

Inclusive Education: A Means to Quality Education for All

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www.inclusion-international.org

Inclusion International

- a family-based organization of 200 members advocating for the human rights of people with intellectual disabilities and their families in 115 countries
- consultative status with ECOSOC and UN agencies
- reaches well beyond the boundaries of its members through formal and informal networks
- linking knowledge at all levels (local to global) to support policy dialogue and development around disability and inclusion

Why do parents want inclusive education?

People disabled before completing their schooling, and who have been educated in regular rather than special education programs, are:

- more likely to be involved in the paid labour force later in life
- to be participants in a range of community activities

Regardless of nature or severity of disability
(Roehler, 2004)

People with Disabilities in the World

- Approximately 600 million people or 10% of the world's population has a disability
- Over 70% of people with disabilities and their families live in a developing country
- One third of children out of school have a disability (World Bank)

DISABILITY IN LATIN AMERICA & THE CARIBBEAN

- There are at least 50 million disabled people in Latin America & the Caribbean (LAC) or approximately 10 percent of the region's population
- Disability is an important cause and consequence of poverty.
- More than 82 percent of disabled people in LAC live in poverty, which in most cases also affects family members.
- Disabled people tend to experience widespread exclusion from the social, economic and political life of the community
- Disability is especially high in post-conflict countries and in areas of natural disasters.

EDUCATION IN LATIN AMERICA & THE CARIBBEAN

- Only about 20-30 percent of children with disabilities attend school in the region.
- Poor attendance by disabled children results from lack of transportation, teacher training, equipment, furniture, learning materials, and access to school infrastructure. and attitudinal barriers.
- In Honduras, people with disabilities have an illiteracy rate of 51 percent compared to 19 percent for the general population.
- In Brazil only an estimated 20 percent of regular schools are accessible to disabled children
- In Mexico less than 10 percent of regular schools accessible to disabled children
- In Surinam, 90 percent of disabled children in school attend special segregated schools

Universal Primary Education

UN MDG 2: By 2015, ensure that all boys & girls complete primary school

- 98% of children with disabilities do not attend formal education
- 99% of girls with disabilities are believed to be illiterate
- Commitments to adequate basic education for all children requires a re-examination of who accesses education and an understanding of the conditions that create exclusion
- The potential for education for all then depends on the development of policy, curriculum and practice that promotes and supports inclusion

Existing Commitments to Inclusive Education

- Universal Declaration of Human Rights, 1948
- United Nations Convention on the Rights of the Child, 1990
- World Conference on Education for All, Jomtien, 1990
- World Conference on Special Educational Needs, Salamanca, 1994
- Inter-American Convention to Eliminate All Forms of Discrimination on the Basis of Disability, 1999
- Millennium Development Goals, 2000
- Summit of the Americas, 2001
- G-8, Kananaskis, 2002
- Commission for Africa, 2005
- Draft UN Convention, 2005

Resource Arguments That Support Inclusive Education

- **Impossible to meet MDG if children with a disability do not enter and stay in the education system**
- **Unrealistic to demand resources needed to create special, segregated education for all those children with a disability now out of school**

Research That Supports Inclusive Education

- **Builds social capital between disabled and non-disabled students**
- **Diversity in the classroom improves academic results**
- **Recognizes individual learning styles of all students**

Definition of Inclusive Education

A developmental approach in education that “seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion

UNESCO

In practice the UNESCO definition means:

- **One Ministry is responsible for the education of all children**
- **One school system is responsible for the education of all children in their region**
- **There is a diverse mix of students in classes**
- **Teachers use classroom strategies that respond to diversity**
- **There is collaboration between teachers, administration and others to respond to individual student needs**

Classroom Strategies To Support Inclusive Education

- **Multi-level instruction**
- **Cooperative learning**
- **Individualized learning modules**
- **Activity-based learning**
- **Peer tutoring**



The Key Features of Inclusive Education

- The unconditional acceptance of all children into regular classes and the life of the school.
- Children receive as much support as necessary to be successfully included in neighborhood schools and regular classes.
- A commitment to looking at all children for what they can do rather than what they cannot do.
- Accepting and understanding that children do not have to have the same educational goals to be able to learn together in regular classes.

Achieving Inclusion: A Parent Guide to Inclusive Education in New Brunswick, NBACL, 2000

The Key Features of Inclusive Education

- Strong leadership from school principals and other administrators.
- Schools are restructured in ways that focus on individual achievement and student learning.
- Teachers and educators look at their roles in different ways.



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