment** - Facilitated Communication, Augmented Communication low and high tech, pointing, switching, talkers, information grids;
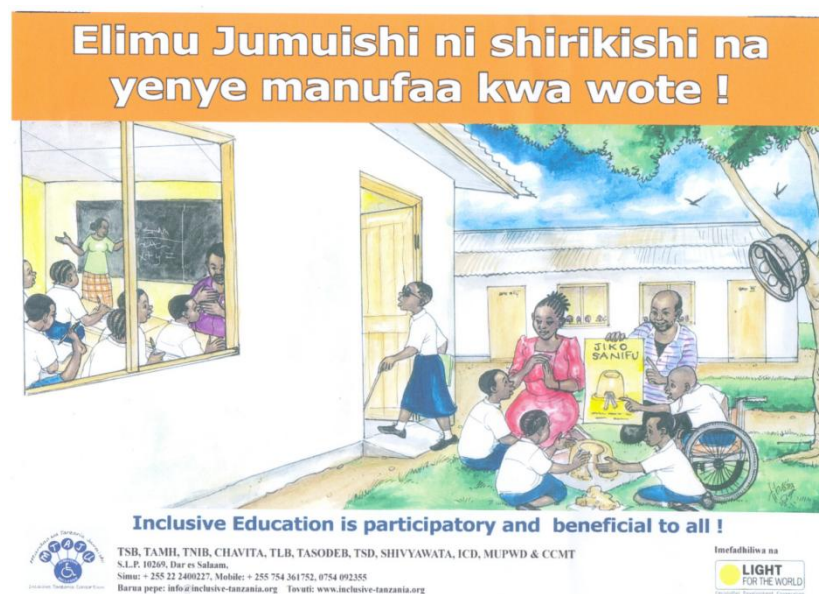
g) **General Cognitive Impairment** - Pictograms, small steps curriculum, easy read, scaffolding, Makaton, symbols, information grids, concrete objects, individual programme, (Inclusion International);

h) **Mental Health Impairment** - Counselling and personal support, differentiated behaviour policy, empathy, quiet space, circle of friends;

i) **Behaviour impairment including Autism** - Circle of friends, structured

Elimu Jumuishi ni shirikishi na yenye manufaa kwa wote !

Inclusive Education is participatory and beneficial to all !

TSB, TAMH, TNIB, CHAVITA, TLB, TASODEB, TSD, SHIVYAWATA, ICD, MUPWD & CCMT
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Imefadhiliwa na
LIGHT FOR THE WORLD

[5] Unesco Bangkok Teaching Children with Disabilities in Inclusive Schools
http://unesdoc.unesco.org/images/0018/001829/182975e.pdf

environment and day, differentiated behaviour policy, chill out space and mentoring[6].

Should the Inclusive Education of children and students with disabilities allow for their particular impairment based needs?

Recently UNESCO produced a Guide for ensuring Inclusion and Equity in Education (2017). This document states in its Foreword "The 2030 Agenda for Sustainable Development, with its focus on leaving no one behind, provides a unique opportunity to build more inclusive and equitable societies. This should start with inclusive education systems. Sustainable Development Goal (SDG) 4 on education calls for inclusive and equitable quality education and lifelong learning opportunities for all by 2030. It emphasizes inclusion and equity as laying foundations for quality education and learning. SDG 4 also calls for building and upgrading education facilities that are child, disability, and gender-sensitive and for providing safe, non-violent, inclusive and effective learning environments for all. To achieve this ambitious goal, countries should ensure inclusion and equity in and through education systems and programs. This includes taking steps to prevent and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in educational access, participation, and completion as well as in learning processes and outcomes. It also requires understanding learners' diversities as opportunities in order to enhance and democratize learning for all students"[7].

However, the current rush to include all vulnerable children in education following sustainable Development Goal 4 and rightly an antipathy to the old special education/segregation paradigm, is in danger of integrating large numbers in mainstream, without teachers and schools developing the necessary specific impairment knowledge to make the adjustments and provide the necessary support.

We have been here before in the 1990s when opinion moved away from disability specific inclusion to general inclusion and one of the results was the growing proportion of out of school children who are disabled. The reason that disability was specifically mentioned in the Sustainable Development Goals was because assuming 'Education For All' in the Millennium Development Goals on its own would involve children and students with disabilities, was shown to be a mistake.

Let us ensure all teachers and education systems are developed to meet the specific impairment needs of children with disabilities within a wider push for inclusion.

How can education systems and schools in moderate and low income countries identify the changes they need to make to include effectively students with disabilities?

The UNCRPD says persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various **barriers** may hinder their full and effective participation in society on an equal basis with others.

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[6] This twin track approach was developed by Richard Rieser in work led for UNICEF 2012/13 on Preparing Teachers for Children with Disabilities http://worldofinclusion.com/v3/wp-content/uploads/2014/01/UNICEF-Educating-Teachers-for-Children-with-Disabilities_Lo-res.pdf
[7] http://unesdoc.unesco.org/images/0024/002482/248254e.pdf

Carry out an audit of the barriers in your school or district preventing all children with disabilities from being present, engaged and successful in your school. Think about the barriers of environment, attitude and organisation for blind and visually impaired students, Deaf and hearing impaired, physically impaired students, student with psycho-social impairments, those with specific and general learning difficulties/cognitive impairments and those with language and communication impairment. Involve staff, parents, students and administrators. Once barriers are identified together come up with doable **solutions** and build these into your action plan. **World of Inclusion** has undertaken this activity with schools and DPOs throughout UK, Europe, Russia, Middle East, Argentina, South Sudan, Senegal, Uganda, across Southern Africa, the Pacific Island Nations and in India and the barriers are always remarkably similar.

School barriers to the inclusion of children/students with disabilities

Lack of physical access

Lack of easy read/ accessible curriculum materials

Narrow and rigid curriculum- Grade System

Failure to effectively involve parents, disabled pupils and the local community/DPOs

Pedagogy-teacher led rather than pupil centred

No alternative assessment

Ability Grouping /Grades rather than Mixed Ability

Lack of whole-school approach to inclusion

Leadership/Governors not value inclusion

Ethos of competition, not collaboration

School

Insufficient funding

Disabilist bullying, violence, name-calling not challenged/recorded

Failure to value, train & utilise well support staff

Rigid Behaviour Policy- not positive/differentiated

Failure to make Reasonable Accommodations in Practice/Policies/Procedures

Lack of understanding and training on Disability Equality

Lack of building positive peer relationships, friendships/acceptance.

Disabled people's history not in curriculum

Failure to recruit, retain and value disabled staff

Lack of disability friendly transitions pre/post phase

Possible Solutions

* The community can build/alter school-build ramps, widen and improve toilets, whiten walls.
* Turn desks round into work tables and get students to peer support. Mix groups carefully.
* Inclusion training in the community to get all children to school.
*Train all teachers in the District on an aspect of inclusion and to make resources to access the curriculum for learners with different impairments.

*Link with a University to train all teachers on inclusion involving action research in school, accredit and remunerate those successful.

*Ensure all students and staff know where prejudicial attitudes come from, how to challenge them and include knowledge of the history and treatment of people with disabilities in their curriculum.

*Teachers develop child centred approaches and adjust their practice to enrich each child.

* For students vulnerable to dropping out or exclusion build strong peer support.

* Make films of good practice in similar situations and promote.[8]
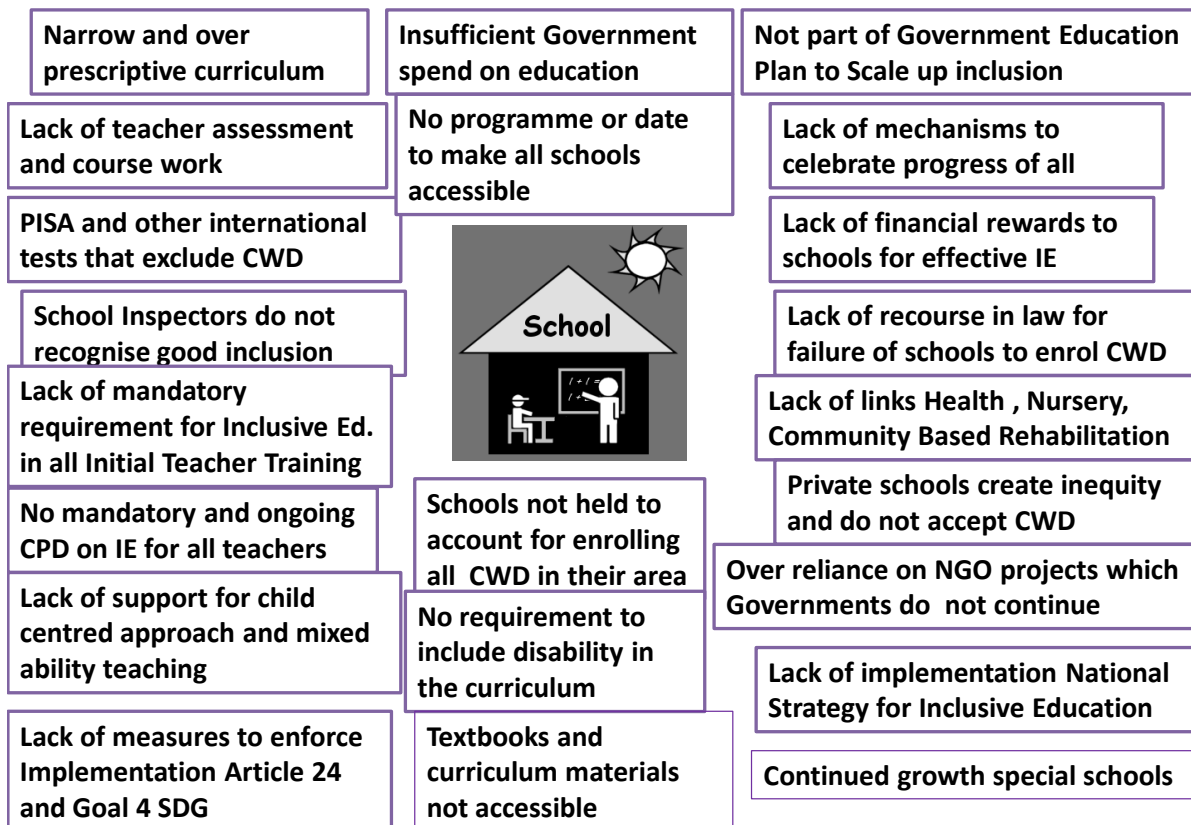
The approach taken in the broadsheet has been to focus on the inclusion of children and students with disabilities highlighting the importance of challenging disabling attitudes and barriers from the DPO perspective. Close collaboration between Disabled People's Organisations and Schools and Teachers will ensure we empower rising generations of PWD, making a reality of the slogan 'Nothing About Us Without Us'. The best way to include children and students with disabilities is to find all the children in the neighbourhood/district, enrol them and tackle the barriers with ingenuity and enthusiasm. backed by positive Government Policies.

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[8] Many more ideas and examples in Implementing Inclusion A Commonwealth Guide to Implementing Article 24 of UNCRPD 2012, Commonwealth Secretariat http://worldofinclusion.com/v3/wp-content/uploads/2014/01/Implementing-Inclusive-Education-promo-copy1.pdf

Developing Inclusive National Education Systems.

Despite some good examples of moving inclusion to scale in Brazil, Indonesia, India, South Africa Tanzania, Uganda, there remains strong reliance, or even growth in special schools, and persistently high numbers not in education, enhanced by early drop out and lack of progression to secondary. The UN CRPD Committee were prompted by the periodic review of countries which showed no country was free of criticism on implementation of Article 24 to develop General Comment No 4. Particularly prominent was the lack of transforming the mainstream system to become inclusive and reliance on the need to segregate children, through using outdated special education frameworks.

Systemic barriers against the inclusion of children/students with disabilities

| Narrow and over prescriptive curriculum | Insufficient Government spend on education | Not part of Government Education Plan to Scale up inclusion |

| Lack of teacher assessment and course work | No programme or date to make all schools accessible | Lack of mechanisms to celebrate progress of all |

| PISA and other international tests that exclude CWD | | Lack of financial rewards to schools for effective IE |

| School Inspectors do not recognise good inclusion | School | Lack of recourse in law for failure of schools to enrol CWD |

| Lack of mandatory requirement for Inclusive Ed. in all Initial Teacher Training | | Lack of links Health , Nursery, Community Based Rehabilitation |

| No mandatory and ongoing CPD on IE for all teachers | Schools not held to account for enrolling all CWD in their area | Private schools create inequity and do not accept CWD |

| Lack of support for child centred approach and mixed ability teaching | No requirement to include disability in the curriculum | Over reliance on NGO projects which Governments do not continue |

| Lack of measures to enforce Implementation Article 24 and Goal 4 SDG | Textbooks and curriculum materials not accessible | Lack of implementation National Strategy for Inclusive Education |
| | | Continued growth special schools |

The underfunding of inclusion of students with disabilities was addressed in the excellent report **'Costing Equity'** produced by IDDC in 2017[9]. This report clearly showed building for inclusion was cheaper than maintaining special schools and that only inclusion could educate the volume of children with disabilities out of school and benefit growth of GDP substantially. There is a substantial gap in the funding needed with a decline in funding for education. The World needs to reverse this by greater coordinated donor funding and Governments increasing their proportion of funding to basic education.

The extra interest created by the Sustainable Development Goals and the synergy of Article 24 CRPD and Goal 4 means that there is increasing interest amongst State Parties to developing Inclusive Quality Education for All. We do know how to do this but Governments and International Agencies need to recognise that the systemic barriers identified above must be addressed if the Goal is to be achieved.

#CostingEquity
The case for disability-responsive education financing

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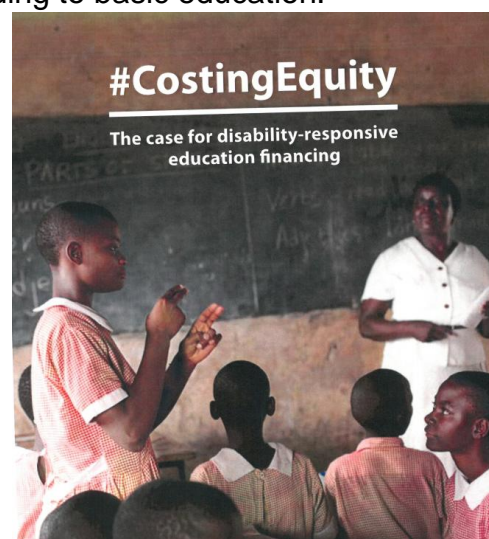
[9]Costing Equity The case for disability-responsive education financing https://iddcconsortium.net/sites/default/files/resources-tools/files/iddc-report-short_16-10-17.pd