Inclusive Education for Children with Disabilities

Natasha Graham
ngraham@unicef.org
What is Inclusive Education?
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When every child is welcomed and valued regardless of ability or disability.
Moving towards inclusive education

Segregation
- children are classified according to their impairment
- allocated a school designed to respond to that particular impairment

Integration
- children with disabilities are placed in the mainstream system
- often in special classes
- only able to remain as long as they can accommodate the school’s demands and fit in with its environment

Inclusion
- recognition of need to transform the cultures, policies and practices in school to accommodate the differing needs of individual students
- an obligation to remove the barriers that impede that possibility
Core Features of an Inclusive Education System

- Whole systems approach
- Whole educational environment
- Whole person approach
- Supported teachers
- Respect for and value of diversity
- Learning-friendly environment
- Effective transitions
- Recognition of partnerships
- Monitoring
Inclusive Education is an attitude

- It means the doors to schools, classrooms and school activities are open to every child and they are afforded every opportunity to be included with their non-disabled peers.

- The focus is on giving every child the help s/he needs to learn.
Historical Context

- History of exclusion and institutionalisation
- Lack of common definitions of disability and therefore inadequate data on prevalence
- High levels of stigma and discrimination
- Rigid medicalized systems of assessment and labelling
- Limited access to education
Emerging situation

• All countries have ratified the CRC
• All have signed and a number ratified the CRPD
• Growing recognition of the universal right to education and inclusion of children with disabilities
• Most countries with initiatives to promote inclusive education
However

- Institutionalisation of very young children with disabilities remains common
- The rate of institutionalisation is actually increasing in some countries
- Development of alternative family-based provision remains slow
- Children with disabilities are still widely excluded from education
Defining inclusion

‘a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children’.

UNESCO 2005, Guidelines for Inclusion: ensuring access to education for all, Paris
The Right to Education

CRC
• Article 2 – non discrimination
• Article 28 – right to education on the basis of equality of opportunity
• Article 29 – education to fulfil optimal potential

CRPD
• Articles 3, 4, 5 and 7 – obligations on States to take all measures to protect from discrimination on grounds of disability
• Article 24 – the right to inclusive education at all levels, and to be provided with all necessary supports and reasonable accommodations
The right to access inclusive education

- CRC and CRPD emphasise right to education for every child on basis of equality of opportunity
- CRPD demands inclusive education at all levels
- Children with disabilities must not be excluded from general education on the basis of disability
- Reasonable accommodations must be made
- Support must be provided
What is needed?

• Realising the right to inclusive education can only be achieved by addressing access, quality and respect for rights

• Action is needed at every level
  – Government wide commitment across ministries
  – Legislation, policies, finance, data collection, capacity building and partnerships
  – Investment within school towards introducing cultures, policies and practices necessary to create inclusive environments
What progress has been made?

Annual UNICEF Standard Monitoring Questions survey of over 140 countries

Moderate progress
- Legislation and policies

Still some way to go
- Data collection
- Attitudes

Serious Weaknesses
- Teacher training
- Accessible schools
- Learning materials

Key issue is implementation at school level.
How is UNICEF working?

Strategies

1. Knowledge generation and data collection
2. Dissemination of evidence and advice
3. Development of guidance and tools
4. Advocacy and promotion
5. Partnerships
6. Building capacity
7. Supporting implementation
What is UNICEF doing?

• Working with GPE and other partners
• 14 technical booklets + webinars
• Inclusive EMIS guide
• MICS6 module on Child Functioning
• Inclusive education programme guidelines
• Chapter in Education Sector Analysis Methodological Guidelines
• Accessible learning materials initiative
• **Training courses and workshops**
• **Regional and global events**
• **Country Office support to Ministries of Education**
• **Community of practice on IE**
What is UNICEF doing?

Data

• Guide for Including Disability in Education Management Information Systems (EMIS) - Analysed EMIS reports from 40 countries (19/40 countries contained no information about children with disabilities);
• MICS6 module on Child Functioning and Disability

Guidance and Capacity Development

• Inclusive Education chapter in Education Sector Analysis Methodological Guidelines;
• 14 Technical booklets and webinars on Inclusive Education (capacity development in middle income countries);
• Working on developing Inclusive Education Program Guidelines (the “how to”) for low income countries;
• Organizing capacity building workshops and events to raise the profile of and capacity around implementing Inclusive Education (2017)
• Organizing International Inclusive Education capacity building and knowledge sharing event (2018)
What is UNICEF doing?

Washington Group on Disability Statistics
• http://www.washingtongroup-disability.com/

MICS-UNICEF
• http://mics.unicef.org/

Europe and Central Asia Inclusive Education Portal
• http://www.inclusive-education.org/

Inclusive Education Booklets and Webinars
• http://www.inclusive-education.org/basic-page/inclusive-education-booklets-and-webinars

Education Sector Analysis Methodological Guidelines (vol. 1 and vol. 2)
• http://www.globalpartnership.org/content/methodological-guidelines-education-sector-analysis-volume-1
• https://www.unicef.org/education/files/vol2eng(2).pdf