



Regional Workshop on Inclusive Education

*'Getting All Children into School
and Helping Them Learn'*

19-21 October 2004
Bangkok, Thailand



FINAL REPORT



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Regional workshop on Inclusive Education 'Getting All Children into School and Helping Them Learn', Bangkok, Thailand,
19-21 October 2004
Final report. Bangkok: UNESCO Bangkok, 2005.
123 p.

1. Inclusive education. 2. Right to education. 3. Gender equality.
4. Marginalization. 5. Disadvantaged groups. I. Asia and the Pacific.
II. Title.

371.9

ISBN 92-9223-042-5

© UNESCO 2005

Published by the
UNESCO Asia and Pacific Regional Bureau for Education
P.O. Box 967, Prakanong Post Office
Bangkok 10110. Thailand

Printed in Thailand

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I. Background of the Workshop

Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. At the core of inclusive education is the right to education, the significance of which has been reaffirmed in many international human rights treaties. The principle of inclusive education was adopted at the 1994 Salamanca World Conference on Special Needs Education held in Spain, and was restated at the World Education Forum in Dakar, Senegal in 2000. As a result of the World Education Forum, the challenge of exclusion from education has been put on the political agenda in many countries, which should be reflected in the Education for All (EFA) national action plans. This has helped to focus attention on a much broader range of children who may be excluded from or marginalized within education systems because of their apparent differences. Such is the case for both those who are enrolled in education, but are excluded from learning, and those who are not enrolled, but who could participate if schools were more flexible in their responses and welcoming in their approach. Also considered are the relatively small group of children with more severe impairments who may have a need for some form of additional support.

The overall goal of inclusive education is a school where all children are participating and treated equally. When seeking to reach the students who do not participate fully, it is important to give attention to the forms of education provided for all children, including a consideration of which children are given the opportunity to participate in school, which children are excluded, and on what basis. Care has to be taken when looking into which children come to be categorized as being in some way *special* or *excluded* within particular contexts.

Inclusive education is defined as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and of reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, policies and strategies. Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal theme on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

In the Asia-Pacific region, many attempts have been made to promote inclusive education, and numerous practical experiences have been gathered. In order to learn from each other and to commemorate the ten years that has passed since the Salamanca World Conference in 1994, a regional workshop on inclusive education was organized from 19 to 21 October 2004 in Bangkok, Thailand by



UNESCO Bangkok together with the Inclusive Education Unit in UNESCO Paris and the EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion.

II. Objectives

The overall purpose of the workshop was to share experiences of inclusive education practices in the Asia-Pacific region and explore future strategies/actions to promote inclusive education within the framework of EFA. The specific objectives were:

- 1) To share innovative approaches and learn from experiences for effective practices of inclusive education
- 2) To discuss the potentials of inclusive approaches to improve the quality of education and remove barriers to learning
- 3) To develop recommendations of how to promote inclusiveness with particular emphasis on the implementation of EFA national action plans

III. Participants

Over the three-day workshop, there were over 100 participants attending. Participants represented governments, NGOs, UN agencies and academic institutions from over 21 countries in the Asia-Pacific region (see **Annex 6**). Selected participants also attended as resource persons.

IV. Procedures

The workshop used a mix of modalities, including group work, roundtables, presentations and plenary discussions. The mixture enabled participants to learn new concepts, use them in small groups and then discuss them in open sessions. This led to a participatory and informal atmosphere.

The workshop was conducted following the agenda (see **Annex 7**). On the first day of the workshop, participants were introduced to inclusive education concepts and presented with resource materials for supporting inclusive practice. On the second day, participants were given the opportunity to attend sessions based on specific themes within inclusive education. The final day of the workshop was shared with the participants of the 6th



National EFA Coordinators Meeting, which ran concurrently with the workshop. These sessions linked inclusive education with the EFA framework.

V. Inauguration of the Workshop

The opening ceremony was held in the Windsor Suites Hotel jointly with the 6th National EFA Coordinators Meeting. Darunee Riewpituk from UNESCO Bangkok chaired the session, and introductory remarks were delivered by Sheldon Shaeffer, Director of UNESCO Bangkok. Shaeffer welcomed the guests of both the Regional Workshop on Inclusive Education and the 6th National EFA Coordinators Meeting. To provide a brief background to the meetings, Shaeffer outlined previous meetings and declarations such as those formed at Jomtien in 1990 and Dakar in year 2000. He explained that the Dakar Declaration was a strong reaffirmation of the importance of good quality education. Shaeffer also outlined the plans and targets for the future. He stated that universal primary education will only be truly achieved if schools become inclusive. According to Shaeffer, an inclusive school does not exclude or discriminate; under an inclusive system, education is free and accessible, differences are embraced and barriers to education are removed. Shaeffer stated that inclusive education is an essential part of EFA. He explained that the meeting was designed to enable participants to analyse concepts, obtain resources, consider specific areas of inclusive education, and link it with EFA plans and processes. Shaeffer concluded his remarks by introducing the Vice Minister of Education for Thailand, His Excellency Dr. Piyabutr Cholvijarn.

Cholvijarn welcomed all the participants to Thailand, and conveyed warm greetings from the Minister for Education. He expressed his belief that the meeting was crucial to the advancement towards EFA within the Asia-Pacific region. Cholvijarn outlined the current education system in Thailand and the progress that has been made towards EFA. He detailed the strategies and goals of the Thai Ministry of Education and described many of the achievements already attained in Thailand. Cholvijarn stated that all education must be for all children with a particular focus on marginalized groups. He noted that there has been progress



within the region, and the workshop could assist this progress. Cholvijarn stated that investment in education is extremely important, and nations should make every effort to meet the commitments they have made to EFA. He wished success to all the participants, and officially opened the Regional Workshop on Inclusive Education and the 6th National EFA Coordinators Meeting.

VII. Keynote Address: Salamanca 10 Years On: What has been the impact internationally?

Professor Mel Ainscow, University of Manchester, UK began his presentation by welcoming all participants (see **Annex 1.1**). He commented that 10 years after Salamanca is an appropriate time to come together, discuss progress and plan future action. Ainscow noted that there were two groups present at the meeting working on parallel paths. One group focused on EFA, while the other concentrated on inclusive education. Ainscow stressed that these issues are actually the same. He explained the historical development of the two parallel agendas from the time special education began in the early 19th Century. Special education has since grown differently in different countries, but Ainscow highlighted the main attributes as a common pattern of development.

The movement began with advocacy for special needs children, which led to the development of separate special schools. More advocacy activities then led to the inclusion of many of these schools under the authority of Ministries of Education, although this has not occurred in all countries. In the second half of 20th Century, people talked more about integration and there was some limited progress. In 1994, a conference was held in Salamanca, Spain to specifically address the needs of marginalized groups. Salamanca happened four years after the Jomtien World Conference on Education for All in Thailand. Ainscow emphasized that if practitioners had agreed on the goals of EFA in 1990, Salamanca would not have been necessary. Despite progress after Dakar, Education for All still means Education for *almost* All. Ainscow asserted that the need for Salamanca signaled the historical problem of segregated thinking. Salamanca questioned where special education should be placed in relation to EFA, and the answer was a move to finally bring the two systems together. Ainscow explained that the agreed statement produced at Salamanca is a deeply challenging document. One of the main challenging points Ainscow highlighted was the idea that



inclusive schools improve the learning environment for all children. While inclusion is commonly viewed as a disadvantage to regular students, Ainscow believes that inclusion leads to better learning environments for all because he has seen it happen in many schools around the world.

Ainscow simplified some theories on educational difficulties, and stated that it seems there are two ways to look at educational difficulties. The first and dominant view is to focus on the problems of the children; to put them in special care. The other view is the curricular view, to focus on everything that happens in the school. Within this view, people can think about educational difficulties in a different way. Rather than questioning what is wrong with the children, they can instead ask questions about the learning environment. Difficulties can be defined in terms of the tasks, the activities or the class. It is a radical way of thinking, and is based on the view that any child can experience difficulties in school, but that these difficulties can be a stimulus for improvement. According to Ainscow, the curricular view is very dependant on teachers. He stressed the importance of teachers and the need for maximum teacher support.

With the merging of these parallel fields of education, Ainscow stated that special needs instruction is no longer someone else's job: It is everyone's job. It is about school improvements based on the belief that every child has a right to education. Ainscow stressed that inclusive education should not be a separate policy, but a principle as part of every policy. He observed that while there is a lot of activity in the field of inclusive education, there is a need to be realistic. There is also a need for clarity as educational innovation requires a shared understanding, and currently no such understanding exists. Ainscow argued that inclusive education has to be about leadership that will bring people together and move things forward. He concluded his presentation by asserting that practitioners *can* make education more inclusive if they have the will. ■



Inclusive Education Concepts

After separating from the 6th National EFA Coordinators Meeting, the participants of the Regional Workshop on Inclusive Education were welcomed by Sheldon Shaeffer. An overview of the workshop agenda was delivered by Olof Sandkull from UNESCO Bangkok. Sandkull outlined the overall purpose of the workshop, the specific objectives, the expected outcomes and the structure of the workshop (see **Annex 2.1**). This introduction was followed by three presentations on inclusive education concepts, along with questions and answers. The presentations were made by Kenneth Eklindh, Siri Wormnæs and Yuki Iida, and are summarised below.

I. Concepts and Definitions in the UNESCO Conceptual Paper

Kenneth Eklindh from UNESCO Paris presented the **concepts** and **definitions** of inclusive education (see **Annex 2.2**). Eklindh began by explaining that inclusive education is about common sense and is not complicated. He outlined the four stages from exclusion to inclusion within societies, and what each stage means for children with special needs. The four stages are: 1) denial which leads to exclusion, 2) acceptance which leads to segregated education, 3) understanding which leads to integration, and finally, 4) knowledge which leads to full inclusion.

Obstacles to inclusion were the next subject of Eklindh's presentation. Some of the main obstacles he addressed were the following: attitudes, lack of knowledge, segregation, wrong expectations, wrong ways of working and lack of clear policy. He also explained that an inclusive school is for everybody and needs to work for full participation, involve the community and strive towards equality.



When outlining solutions, Eklindh stressed that there are no quick-fix solutions. He stated that success depended on factors such as leaders communicating strong support, access to buildings as well as content, support to teachers, involvement of communities and class room management. Eklindh stated, “If you can overcome prejudices, misconceptions, intolerance and ignorance, you will find that everything is about common sense.” He warned that when people fight for inclusion, they may find themselves alone at first, but that support will come eventually.

To put inclusive education in perspective, Eklindh outlined the sixth EFA goal on quality education. He concluded his presentation by highlighting the fact that to meet the EFA targets, only US \$8 billion is needed and, therefore, it is attainable.

II. Introduction of the EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion

Siri Wormnæs from the EFA Flagship Secretariat gave the second presentation on inclusive education concepts (see **Annex 2.3**). She concentrated on the fundamental right to education for persons with disabilities. Wormnæs stated that while it is difficult to be sure of the numbers of children with disabilities left out of school, there is no doubt that children with disabilities are left behind. Because of this fact, a flagship has been established. Wormnæs explained that the **Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion** is hosted by UNESCO Paris and the University of Oslo, and is one of many flagships on specific issues such as gender and literacy. The EFA Flagship has a steering committee with a diverse representation of disabled groups, ministries of education, bilateral donors and UN agencies.

Wormnæs asserted that to work towards inclusion, it is necessary to understand why children with disabilities are kept out of school. Two of the main barriers are the inaccessibility of schools and the attitudes of parents or officials. Wormnæs also emphasized some approaches that would help children with disabilities, such as adapting EFA national action plans and actually realizing them, improving teacher quality and increasing visibility of the issue through more information campaigns.

III. Child Friendly Schools as an Approach to Inclusiveness

Yuki Iida from UNICEF Viet Nam presented a thorough explanation of the concepts surrounding **child friendly schools** (see **Annex 2.4**). As clarified by Iida, the Child Friendly Schools (CFS) approach is part of the inclusive education concept. To date, CFS activities are being implemented in nearly 50 countries globally, and have influenced national education programmes in many ways.

There are five core dimensions of a Child Friendly School. The first is that they are inclusive and child-seeking, meaning that the school actively identifies excluded children to get them enrolled in school and included in learning. The second dimension is that a CFS is *effective* and of high quality, as children and parents want effective schools, and a high quality school encourages children to stay. The third dimension is that CFSs are *healthy, protective & safe*, and ensures that the learning environment is of good quality and safe. The fourth dimension is that CFSs are *gender responsive* in that they: promote gender equality, eliminate gender stereotypes, guarantee girl-friendly facilities and socialize girls and boys in a non-violent environment. The fifth and final dimension is that CFSs are *participatory*, meaning that the school is involved with children, families and communities.

Essentially a Child Friendly School is an inclusive school. Iida concluded her presentation by emphasizing that inclusive education is not just getting children into school, but also getting them *through* school. ■



UNESCO Resource Materials

Workshop participants received a set of UNESCO-developed resource materials to assist in the implementation of inclusive practice. Several presentations were made to introduce these materials. The participants were then encouraged to use the materials for a fictional case scenario in small group discussions. Two presentations were then given on the experiences and lessons learned by using some of the resource materials in the field. The presentations and results of the group work are synthesised below.

I. The Toolkit for Creating Inclusive, Learning-Friendly Environments

The recently produced resource material by UNESCO Bangkok *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments* was launched at the workshop by Sheldon Shaeffer, Director of UNESCO Bangkok (see **Annex 3.1**). Shaeffer began by outlining the purpose of the Toolkit, which is: *to facilitate changes so that ALL children, especially those with diverse backgrounds and abilities, can enter school and actively participate and succeed in learning.*

Shaeffer described the concept of an Inclusive Learning Friendly Environment (ILFE) as environments, both formal and non-formal, that include all children. He also stated that ILFEs are child-friendly and teacher-friendly. The Toolkit was developed to assist in ensuring that all children are in school, and learning to their fullest capacity. Specifically, the Toolkit can help to make changes in a practical way because, as emphasized by Shaeffer, teachers need to know how to make such changes, not just what changes should be made. He explained that the main users of the Toolkit will be teachers in pre-primary and primary schools, education administrators,



instructors in teacher training institutions and those working with out-of-school children. According to Shaeffer, the Toolkit can be used as a self-study guide and the six booklets could be used both individually and as a block.

There are six booklets in the Toolkit:

1. Becoming an Inclusive Learning Friendly Environment
2. Working with Families and Communities to Create an ILFE
3. Getting All Children into School and Learning
4. Creating Inclusive Learning Friendly Classrooms
5. Managing Inclusive Learning Friendly Classrooms
6. Creating a Healthy and Protective ILFE

II. The Open File

Professor Mel Ainscow of the University of Manchester, UK began his presentation by stating that inclusion is about analysing barriers – not of analysing children – and the **Open File** is designed to analyse the whole education system (see **Annex 3.2**). Ainscow explained that the Open File was developed by people brought together from several countries to assist administrators and decision-makers in guiding their country's system towards inclusion. It was called an Open File because it is open to adaptation at the country level. Ainscow asserted that the materials relate the issue of inclusion to the development of societies and they also contextualise the issue into EFA. He also emphasized that there is a need to be sensitive about at risk and disadvantaged groups because they vary greatly from country to country; the Open File looks at any learners which could be vulnerable or at risk of being marginalized.

The next element of the Open File, Ainscow discussed was the provision of rationales for inclusive education. This included points such as education as a basic right, education as the foundation for a more just society, the promotion of the EFA agenda and the focus on all learners. Ainscow concluded his presentation by briefly outlining the nine challenges of inclusive education that the Open File addresses, explaining that under each of these themes, the Open File provides questions that can assist action to be taken.

III. Changing Teaching Practices: Using curriculum differentiation to respond to students' diversity

Darlene Perner and Anupam Ahuja, consultants, introduced curriculum differentiation material to the participants (see **Annex 3.3**). Ahuja began by talking about existing realities in the region. She indicated that most of the countries in the region have identified the need to modify the existing curriculum so that it is reached by all, with specific focus on marginalized groups. She stated that, in general, existing curriculum is considered to be both rigid and irrelevant. According to Ahuja, EFA national action plans give direction to curriculum reforms at a macro level, but do not specify how it could be done. This posed the question: How can the resource **Changing Teaching Practices: Using curriculum differentiation to respond to students' diversity** be used at the classroom level and other levels?

When writing about the curriculum material, Perner and Ahuja looked at all ways of learning and teaching, as well as all aspects of education. Perner defined curriculum differentiation as: *Teachers responding to the diversity among learners in any one classroom by using **student characteristics** such as student background, experiences, interests, learning modalities, abilities and needs to modify the curriculum.* She explained that even where curriculum is rigid, teachers do have some flexibility to differentiate some part of the curriculum. The presenters both stressed that teachers should be allowed, encouraged and trained to differentiate.



Perner then identified several aspects of curriculum that can be changed. In particular, she indicated that while there are set concepts that have to be taught, the content can often be changed to suit student characteristics and interests. Other aspects that can be changed are: how information is accessed, activities for learning and assessment. Perner emphasized that the most important element for curriculum differentiation is a positive learning environment. According to Perner, curriculum differentiation implements what inclusive education is all about: *... the meaningful participation of all children in school, in one classroom... and in one lesson.*

The UNESCO resource material, ***Changing Teaching Practices: Using curriculum differentiation to respond to students' diversity*** was developed because teachers have a lot of influence and responsibility, and they need to be supported. It aims to provide teachers with a variety of inclusive education teaching methods, and to encourage teachers by giving them knowledge which allows greater flexibility in utilizing different and relevant methods so that they can make standard curriculum more appropriate to children's needs. Perner detailed the contents of the material, which includes five units, assistance for facilitation and sample lessons. The presenters concluded by emphasizing that though the resource material underwent a long creation process, it is never finished. The aim is that users should take from the material, and adapt it to their own country contexts.

IV. A Toolkit for Promoting Gender Equality in Education

Mita Gupta from UNESCO Bangkok began her presentation by outlining agreements and commitments towards gender parity within the Asia-Pacific region (see **Annex 3.4**). She summarized gender parity, and explained that gender equality requires both equal access to schools and equal quality of education. Gupta discussed UNESCO Bangkok's work on gender in education including: training, institutional analysis, research, advocacy and networking. The ***Gender Toolkit*** was developed as part of this work. The Toolkit is designed to provide a framework for achieving gender equality.

To clarify the terms used, Gupta explained the difference between gender and sex, gender mainstreaming and the steps necessary to reach gender equality. One specific method for gender equality used in the Toolkit is the gender lens. Gupta explained that the lens functions by viewing females' needs and rights through one eye and males' needs and rights through the other eye. A gender lens is essentially a list of questions or a compiled checklist that is routinely used to focus on the distinct realities of men and women, boys and girls. It can be used to assess the gender-responsiveness of a variety of actors, processes and materials. Gupta explained that the gender lens can also be used for measuring the child-friendliness of a school.

Gupta concluded her presentation by suggesting methods to identify gender bias, for instance, when conducting school visits. The Toolkit outlines what to observe when conducting these visits: the teaching-learning process, materials, the classroom environment and facilities, and the school yard activities. Some additional methods described in the Toolkit are data collection and interviews.

V. Small Group Work Session Applying the UNESCO Resource Materials on a Case Scenario

In order to promote further understanding of the presented resource materials, participants were encouraged to work in small groups on a case scenario supplied and moderated by Annelene Rør from UNESCO Bangkok (see **Annex 3.5**). Essentially, it details the life of a young child and the variety of difficulties associated with education faced by her and others in her community. The case study was designed to demonstrate the complexities that can be found in the lives of children. The purpose of the exercise was to encourage



participants to address the case study by using the different resource materials. Participants were asked: “How can the tools that have been presented be of use in order to provide quality education for all?” To help their analysis of the UNESCO resource materials, participants were supplied with additional questions: “How relevant do these resource materials appear to be to your national contexts? And what other relevant materials do we know of that focus on similar themes?”

Several groups shared their responses and comments to this exercise, which can be broadly summarized into four areas: problems of the situation, possible opportunities in the situation, applications of the resources

<p>and possible improvements on the resources. These summaries are presented in the box below:</p> <p>Problems in the situation</p> <ul style="list-style-type: none"> ▶ Marginalization and discrimination ▶ Lack of facilities ▶ Lack of accessibility in terms of physical access, comfort, safety and health ▶ Language barriers ▶ Lack of flexible curriculum despite the large variety of students ▶ Lack of teacher skills and attitude to help children in this community ▶ Unsupportive school administration and school management ▶ Lack of involvement from parents and the community and no awareness of the problems ▶ Unsatisfied children 	<p>Applications of the resource materials</p> <p><i>Who could use the resource materials?</i></p> <ul style="list-style-type: none"> ▶ Administrators could use the Open File and Gender Toolkit ▶ Teachers could use the teaching practices material and the ILFE Toolkit ▶ The ILFE Toolkit would be of use for parents and community <p><i>What could they be used for?</i></p> <ul style="list-style-type: none"> ▶ They could be used to increase awareness of parents and the community ▶ The ILFE Toolkit would help with problems of community participation, languages barriers, teaching approaches and infrastructure analysis ▶ Teaching practices material would support teachers and loosen up rigid curricula ▶ The Gender Toolkit could be used to identify gender inequalities
<p>Possible opportunities in the situation</p> <ul style="list-style-type: none"> ▶ While parents are illiterate, they still want children to have education ▶ It would be possible to raise awareness among involved parties ▶ If supplied with correct training, the teacher could improve ▶ Increased inter-agency cooperation would help solve the problems ▶ More community participation and involvement 	<p>Possible improvements of the resource materials</p> <ul style="list-style-type: none"> ▶ The ILFE Toolkit could encourage teachers to seek out children’s thoughts about their problems in the school and in the community ▶ The ILFE Toolkit could also directly address ways to develop the community ▶ The ILFE Toolkit could directly outline the roles of various organizations in inclusive education

While the participants were able to use the resource materials and provided some answers to the case, they had a very limited amount of time. The exercise was not designed to be an exhaustive session, but rather to be a preview of UNESCO’s resource materials on inclusive education. Of course, UNESCO hopes that participants will be motivated to use them in the future.



VI. Panel Feedback Session on Comments and Questions about the UNESCO Resource Materials

The panel was composed of Sheldon Shaeffer, Mel Ainscow, Darlene Perner, Anupam Ahuja and Mita Gupta. The session was moderated by Kenneth Eklindh.

Shaeffer observed that many comments indicated that the ILFE Toolkit could be used as a pre-service training tool, and that this would be preferable to using it for in-service training. He also noted that training can get less effective as it moves down the chain from state to district and local levels. He asserted that it is, thus, important to use the ILFE Toolkit on a whole school level. Finally, he emphasized that it is necessary for policy makers to understand that inclusive education is more than just opening the school doors; real inclusive education *seeks* and *keeps* the children.

Perner noted that a common question is: “*Where do I start?*” She stated that the process towards inclusive education can be quite overwhelming, but it starts small and then grows.

Ahuja commented that the first step is taking stock of what you have in place already, and that the message to be taken from the resource materials is that there are many ways of doing things.

Gupta suggested that participants look at ways to engage teachers in the process of inclusive education. To start this, it is important to identify some of the barriers they might face. She also mentioned that some of the tools could be used at the classroom level.

Ainscow remarked that the case study was a very interesting exercise that revealed just how complex the life of a child is in reality. He added that there are also many resources to help children, including teachers, families and communities. Ainscow stated that the possibilities are endless when you look at this type of analysis. He observed that the concept of looking at these issues through a lens was very interesting. Ainscow further commented that it is better to design one’s own materials, but since time constraints are a factor, it is possible to adapt the resource materials provided by agencies like UNESCO. He finished the session by pointing out that the materials on their own are simply dead weight, and can only be brought to life by able practitioners.



VII. Feedback on the contents in the Toolkit for Creating Inclusive, Learning-Friendly Environments

Kreangrai Chaimungdee of the Life Skills Development Foundation works with regular schools and recently held a workshop in Chiang Mai, Thailand. About thirty Thai education practitioners who had used sections of the *Toolkit for Creating Inclusive, Learning-Friendly Environments* were encouraged to give feedback on it at the workshop. Chaimungdee shared this feedback in his presentation (see **Annex 3.6**).

Chaimungdee began with general feedback. Practitioners found that the ILFE Toolkit underscored the significance of inclusive education concepts and inspired institutions to implement these concepts. The ILFE Toolkit emphasized the necessity of responding to learners diverse needs and was considered a teacher-friendly tool. The practitioners felt it served as an adaptive tool to create inclusive learning-friendly environments in both formal and non-formal settings. They further also believed that the ILFE Toolkit could benefit a broad educational spectrum: students, teachers, principals, education supervisors and educational managers.

Practitioners at the Chiang Mai workshop felt that, overall, the ILFE Toolkit focused on learning how to learn. While the key audience of the ILFE Toolkit could be any school-related stakeholder, they emphasized the importance of school leaders being a part of the inclusion process.

Much of the feedback received about the ILFE Toolkit was positive, but the practitioners also raised some questions: Who will ensure that schools receive equal resources to enable them to implement the Toolkit, and how can strong commitment to the process be created and maintained? How can technical and supervisory support be ensured? How can a comprehensive process of school and community collaboration be created? How can a strong awareness and commitment within a school to accomplish these tasks be raised?

Chaimungdee concluded his presentation by sharing suggestions on promoting ILFE through the ILFE Toolkit and on increasing school use of the materials. Examples of the suggestions include: continuing support of ILFE Toolkit projects until they are strengthened, developing good concrete examples of inclusive learning-friendly environments in use and using a partnering/networking approach throughout the process.

VIII. Experiences of Using the Open File

Budi Hermawan, West Java Education Authority, Indonesia has been working with teachers who have used the Open File. It was first used when the education planners agreed to implement inclusive education and they asked for some information to give to the teachers. The Open File is used in collaboration with other materials. Hermawan shared some experiences gained when using the Open File (see **Annex 3.7**).

In Bandung, West Java, three pilot schools were selected to be part of a project to implement inclusive education concepts. The project trained the teachers of the schools. Its overall aim was to ensure that every child in West Java has access to education, and to enhance positive attitudes towards children with special needs. Sections of the Open File were used to enhance the training. The sections used were: the rationale for inclusive education, the social model of learning difficulties, assessment, and inclusive curriculum.

Hermawan stated that results from monitoring and evaluation indicated that the schools experienced some important effects due to the training. These included: increased involvement of children both with and without special needs, increased teacher awareness of the diversity of children and increased willingness of parents to place children with disabilities in regular schools. Hermawan concluded his presentation by suggesting that the results of the pilot project indicate the importance of supplying teachers with information on inclusive education that can be combined with their existing knowledge, such as the linkages found within the Open File.



IX. Presentation and Feedback Session on the Draft UNESCO Policy Guidelines for Inclusion: Ensuring Access to Education for All

The final resource to be presented was the draft UNESCO *Policy Guidelines for Inclusion: Ensuring Access to Education for All* (see **Annex 3.8**). Jill Balescut from UNESCO Paris presented a brief introduction to the Guidelines, and asked the workshop participants to submit feedback. The main aims of the guidelines are to identify strategies to get out-of-school children into schools and to get those already in school a quality education. Inherent in the goal is the understanding that assistance be not only focused on excluded children, but at improvements for the entire school system. Balescut explained that the Guidelines can help practitioners in a number of ways. They can provide ideas and concepts for rendering national education plans more inclusive, demystify notions surrounding inclusion, identify gaps and barriers to inclusion and assist in strategic planning to ensure access to quality education for all learners through the checklist and matrix worksheets.

The Guidelines are conceptually divided into three parts, which Balescut briefly outlined. The first part, entitled **Why Inclusion?**, explains that inclusion is not just about technical and organizational changes, but is a movement with a clear philosophy deeply rooted in a rights-based framework. The second part is called **Key Elements in the Shift Towards Inclusion**, and outlines key players, attitudes, values, flexible curricula and empowerment. The final section, **Inclusion and EFA**, includes a checklist for steps towards inclusion and two Inclusion Matrix Worksheets. The first matrix helps to identify current situations and the second assists strategic planning for inclusion.

Balescut highlighted the sections for which UNESCO especially is seeking advice to improve and develop. These are: privatization, cost effectiveness, costs of making systems inclusive and regional examples/experiences. Specific areas she requested feedback on covered curriculum (p. 17), empowerment (p. 18), the Inclusion Checklist (p. 22) and the Matrix Worksheets in the Annex. Balescut concluded her presentation by strongly encouraging any feedback, noting that any comments should be sent to the Inclusive Education team at UNESCO Paris. ■



Thematic Sessions

On the second day, four separate sessions were held on specific themes. Participants could choose to attend two of the four sessions. The objective of the sessions was to discuss the potential of inclusive approaches on different levels. The four sessions were: Legislation and Policy, Teacher Training, Curriculum Development, and Local Capacity-building and Community Development. The participants were provided with an introduction brief to each theme. Teams of resource people then guided the groups through each topic and used group work to further explore the related issues. The four themes are summarized in this chapter, including the introduction, the resource persons' presentations and the outcomes of the group work.

I. Theme 1: Legislation and Policy

Resource team: *Anupam Ahuja (Consultant), Sithath Outhaithany (Ministry of Education, Lao PDR), Kong Vichetra (Disability Action Council, Cambodia) and Moch Sholeh Y.A. Inhrom (Ministry of National Education, Indonesia)*

Introduction

Inclusive education is gaining momentum and becoming the most effective approach to address the learning needs of all students in regular schools and classrooms. It is evolving as a movement to challenge exclusionary policies and practices.

Effective implementation of inclusive education requires simultaneous action, both at the system level and at the school level. Actions at the system level encompass making necessary amendments primarily in policies and legislations to convert powerful statements of intent supporting inclusive education at the international level into tangible action plan.

The Universal Declaration of Human Rights (UN, 1948) and the Convention on the Rights of the Child (UN, 1989) clearly grant the right for all children to receive education without discrimination on any grounds. The UN's Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993, Rule 6 not only affirms the equal rights of all children, youth and adults with disabilities to education, but also states that education should be provided in *an integrated school setting* and in *general school settings*. It further mentions that the State should recognize the principle of equal educational opportunities. The principle of inclusive education was adopted at the Salamanca World Conference (1994). The urgency of reaching the marginalized groups was reinforced in the Dakar World Education Forum 2000.

Most of the Asian countries are signatories to these declarations. These global declarations have influenced Government policies, legislation, plans and goals for



the education of all children, including those belonging to marginalized groups. However, it is apparent that the pace and focus of policy and legislative changes vary from country to country. Differences are seen in the provisions for free and compulsory education for all children. The national policies in some countries in the Asian continent addressed the issue of disability some time ago, while others have included it in recent times.

The policies and legal Acts on special, integrated and inclusive education often seem to overlap, indicating a lack of clarity about what is meant by ***inclusive education***. The formulation of revised policies and legislative measures generally involve more than one ministry, leading to lack of coherence, focus and inter-ministerial delays. The policies have provided limited emphasis on the role of parents, community members and NGOs in the education of marginalized children. Adequate focus is also lacking on effective networking of institutions and agencies at different levels. Child-related legal provisions are either restricted to protection rights, or focus either on provisions or participation rights. In actual practice, many people, including the poor and the disadvantaged, have not been able to derive the desired benefits from these legal provisions. This is primarily due to lack of awareness, excessive delays and high legal costs.

Government policy and legal provisions need to address the importance of inclusion; it is critical to the EFA movement since, by definition, EFA cannot be achieved if groups of children continue to be excluded from the system.

Presentations

The session on Legislation and Policy began with introductions among the participants. The presenters then outlined the aims of the session and delivered a presentation on legislation and policy issues associated with inclusive education. The session ended in group work.

The aim of the session was to focus on sharing concerns related to legislation and policies in various Asian countries, analyse existing strengths and weaknesses, and discuss practical measures to facilitate inclusive practices. The presenters asked: How does legislation impact inclusive education in our countries, what are the strengths and gaps, and how to we build on them to meet the gaps?

Ahuja acted as the team leader, but all the members of the team combined their knowledge into one presentation, entitled: **Legislation and Policies – An Introduction** (see **Annex 4.1**). The presenters stressed that appropriate legislation provisions and policies are necessary for getting all children into schools and helping them learn. Effective action on this requires work at two levels, the system level and the school level. At the system level, the presenters identified a number of actions: 1) identify existing supportive constitutional provisions, 2) make necessary amendments in existing legislation, 3) pass new legislation and policies, and 4) network and share experiences. The presenters emphasized that implementation can affect policy and, in some cases, practice has preceded policy.

To provide background, the presenters summarized the international instruments relevant to inclusive education. They also highlighted groups of children who are often excluded from school, stating that: *“Exclusion has often a social, financial, ethnic and lingual base.”*

The presenters shared a list of what they felt were legislation and policy realities: early constitutional provisions in most countries do not explicitly address the issue of education for children with disabilities, the policies and legal Acts on inclusive education often lack clarity, ministries are slow to formulate policies and legislative measures for inclusive education and often policies provide limited emphasis on actors in the community. They also indicated that child-related legal provisions are often restricted or focus on areas such as work. Where there is legislation, many people have not been able to derive the desired benefits from the legal provisions. The presenters highlighted some progress, noting that international instruments have influenced national government policies to adopt the concept of inclusion, and most Asian countries have now made legal provisions for free and compulsory education for all children. They emphasized, however, that countries are taking their own time in formulating national policies on inclusive education and the implementation approach varies.

In order to illustrate the legal instruments associated with inclusive education, Ahuja listed constitutional, legal and policy provisions stated in EFA national action plans from the Asia-Pacific region. Through this summary, it could be seen that, overall, the age range regarding constitutional provisions varies greatly. Furthermore, while some plans discuss compulsory and free education, others focus only on the compulsory component. Almost half of the countries have not indicated in their respective EFA action plan if any legal provisions exist or not.

Group Work

There were three separate group activities during this session (see **Annex 4.1.1**). The first aimed to share existing provisions in policies and legislation for inclusive education, the second aimed to analyse the existing strengths and gaps in policies and legislation, and the third aimed to suggest practical measures to facilitate inclusive education by building on existing strengths and filling up gaps in policies and legislation. Ideas from the group work were placed on posters for sharing. The presenters encouraged the groups to focus the discussions on all children, and also on policies for impacting different barriers that exclude children from schooling opportunities.

Group 1

To share existing provisions in policies and legislation for inclusive education, Outhaithany used the following questions:



- Is there a policy statement/s with reference to the excluded groups? Which are the particular groups specified?
- What is the awareness level as regards the legislative provisions?
- Is reference made to UN declarations?
- With whom lies the responsibility of the provision of education?
- What are the linkages between formal and non-formal education in the plans/programmes for more inclusive education?

Group 2

To analyse the existing strengths and gaps in policies and legislations for inclusive education, Vichetra used the following questions:

- Which legislative provisions and educational policies support inclusive education?
- Do the current educational policies favour particular groups at the expense of marginalised ones? If so, in what way? Does this create obstacles to inclusion?
- Are changes required in legislation and policy to start/strengthen inclusive education?
- How does government policy relate to NGOs?
- How do the NGOs view the government efforts?
- What are the possibilities of forming linkages?

He encouraged participants to focus on strengths and weakness of each country. Below are some examples of the participants' contributions:

Strengths:	Weaknesses:
<ul style="list-style-type: none"> ▶ Presence of legislation for compulsory and/or free education in many nations ▶ Presence of some support structures such as both international and national agencies ▶ Existence of decentralization strategies ▶ Realization by NGOs and governments of the need to work together to achieve EFA 	<ul style="list-style-type: none"> ▶ Lack of clarity about the concept of inclusion ▶ Centralized management ▶ Lack of coordination between ministries and NGOs ▶ Lack of consideration of NGOs as equal partners ▶ Prevention of existing legislation's implementation due to the realities of children's situation (e.g. working children cannot attend schools) ▶ Lack of community mechanisms in place to get children into school

Group 3

To encourage participants to suggest practical measures to facilitate inclusive education by building on existing strengths and filling up the gaps in policies and legislations, Inhrom used the following questions:



- With whom lies the responsibility of implementing education?
- How can effective monitoring and evaluation be done?
- What lobbying would be required to ensure implementation of policies, allocation and monitoring of budgets?
- How can lobbying groups such as parents be involved in monitoring/evaluation of policies and legislative provisions?
- What useful experiences can you share?

Some suggestions from participants included:

- Lobby to ensure policy implementation and gain resources
- Empower local people to lobby for their community
- Use the media to raise awareness
- Coordinate campaigns so all voices are heard and for maximum effect
- Develop guidelines on inclusion and disseminate to policy makers so that strategies that address local needs and contexts can be developed
- Improve partnerships with NGOs
- For donors, check recipient's policies on disability to ensure actual implementation. Where no policies exist, new ones should be formulated.

II. Theme 2: Teacher Training

Resource team: Prof. Mel Ainscow (University of Manchester, UK), Dr. John Bailey (Brigham Young University, Hawaii), Dr. Anne Barnes (University of Hawaii – Manoa), Dr. Don Barnes (Brigham Young University Hawaii), Doreen Roebeck-Tuala (Ministry of Education, Samoa)

Introduction

Moves towards inclusion will necessitate changes in teacher education at both the pre-and in-service stages. The UNESCO teacher education project, *Special Needs in the Classroom*, which began in 1988, has thrown new light on how the tasks of preparing and helping teachers to respond to pupil diversity might be best conceptualised.

This thematic session on teacher training examined the nature and implications of such re-conceptualization. Implicit in it is a deep shift in respect to the way we look at educational difficulties. This shift in thinking is based on the belief that methodological and organizational changes made in response to students experiencing difficulties can, under certain conditions, benefit all children. Within such a formulation, those students who are currently categorized as having special needs come to be recognized as the stimulus that can encourage developments towards a richer overall learning environment.

The approaches to teacher education developed as a result of the UNESCO project are consistent with this orientation. They also assume a particular view of how teachers develop their practice. Specifically, they assume that the development of practice occurs, in the main, through a largely *trial and error* process within which teachers extend their repertoires as a result of finding out what works for them. Their own experience as students may be very influential in shaping this developmental process, in addition to their observations of other practitioners – including those who lecture to them in teacher education contexts.



Within the UNESCO project, attempts were made to work in ways that are consistent with this view of how teachers learn. Specifically, it tried to encourage teachers to become more confident and skilful in learning from experience through processes of reflection. Rather than simply leaving this to chance, it is believed that it is possible to create contexts that enable them to recognize the value of this form of learning, and to gain greater control of the processes involved. Bearing this thinking in mind, the thematic session addressed the following types of questions:

With respect to pre-service teacher education:

- How can student teachers be helped to develop positive attitudes to student diversity?
- What strategies can be used to encourage student teachers to develop inclusive practices?
- What forms of school practice are powerful in supporting such developments?
- How can the principle of inclusion be permeated across teacher education contexts?

With respect to in-service teacher education:

- What forms of in-service education lead to the development of inclusive practices?
- What do we know about helping teachers to implement such practices?
- How can greater collaboration be encouraged in schools?
- How can school leaders be supported in developing their roles in fostering inclusive schools?

Presentations

Ainscow was the team leader for the teacher training session. He began his presentation (see **Annex 4.2**) by emphasizing the use of the term **teacher education** as opposed to **teacher training**, as training is something much more specific. Ainscow asked the group participants if they were supporting teachers in making the reforms that were being discussed at the workshop: “*Are we preparing teachers for inclusive education, and what do we know about that?*” He underlined that there are two aspects to teacher training, preparing teachers (pre-service) and providing continued support (in-service).



Ainscow introduced questions related to the two aspects of teacher training:

Pre-service

- How can student teachers be helped to develop positive attitudes to student diversity?
- What strategies can be used to encourage student teachers to develop inclusive practices?
- What forms of school practice are powerful in supporting such developments?
- How can the principle of inclusion be permeated across teacher education contexts?

In-service

- What forms of in-service teacher education lead to the development of inclusive practices?
- What do we know about helping teachers to implement such practices?
- How can greater collaboration be encouraged in schools?
- How can school leaders be supported in developing their roles in fostering inclusive schools?

Ainscow asked the participants to discuss the questions in groups, and ask if they needed clarification on any elements. Some of these questions and clarifications are listed below:

- *What is school practice?*

School practice is part of teaching: In England, teachers who are learning spend two thirds of the time in school. However, there is considerable difference among schools in terms of length and type of school practice.

- *How can student and teachers be helped to develop positive attitudes to student diversity?*

There are many different aspects to diversity, e.g. religion, how children learn, ethnic minorities. It is a complex area.

- *What is the collaboration between agencies to supply support system for disabled once they leave schools, for instance, using mentors?*

Where there are mentor programmes, there is mutual benefit to both parties involved. It could be used as a link between pre-service and in-service training.

Ainscow requested that participants add to the list of questions they would like answered about teacher training. The following are some of these added questions:

- How do we train teacher educators and help them encourage new teachers in the right direction?
- What contents of knowledge are needed to develop inclusive practice?
- How can we make materials culturally sensitive?
- How can we source funding for in-service training?
- What about teacher motivation?
- What are the basic skills of teacher practice?

Ainscow commented that when special education is imported into the mainstream, it is worrying because it can be very daunting for teachers. He noted that in order to move practice forward, there were requirements such as an inquiring stance, interruptions, the development of a language of practice and peer coaching. The ***UNESCO Teacher Education Resource Pack*** was developed in response to a survey which indicated that many countries need materials to move teacher education forward. Ainscow explained that a group of people from around the world developed materials for the resource pack. There are several approaches to teacher development in the Resource Pack, including: active learning, negotiation of objectives, continuous evaluation, demonstration, practice and feedback, and support for experimentation.



To exemplify his presentation, Ainscow shared with participants the story of a teacher education school in China. The full text of this story can be found in **Annex 4.2.1**. The story details a class run by Hu, an education teacher who was experimenting with some alternative teaching approaches that intended to focus much more attention on the individuality of the students. The purpose of the class was to explore ways of responding to pupils who may have been experiencing learning difficulties during a lesson. Instead of thinking about children with familiar difficulties, the class studied a story which told of an imaginary island where gracefulness was seen as the most important attribute for educational success. In this context, it was the clumsy children who were perceived as experiencing difficulties in school. Hu conducted his class in an inclusive manner, and students worked together to make presentations. Ainscow commented that Hu is an example of a teacher educator who is allowing his students to learn through giving them practice, listening to them, and giving them an idea of what an inclusive classroom would be like. He shows them how it is done, instead of saying something but doing another.

Dr Bailey began the session by asking participants to move seats so that there was no one from the same country on any one table, and there were equal numbers of males and females on each table. This helped to mix the participants with new group members. He introduced his colleagues and explained that their focus would be on students with disabilities in school and community. The three presenters from Hawaii all work within the special education departments of their universities and are very involved with pre-service training. They shared some teacher training experiences from the Pacific region, and examined the supports and barriers to the inclusion of students with disabilities. They also shared some strategies for pre-service teacher training.

Dr. Anne Barnes commented that the example Ainscow had shared of Hu reminded her of a school in a poor region of Mexico where there was a classroom with cooperative learning and very progressive modes of teaching. Barnes explained that when the teacher was asked where he had learnt progressive skills, he replied that he had not learnt them, but used common sense: he had only 5 pages of writing as resource materials! This classroom, according to Barnes, was a good example to show that inclusive education was possible with very limited resources.

Barnes shared with the participants some teacher training strategies used frequently in Hawaii. One method is to place students into groups throughout their training and to give each group a partner school. This method benefits both the learning teachers and the host teachers. Finally, she also suggested that even small successes should be celebrated to avoid getting discouraged.

Dr. Don Barnes explained that Hawaii is behind in inclusive education. He suggested that the best kinds of schools are those where the children don't know what special education is because this means those with special needs are truly included. Barnes stated that if you add up all the children with differences, then the regular kids are actually in the minority. He suggested that inclusion is like a disclosing tablet for problems in schools, in that when inclusive practices are implemented, many other problems in the schools also become apparent.

The main focus of the practitioners in Hawaii was on pre-service training. Barnes explained that they were aiming to get teachers into the field who are prepared to deal with everything: teachers who not only have a varied tool box, but are taught how and when to use it. To conclude their presentation, A. Barnes shared a quote, *"If you always do what you've always done, you always get what you've always got."*

Doreen Roebeck-Tuala shared an overview of the inclusive education situation in Samoa. There, legislation makes discrimination illegal and all children have the right to education. A national survey has been conducted to identify all children with disabilities within the education system. There are approximately 180,000 students in total, and over 1,000 of these children have disabilities. Roebeck-Tuala explained that after conducting this survey, the Ministry of Education focused on in-service training to help teachers.



Teachers in Samoa are expected to look after all children within the class, including those with disabilities. Based on the national survey results, the ministry attached six special needs units to six schools. Roebeck-Tuala emphasized that this is not complete inclusion. The remaining schools have mixed classes. A manual has also been completed in Samoa to assist teachers of the mixed classes. Roebeck-Tuala commented that it is difficult for the teachers, as they have to teach the children and also look after the children with special needs. The ministry has also developed a data base of children that is updated regularly. This is useful for keeping track of children and making sure that they stay in school. Roebeck-Tuala summarized her presentation by saying that in-service training in Samoa is based on information gathered from the survey

Ainscow noted that often it seems teacher education is not very powerful, but that there are some methods which are powerful, indeed. He emphasized that it is very important to have a model to show the teachers how you want them to teach.

Ainscow said evidence shows the most effective means of learning to teach is through classroom experiences with teachers coaching one another. He acknowledged, however, that often the traditional teaching structure of the school is a major barrier. Generally, teachers do not see others work and do not often talk about teaching methods. Ainscow argued that school leaders need to help teachers learn from each other.

To illustrate his point, Ainscow described a method that is being used in Hong Kong and originally came from Japan. To deal with their isolation, teachers were given a programme of lessons study. Under this method, teachers are provided with time in their schedule by the school management to plan lessons with groups of other teachers. Central to the lessons study is the principle of inclusion. Teachers ask: *“How do we plan this lesson so that it will be good for every member of the class?”* Once the lesson is planned, a member of the group teaches and uses it, and if possible, the others watch. To follow up, they meet again and revise, and re-plan, and then the next member of the group teaches the revised lesson. The idea is not to have the ideal lesson, but to break down the isolation barriers between teachers. The children are also included in the process; both their expectations and feedback about the lesson are collected.

Ainscow urged the participants to use the idea of lesson study – not only the activity, but also the concept of breaking down the barriers. While some may question how a school can spend so much time on a problem, they will find it very worthwhile. Ainscow challenged, *“If you don’t have time to improve your teachers, then what do you have time for?”* He argued that to improve the children’s learning, you need to improve the teachers learning. He concluded by remarking that this method not only breaks down barriers but, in the long run, it also improves teacher relations and the learning environment of the whole school.



Group Work

The group work session explored ways to answer the statement: “*To improve teacher training, we should try to...*” The following are some of the points raised by the participants on posters in response to this statement:

- Encourage trainers to model inclusive practice
- Use practical experience more
- Use mentor teachers
- Lengthen training period
- Improve teacher training materials
- Change laws to reflect good practices in teacher training
- Create a sense of empathy among teachers and
- Sensitise teachers towards diversity and use diversity as a teaching resource
- Train teachers in the concept of Inclusion
- Raise community awareness
- Involve the community and improve community- teacher relations
- Encourage sharing of experiences/ networking among teachers.
- Deliver special pre-service training and continue support through in-service training
- Make it fun and holistic
- Teach and reward passion
- Support and monitor progress

III. Theme 3: Curriculum Development

Resource team: Darlene Perner (Consultant), Vivian Heung (Hong Kong Institute of Education, Hong Kong), Ta Thuy Hanh (Save the Children Sweden, Viet Nam)

Introduction

Curriculum development is a broad theme. When describing curriculum, it is important to focus on the teaching and learning process. Inclusive education is about the *meaningful participation* of all children of a certain age group. The curriculum that is available to teachers is often not flexible or inclusive to meet the needs, diversity and backgrounds of all children. Curriculum that is developed for inclusive education does not expect that all children will learn the same things, at the same time and in the same way (i.e. the same methods and the same materials). Curriculum that supports inclusive education is developed and implemented to allow children to use different content to learn the concepts in the *curriculum*. It recognizes that content must have relevance to the children learning it. It also allows children to learn these concepts at different rates, with different materials, and with different methods, based on various student characteristics such as gender, culture, needs, interests, abilities, and preferred learning styles.

Another aspect of curriculum that can support inclusive education is allowing teachers to be creative in using the ‘*standard*’ curriculum. If teachers are allowed the opportunity to be creative and flexible in delivering the curriculum (even if the standard curriculum itself is rigid), then relevancy and children’s learning needs will more likely be met. When teachers have the skills (such as differentiated teaching methods and knowing children’s background) and they are able to use these skills, they can make standard curriculum more appropriate to the children’s needs.

Flexibility in attitudes and practices can help teachers in addressing inclusive education and the changing needs of children, their families and society as a whole. Working within the context of curriculum guidelines, the main impact that teachers have is what is happening in the classroom. By increasing awareness of





different learning styles, backgrounds, experiences and learning needs, and by using differentiated teaching methods, curriculum can become more relevant and inclusive to both the teachers and to all children.

This thematic session aimed at exploring how the above entry points could be put into practice in terms of developing the curriculum, as well as to provide an opportunity for sharing and learning from different country experiences in the region.

Presentations

Perner was the team leader for the curriculum session. She made a presentation (see **Annex 4.3**) in which she outlined the aim of the session as: *“To identify what curriculum is and what we can do to develop it, change it, add to it, differentiate it, and work with it so that all students can learn it, and to provide an opportunity for sharing and learning from different country experiences in the region.”* She then asked participants to consider what they thought curriculum was. Perner defined curriculum as *“what is learnt and what is taught (the context); how it is delivered (the teaching-learning methods); how it is assessed (exams, for example); and the resources (e.g. books used to deliver and support the teaching and learning).”* Perner continued to ask questions, such as *“What is curriculum in your country?”* *“What does it mean to you?”* And, *“Who is responsible for it?”* Participants shared answers to these questions.

The next question Perner addressed was, *“What is curriculum differentiation?”* She defined it as *“teachers responding to the diversity among learners in any one classroom using student characteristics such as student background, experiences, interests, learning modalities, abilities, and needs to modify the curriculum.”* Perner explained that differentiation can be achieved by taking into account what students like, using different methods to present content, utilizing various assessment methods and creating a learning environment that is welcoming and meaningful. She also explained that differentiation required that teachers were allowed some flexibility to be creative.

Perner explained that differentiation is successful for including all students because it allows assessment that is continuous and ongoing, linked to getting to know each student and uses that knowledge to teach and reach all students. It also allows flexible/cooperative grouping and engaging activities that set the foundation for inclusive education. Perner emphasized that in order for differentiation to be successful, teachers must ensure that all students are respected and are engaged in *respectful and relevant activities*.



That is, activities which include and accommodate diversity arising from cultural, geographic, socio-economic, ethnic, caste, gender, and ability differences. She stressed that inclusive education is about meaningful participation of all students and providing application of school learning in real-life situations.

To exemplify some of the points discussed, Hanh briefly shared some views on curriculum in Viet Nam. She explained that in Viet Nam there is only one curriculum for each level, and it is completely controlled by the Ministry of Education. There is no difference between curriculum developers and teacher training colleges; she stressed that neither are up-to-date. She also highlighted a lack of teacher involvement and empowerment in curriculum development. Hanh felt that in Viet Nam, curriculum is not inclusive or relevant to the real lives of the children and the assessment is non-developmental. Two additional issues that she raised were the length of the school year (the Vietnamese school year is short by international standards) and the official language of instruction (Vietnamese) despite the many ethnic minorities.

Hanh also provided some solutions to these issues. She suggested the use of an Individual Education Plan, which involves parents and the community. Another suggestion was the differentiation of teaching styles. Under differentiation, students could learn in groups with learners of similar abilities to share answers or they could learn in groups of learners with different abilities to provide opportunities for peer mentoring and coaching. Other methods include using groups with similar interests, direct teaching, independent learning or a combination of methods.

Heung delivered a presentation entitled: ***Salient Features of a Whole-School Approach to Integration: The Hong Kong Experience*** (see **Annex 4.3.1**). She began by explaining that Hong Kong started *integration* of children with disabilities into regular schools in 1997. At that time, between 1997 and 2004, there was a lot of teacher-centred instruction. Heung explained, however, that many changes were made, and education now includes much more group and project work. The number of integrated primary schools has also increased substantially.

Heung explained that from 1997 to 2004 a Whole School Approach entailed five domains, including: a system approach to create an inclusive school culture, an Individualized Education Plan Committee, classroom-based support services, accommodation in the curriculum, and classroom-community social integration. Heung added that in 2004, the Whole School Approach also entailed setting up a school policy on catering for diversity; systematic record-keeping; co-ordination and deployment of resources in and out of school, monitoring and evaluation of school-based programmes; empowerment of teachers; and peer support and cooperative learning. Heung also shared lessons learned and a detailed flow chart on the main points to use when developing a Whole School Approach.

To assist participants, Heung shared some commonly used differentiation strategies, such as giving some students more assistance during the lesson, allowing some students more time to finish work, briefly re-teaching key concepts to some students, placing students with difficulties near the front of the room, placing a student with a peer for extra assistance, checking more frequently on the work done by a student, asking questions of individual students and allowing longer time for some students to answer questions. Heung also shared some less commonly used differentiation strategies, such as using different resource materials for some students, permanently sub-grouping students by ability within the class, designing graded worksheets, reducing the amount of work to be covered by some students, utilizing computer-assisted learning, implementing individualized learning programmes, allowing some students to submit assignments in a different form, and permitting some students to answer exam questions orally rather than in written form. Heung felt the best way to achieve these strategies was to train teachers (both pre-service and in-service) as well as school principals.



Group Work

During the group work session, the participants were encouraged to discuss different questions derived from the presentations. The outcomes from the discussions were then put on posters for display and comments. Below is a summary of the main points with the respective lead question:

1. *How much flexibility does a school have in following the standard curriculum and in teaching the curriculum?*
 - Most countries can follow the outlines of the curriculum in a very general way
 - Local adaptations can be made for about 10 to 20% of the core curriculum
 - Private schools have more flexibility than public schools
 - Lack of guidelines how to achieve differentiating in teaching-learning methods and assessments
2. *What can curriculum differentiation achieve?*
 - One basic curriculum for all with differentiated methodology
 - Help for all children to learn better
 - Increased student competence and self-esteem
 - More teacher involvement and responsibility
 - Positive attitudes in the classroom
 - Increased student involvement in the teaching-learning process
 - More child-friendly classrooms and creativity
 - Tests and assessments that better reflect individual student's needs
 - Increased acceptance of difference within communities
3. *What are the existing good practices of curriculum differentiation?*
 - More flexibility in classrooms if national exams are introduced later
 - Bilingual teaching for minorities, as well as sign language
 - Local curricula that is related to basic livelihoods skills
 - Multi-grade teaching and team teaching that encourages differentiation
4. *What are the difficulties in using curriculum differentiation?*
 - High teacher-student ratio
 - Large number of untrained teachers
 - Lack of teaching resources and technical expertise
 - Too much focus on exam oriented teaching
 - Lack of incentives for teachers
 - Lack of clear policy
 - Parents' unrealistic expectations
 - Rigid curriculum
 - Centralized management structures
 - Lack of basic understanding by school principals
 - Teachers' resistance to change
 - Weak links between primary and secondary level curriculum

Despite all these positive aspects of differentiated curriculum, the discussions also raised some concern. Some of the strategies may result in unwanted labeling of children that could guide future expectations of the individual child – from the teachers, peers and community. Careful consideration to avoid unwanted effects of certain strategies should, therefore, also be taken into account.



IV. Theme 4: Local Capacity-building and Community Development

Resource team: *Els Heijnen (Swiss Development Cooperation, Bhutan), Henry Ruiz (Childhope Asia, the Philippines), Darunee Riewpituk (UNESCO Bangkok, Thailand), Rohit Nandan (Ministry of Social Justice and Empowerment, India)*

Introduction

Inclusive education is a quality component of EFA and an approach to achieve EFA. Inclusive education is not necessarily the same as inclusive schooling because inclusive education and **Education for All** encompasses life-long learning. The place of learning is less relevant. Communities are as much places of learning as schools. Mainstream society (including mainstream education) must be the entry point for reflections on quality and inclusiveness (based on national and international human rights commitments). Children belong to families and communities. What occurs in schools or communities influences the other; they cannot be isolated from each other. Inclusive education cannot only happen in schools. Community-based programmes and community involvement, in general, provide vital support to apply inclusive education and achieve EFA. Communities are as diverse as schools, and need to become aware that difference and diversity is normal and should be respected. Communities also need to be aware of the implications of equal rights and opportunities. Communities (and society at large) need to reflect on their own ways of thinking and planning, as well as their own prejudices and assumptions. Role model inclusive thinking and implementation need to happen both in schools and communities to have a sustainable impact and to enable effective policy-level advocacy.

Planning for improved schools and developing effective school-community partnerships are the first steps towards inclusion. Schools and communities need to understand each other and reinforce each other's roles towards comprehensive school improvement and a more inclusive, diversity-friendly society. Education has to be relevant to community life and be related to learners' real-life challenges. Acknowledging and respecting different views regarding the contents and methods of education is also important. Though teachers may be professionally trained in education issues, they may not be sufficiently aware of the knowledge and skills within communities, and of how these resources could support schools in their mission. Communities may not be aware of the difficulties schools face, and to what extent certain children have education-related problems that could be solved through increased support from families and communities. This requires openness and information sharing from both sides and the acceptance of joint responsibilities.



This thematic session provided a broader understanding of a community's role, and how it is linked with the inclusive education and the EFA agenda. The session involved sharing and learning from different experiences in the region, such as Community-based Education Management Information Systems (C-EMIS), literacy mapping and examples of good practice in community-school cooperation.

Presentations

Heijnen was the team leader of the local capacity-building and community session. She began the session by explaining that the dialogue would involve a mixture of poster work, presentations and group work. She emphasized that EFA is not necessarily inclusive because there can still be segregation within fully enrolled schools. Heijnen also made a presentation (see **Annex 4.4**) on C-EMIS, which is a method of collecting education data at the local level with the community.

To start her presentation, Heijnen raised some issues that exist in education: marginalization and exclusion, lack of accountability, inflexible curricula and exam orientation, lack of quality, and factors beyond schools influencing learning. To help participants understand the need for C-EMIS, Heijnen detailed some of the main characteristics of national EMIS, such as the fact that they involve top-down data collection and often contain errors and misreporting since those collecting the data are removed from the purpose. She also explained that the data is often limited to government school-based data, there is no community involvement and the national data produced masks local-level variations.

According to Heijnen, the short-term objectives of a C-EMIS are to motivate all stakeholders to work together towards improving the quality and efficiency of the education system and, in the long term, to develop a national system capable of analysing and addressing causes of exclusion at different levels. Heijnen explained that a C-EMIS system is designed to complement the national EMIS. It does this through many methods, like facilitating decentralized responsibility, actively seeking out marginalized children, building capacity at the community level, realizing equal rights opportunities in education, enhancing school-community partnerships and monitoring progress towards EFA and the Millennium Development Goals.

Heijnen emphasized the importance of collecting information and using it at the same level because quality data facilitates a shared understanding for difference/diversity and the process institutionalizes school-community partnerships. Improved partnerships mean that communities are more willing to provide support to further develop and improve the school for all children.

The overall benefits of a Community-based EMIS include: closer community-school partnerships and cooperation, improved teacher-child relationships, greater community responsibility and action for securing children's rights, more accurate family information to identify children who are not in school or who are not learning, increased enrolment and learning achievement, and improved approaches to decentralized education planning and curriculum development.

Ruiz made a presentation on his experiences with literacy mapping in the Philippines (see **Annex 4.4.1**). He began his presentation by briefly outlining some background information about the education situation in the Philippines. One issue he raised was the low literacy rate there. As Ruiz noted, it is difficult to include people in education if you do not know who or where they are. Literacy mapping was developed to answer the question: *"Who are the illiterates and where are they located?"*

Ruiz explained that literacy mapping aims to provide basic information on the literacy situation in a particular geographic area, and involves surveys, interviews and analysis. It is conducted by the Municipal Coordinating Council and chaired by the local mayors. He explained the several steps involved. The information gained from the mapping is used for locating areas with high literacy rates, formulating literacy goals and conducting literacy advocacy activities. He shared some examples of questions included in the surveys and also provided a map example.



Ruiz then highlighted the benefits of literacy mapping: it facilitates focused targeting, uses community participation, reaches the most disadvantaged, promotes school-community relationships, establishes accountability, serves as an advocacy tool, increases enrolment, helps student tracking and eventually reduces illiteracy. When questioned about literacy mapping problems, Ruiz acknowledged that mapping is not yet a well-developed system, but it is simply a way to identify illiterate children.

Riewpituk made a presentation about community participation and ownership in education (see **Annex 4.4.2**). She noted that community participation is an important aspect of the Philippines' literacy mapping; that by participating in the collection of data, the community members learn through the process, and are empowered. They also feel a sense of ownership of the activity because they are involved. Riewpituk clarified that there are different degrees of participation, ranging from attending meetings to planning activities. She explained that UNESCO Bangkok has set up Community Learning Centres (CLCs) in 23 countries, and that these are established through community participation.

CLCs are local learning venues outside the formal education system. They are a delivery method for empowering the disadvantaged and building capacity in the local community. Set up and managed by local people, they provide various learning opportunities for community development and improvement of people's quality of life. CLCs include people of all ages and implement a holistic approach to community development. Activities at CLCs range from education and training to health support.

To exemplify community participation, Riewpituk described a school in Thailand that is designed to educate for life through cooperation with the community. School administrators and teachers are involved in the community, and members of the community help to plan and evaluate school activities. Students at the school learn skills from people within the community. They are also encouraged to undertake extracurricular activities that can consist of a wide range of activities. Students often choose an income earning activity such as chicken growing so that they can learn the skill at home with their parents, get credit at school and finish by selling the chicken.

Riewpituk acknowledged that there are limitations to this method, but the outcomes are very positive. Through the programme, young people gain a greater understanding of the community and adults accept the potential of their young community members. Teachers play a key role in community development and parents are involved in school activities. The community becomes more involved and is, therefore, more inclined to support the school through fundraising.

Group work

To begin the session, participants were asked to write on a card what community means. There was a wide range of responses that fell under four categories:

- People in a common geographical area
- People living together
- People with a shared social structure
- People with a common culture

Heijnen emphasized the importance of thinking about what schools can do for the community, not just communities helping schools. Throughout the session, the presenters encouraged participants to walk around the room and add to several posters. There were five different questions on the posters. Some examples of participants' responses follow:



1. *What kind of capacity-building needs to take place in the community to develop inclusive education?*

- Creation of support groups
- Awareness-raising
- Training in inclusive education concepts
- Improvement of leadership on the issue
- Increased participation in the school
- Data collection and use at the local level
- Training of community-based volunteers

2. *What kind of capacity-building needs to take place in the school and learning centres to develop inclusive education?*

- Training on concepts of inclusive education
- Guidance for students on how to treat other students
- Building of motivation and morality
- Sharing of experiences with other schools

3. *What information do communities need from schools and learning centres to develop inclusive education?*

- Strategies and development plans
- The progress of the children
- Parental education
- Information on the school environment
- Amount of funds needed
- The role of parents
- Guidance on the issues of inclusive education

4. *What information do schools and learning centres need from communities to develop inclusive education?*

- The community's cultural norms
- Local educational and social needs
- The number of children with special needs
- Methods of income generation in the community
- The variety of groups living in the community
- Identification of children who are 'at risk' or who have dropped out
- Assistance that the community is willing to provide towards inclusive education
- Information on any activities that are being undertaken towards inclusion in the community
- The expectations of those in the community
- Honest feedback

5. *What are the strategies to develop effective school community relations in the context of inclusive education?*

- Create school events and invite members of the community
- Start consultation groups where school and community members can work together
- Encourage parents to participate in inclusive education planning
- Increase child participation
- Consider the culture of the community
- Increase awareness of all parties through a school-community management committee
- Encourage child-to-child links ■



Inclusive Education and EFA

The last day of the regional workshop on inclusive education was organized together with the 6th EFA Coordinators Meeting. The morning session focused on the links between inclusive education and the EFA framework. This chapter summarizes the day's presentations, group work and discussions.

I. Exploring the Linkages between Inclusive Education and the EFA framework

Consultant Penny Price made a presentation (see **Annex 5.1**) that highlighted the links between *inclusive education* and *EFA*. She stated that EFA is committed to achieving education for ALL children, and inclusive education is about the right of every child to education. It places responsibility on the system to provide quality education to meet the needs of every child. Price stated that inclusive education also welcomes diversity, proactively seeks out-of-school children and willingly accepts them. Her main point was that inclusive education offers the means by which education for ALL can be achieved.

Price noted that all nations at the workshop had agreed that every child has the right to education since all countries in the Asia and the Pacific region have ratified the Convention on the Rights of the Child and adopted the Biwako Millennium Framework (BMF). She highlighted a number of specifics within these agreements that correspond with the EFA goals. Price emphasized that the reality of the global situation was still unsatisfactory, with more than 113 million primary school children



not in school. About 46 million of these out-of-school children are in the region, and at least 30-40% are children with disabilities. This happens because governments focus on easy-to-reach children and are satisfied with a 90-95% enrolment rate, which makes the last 10% even harder to reach.

While emphasizing the differences among nations, Price listed groups of children who are out of school. She underscored, however, that practitioners need to think of all children – not just particular groups. Price stated that as inclusive education is realized, drop-out rates will decrease and out-of-school children will enrol. She argued that practitioners should not look at inclusive education as a separate programme activity because it benefits all children. The presentation concluded by emphasizing that change needs to be achieved at all levels of the education system with the involvement of all stakeholders.

II. Presentation of the Regional Review Study of EFA National Action Plans

Anupam Ahuja, Consultant has been contracted by UNESCO Bangkok to carry out a **regional review study of 17 EFA national action plans** to identify the status of inclusive education within the plans. She presented the summary of her findings and recommendations. Following this presentation, participants were encouraged to work in country-level groups on the issues highlighted. The following is a synopsis of her presentation (see **Annex 5.2**, which also contains many country-specific details).

Ahuja begun her presentation by emphasizing that she has only reported on what was written in the EFA national action plans, and that there are a lot of activities in these countries that are not in the plans. She also commented that there is great diversity within the region, both within the EFA plans and within the education systems. Ahuja's presentation was divided into nine areas, starting with the objective.

According to Ahuja, the objective of the review study was to compile an overview of the status of inclusive education in EFA national action plans from the Asia-Pacific region, with a special focus on disadvantaged and marginalized groups. Ahuja reviewed and analysed the contents in terms of inclusive education, and prepared a summary report of each country's plan. There were sixteen country plans, as well as one synthesis plan for the Pacific Island countries.

The second area Ahuja focused on was the preparation process and participation that led to the creation of the plans. Each country had distinctive features (which can be viewed in the full presentation), but there were also some common features. In most countries, governments were involved in the preparation, approval and publication of the plans, while there was much less involvement from NGOs and communities.

The third area Ahuja summarized was the constitutional and legal provisions/policies related to inclusive education that are included in the plans. She detailed the findings of each country, and affirmed that constitutional provisions have been stated in only eight plans, legislative/legal provisions have been stated in only six plans, and educational policies have been stated only in seven plans. Ahuja questioned why all countries have not yet stated these provisions, but also emphasized that, in actual practice, many people – including the poor and the disadvantaged – have not been able to derive the desired benefits from the legal provisions available.

The fourth area on which Ahuja focused was the target groups that were identified and prioritized in the plans. She examined each country and checked if they targeted the following groups: children with disabilities, children belonging to ethnic minorities, children living in remote areas, school dropouts, children unable to enrol, gender bias, HIV/AIDS affected people, youth and adult literacy and other disadvantaged children. The complete checklist can be found in the full presentation.

The status of inclusive education within plans was the fifth area of focus. She examined each country and outlined how much each EFA plan includes inclusive education-related references. She found that the focus ranges from special education to varying intent on inclusive education.





The sixth area looked at activities promoting education for identified target groups. Ahuja summarized the activities being undertaken by each country within the following specific areas: process to identify learners, parental training, focus on regions/areas, focus on children with disabilities, system-level changes, equipping existing structures, role of marginalized communities, school enrolment, incentives, improved teaching and learning, medium of instruction and teachers.

The seventh area concentrated on key strategies used in the early years of progress towards EFA. She summarized these strategies looking at coordinating approaches and focusing on community participation and actions in marginalized and remote areas.

The linkage between formal and non-formal education was the eighth area. She found that among the nations studied, linkages were varied. While one plan states that there is no need at all for non-formal education, most discuss at length the importance of the non-formal sector, and how to link it with formal education.

The final area Ahuja discussed was the key emerging issues from the plans. She stated that inclusive education is not a recurring theme in the plans. While the plans focus on disadvantaged children, they often suggest special schools and residential hostels as a possible strategy of meeting their needs. Ahuja questioned how these schools could link or support the ordinary schools, and pointed out that they may result in alienating children from the mainstream education system. Another emerging issue was the use of **para-teachers** in order to meet the needs of children from the marginalized groups. She also questioned the long-term viability of this approach considering that most para-teachers from the community may have limited skills, educational qualifications and training inputs. She asked whether this method ensures that the children who are most vulnerable get the best teachers. An additional concern Ahuja raised was that the plans focus primarily on the poor rather than everyone. She emphasized that inclusive education is not just for poor and disadvantaged children, but for all children.

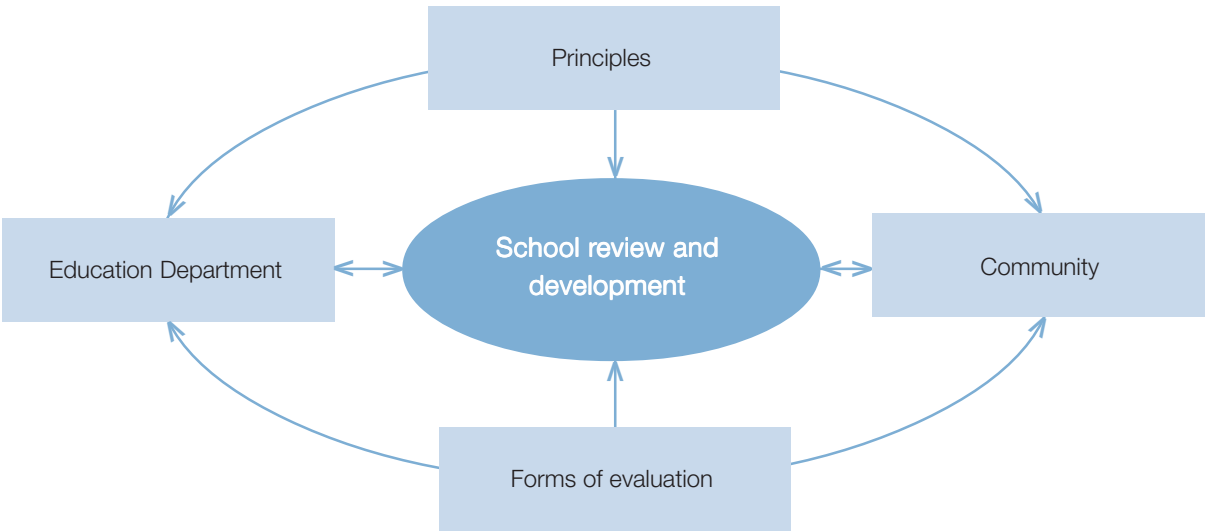


Some further questions raised were: “Is inclusive education being adopted because it is an international mandate?” “Is the opportunity being given for it to be ‘home grown’?” “Is the adoption of inclusive education leading to the disposal of all past practices without consideration of the purpose these are serving?” and “Is ‘inclusive’ practice becoming mystified as something separate from good teaching practice?” “With increase in private education, will the private sector that is based on a profit motive take the responsibility of reaching out to those who may not be able to afford education?” Ahuja concluded her presentation by stating that inclusion is not a utopian dream, which leads to inclusive societies overnight but, rather, the EFA plans just mark the beginning of a long journey. She emphasized that the challenge is to work collectively and find contextual options to address exclusion and make inclusive education a reality.

III. What are the Levers for Change to Develop Inclusive Education Systems?

To prepare for the afternoon group work, Prof. Ainscow presented a **paper on levers for change** in developing inclusive education systems (see **Annex 5.3**). He started by focusing on how to move forward after the workshop, and noted that because resources and time are most usually limited, participants would need to think analytically about how to make progress. Ainscow emphasized that inclusive education is a way of achieving EFA. Within his presentation, he attempted to answer the following questions: “What do we mean by inclusion in education?” “How can policy and practice be moved forward in an inclusive direction?” and “What are the implications for our work and our organizations?”

To help answer these questions, Ainscow used the metaphor of the *lever*. He explained that a lever is something that you pull in order to move something forward. Some levers need an awful lot of effort and do not have much impact; others require little effort, but lead to a lot of change. Using this idea of a lever, Ainscow questioned which levers can make a high impact on education, in which actions give high leverage? Some low impact activities he identified from his own experience were attending conferences, writing policy documents, developing toolkits and participating in in-service teacher education. According to Ainscow, these activities require a lot of effort, but they are low leverage. While noting that these activities should not be discontinued, he stressed that they should not be solely relied upon. Instead, he identified high impact levers for change, and mapped out their dynamics based on the following diagram:





The school is at the centre in this diagram and represents all centres of learning. It is about developing inclusive and effective learning environments. Much of our work needs to focus on these environments, and that is why it is in the middle of the diagram. This can help in analysing how to bring about change in the classroom, in the school environment and in the community in relation to what goes on in the school. There are many factors there that can have leverage. Ainscow stated that powerful teacher education can have high leverage, especially if it is conducted within schools. A key area to focus on is the role of school principals. He argued that inclusive education must be on the agenda of school principals, as leverage at the school level is to a large extent about attitudes, value and staff skills. School principals are instrumental in determining and prioritizing the agenda, and deciding the value base of the school. Therefore, it is high leverage in focusing on the development of school leaders.

Ainscow then discussed the wider context by explaining that what schools do is influenced by other players, such as administrators, policy makers and inspectors. The questions that they ask influence how the school develops. The issues they raise when meeting with school principals are powerful indicators of what is important. Ainscow pointed out that at the moment when school inspectors go to assess a school, the questions they ask are certainly not about inclusion, despite the rhetoric in many policy statements. Thus, to move the system forward, we also have to rethink the practices and beliefs of people in education departments at the national, provincial and district levels. Here there are a lot of possibilities for high leverage and change.

Another lever Ainscow discussed was community attitudes and aspirations. Increasingly, schools exist in a marketplace, and parents have a choice as to which school to send their children. This creates imbalances, as especially wealthier parents choose private institutions, which take resources away from the community. Therefore, we need to convince the community that making schools inclusive will be better for everyone. It



is in the interest of every child and in developing a just society. Governments, local politicians and, in particular, the media have a role to play and, hence, they all have leverage. In the analysis, it is furthermore very important not to overlook the community – even if it is often quite difficult to influence and change.

In the school context, there is a saying: “*What we measure, we do.*” This means that if we measure the wrong things, the wrong things get done. In many countries, “*we have learnt to value what we measure,*” but we now need “*to measure what we value.*” The last lever in the diagram is forms of evaluation. Evaluation can be done in two ways: by assessing children’s progress and by inspecting schools. By using the inclusive concepts, we can influence measurements and indicator systems by collecting data on placement, attendance and punctuality. If we include the views of children, we also value their participation. Therefore, we need to use a system that celebrates every child’s progress across the curriculum and captures what children feel as learners. This is not always easy, but it represents a major change of thinking internationally in the school improvement movement. It has been increasingly recognized that if we do not know what children think, we can not really evaluate the quality of the school.

From his research, Ainscow has been looking for areas that have the maximum leverage in relation to schools, education departments and the community. Two factors seem to be most powerful. One is the principles that guide and inform policy, and the other is the forms of evaluation which judge progress in relation to education achievement in any particular school. These two are linked. Knowing which principles guide the actions and the means in which progress is measured is essential.

Clarity of purpose is also necessary, and that is why the links between inclusive education and EFA are important. To avoid misunderstandings and misconceptions, it is extremely essential to clarify what is meant by **inclusive education**. Inclusive education is a process of development. It aims at identifying and removing barriers to learning. Barriers can take many forms: the curriculum, the assessment system, lack of resources etc., but the most difficult factor is the barriers that are within our minds. The use of terms and language is, thus, important as a sign of intentions. For instance, saying “special education” means that we are excluding. Key aspects of inclusive education are to know who is present in the classroom, how to encourage participation and to make sure all are learning and achieving. Inclusive education is about all pupils, but at-risk groups who are particularly vulnerable do require special attention. These groups vary from place to place. In final, inclusive education is about challenging existing arrangements that marginalize, exclude and lead some children to underachieve. In other words, it is about improving schools and managing a debate among various actors to reach a common understanding for progress. ■



Recommendations and Conclusions

I. Workshop Recommendations

In the afternoon of the workshop, participants were placed in groups and asked to discuss main recommendations on how to integrate inclusive education within the EFA framework. These were then presented in plenary, which Sheldon Shaeffer moderated. He summarized the recommendations as to cover eight areas:

- 1) Awareness-raising
- 2) Policy development
- 3) Resource mobilization
- 4) Sharing of good practices
- 5) A strengthened EFA coordinator role
- 6) Assessment standards development
- 7) Strengthened UN interagency collaboration
- 8) Enhanced country-level cooperation

Participants felt that awareness needed to be raised on the issue of inclusive education. Several participants commented that until the workshop, they did not clearly understand the full meaning of *inclusive education*. As such, they felt it was necessary to clarify the meaning of inclusive education and to spread the concept. Some specific recommendations in this area were to proactively identify key persons and help them understand inclusive education. A couple of groups suggested campaigns and celebrations such as an International Inclusive Education Day. Other groups recommended using mass media campaigns and collective advocacy actions at country and regional levels. In general, the participants emphasized the need to create awareness at all levels from policy makers down to individual schools.

Many groups highlighted the importance of including inclusive education in policy statements. Groups suggested that countries articulate inclusive education as policy, and devise methods to ensure the policies would be acted upon. One group suggested an inclusive planning implementation strategy whereby policy makers would collaborate with expert persons in the field to develop EFA national actions plans that were inclusive. Another recommendation was to reinforce national action plans with strategic plans on inclusive education.

There were several recommendations on the issue of resource mobilization, as participants felt it was integral to the development of inclusive education. A group suggested that stakeholders make concerted efforts to mobilize international finances. Other participants recommended that mobilization of resources should involve the whole community so as to make the programme sustainable. They argued that the involvement of businesses and communities leads to mobilization of resources that is sustainable beyond changes made at the ministerial level.

Many participants emphasized the benefits of sharing good practices in inclusive education. They highlighted that such sharing avoids repetition of the development process by every school, community and country. It can also give ideas and inspiration

to those implementing inclusive education. One group suggested that a website could be created to share good practices in the region. Other groups also stressed the importance of sharing resources related to inclusive education, and encouraged the proactive sharing of UNESCO resources through the internet.

Participants felt that one way to promote inclusive education would be to strengthen the role of EFA coordinators. Some groups argued that EFA coordinators could become advocates or champions of inclusive education. To begin this process, some participants recommended that EFA coordinators reach out to their nations. They felt that many people do not know that EFA coordinators exist, what their role is, or how they can be more effective. In general, participants recommended that EFA coordinators should play an active role in the development of inclusive education.

A reoccurring suggestion was to improve methods of data collection and inclusive education assessment within national education systems. Many participants were unsatisfied with current data collection methods, as many marginalized groups, such as children with disabilities, remain statistically invisible. In addition, evaluation of EFA programmes is often done by the country EFA coordinator and, therefore, accurate information requires the involvement of an independent agency. Some groups also suggested the development of a universal standard for evaluating inclusive education. One group recommended this process could begin through the development of common methods for collecting information and measuring achievements in inclusive education. Other groups followed this idea with the suggestion that once inclusive education is measured on a universal scale, nations could be assessed relative to others through an index system. Another group recommended a certification system to demonstrate which regions, countries or schools have achieved inclusive education.

Many groups felt that there should be stronger UN interagency collaboration in relation to inclusive education. Participants suggested that a more coherent approach from UN agencies would improve the development of inclusive education. They particularly recommended better coordination of EFA activities and inclusive education between UNESCO and UNICEF. Some participants also recommended the development of joint guidelines from UNESCO and UNICEF to assist national governments.





On the issue of collaboration, many groups also commented that there should be improved cooperation at the country level. Groups suggested that countries within a region could share their experiences in inclusive education. Many participants felt that national cooperation on all levels would improve the development of inclusive education.

Another point that was raised by participants was the importance of focusing on the early years of a child's development, but this also includes ministries other than the Ministry of Education, such as the Ministry of Health. Since EFA is the responsibility of an entire government, including private sector and civil society, education ministries should be assisted in holding the other ministries accountable, rather than taking on more responsibilities, themselves.

Shaeffer concluded this session by thanking all the participants for their valuable inputs and contributions. He commented that inclusive education is really about realizing EFA. The ultimate goal of inclusive education is a school where all participate and are treated equally. It is important to remember that inclusive education is a constant process to ensure that Education for All really is for all, and not for almost all.

II. Wrap-up and Concluding Remarks

As part of the workshop closing, Ainscow tried to wrap-up the main points discussed during the three days. First he said that the exercise during the workshop with such a diverse group was in itself an exercise in inclusive education. He continued to say that much what was talked about concerned managing and coordination of change. The key question was: *"How do we change and transform the education system?"* A lot of good ideas and inspiring experiences were shared, and Ainscow added that a good deal of well-established and extensive research on how to manage education innovation exists. He stressed that what brings about improvement is technically simple, but socially complex. In other words: *"It is easy to see what needs to be done, but difficult to get people to do it."* Yet, it is necessary to work through people to achieve change.

The research also shows that change is about learning. For teachers and principals to change their thinking and practice, they must learn new ideas. So if change equals learning, considering how to manage change is fundamental. This leads to the need for pressure and support. There needs to be pressure to initiate



change, but also support to balance that pressure. Pressure comes from evidence, data and information about realities that disturb us. If the pressure is too great, it stops us from moving forward. To help out, we need to develop support mechanisms, and mainly support in the social world of education through better collaboration and partnerships. However, it is important to be realistic. As Ainscow noted, the key policy makers in education are teachers. When they go into the classroom, the teacher is the policy maker. Therefore, it is necessary to be sensitive to the extra pressures that teachers face.

Another key message could be summarized as *“think big, act small.”* Basically, it means that it is good to have big ideas and long-term visions, but we need to start sensitively and small so it gradually creates a momentum for change.

Ainscow also reflected upon the role played when trying to bring about change and managing transformation. He explained the process as that of an action researcher going into the unknown. The best way to learn about an organization is by trying to change it, he asserted. Ainscow encouraged the participants to think about the task of moving themselves and the system forward.

As a final comment, Ainscow discussed the future of special education. Ainscow reminded the workshop that there are several steps towards inclusion and realization of the Salamanca vision. He felt that special education would merge into the general field of education; however, he stressed, that it might be a long and painful process. He, thus, cautioned that when making plans for developing inclusive education, special education must not be left out of the agenda. It is crucial to make all of those working in this field realize that they have an important role in bringing about the Salamanca vision of an inclusive education system, particularly since some policies of inclusive education have left special education out in the past. Those involved in special education can make significant contributions as they have expertise and experiences. However, Ainscow stressed, they have to realise that just as the general education has to change they also have to change. They can not carry on operating in the same way and with the same perspectives as before. Ainscow urged the participants to help colleagues in special education understand what inclusive education aims to achieve, and to talk with them about new opportunities to contribute to the Salamanca vision of a completely inclusive education system.

As a concluding remark, Shaeffer wanted to send a message for all participants to take with them. The term **“inclusion/exclusion”** is in some ways controversial. There are other words that have been used or could be used, such as marginalized, disadvantaged or vulnerable. Shaeffer said that another way to think of it could be to use *“visible/invisible.”* In the same manner of trying to make the excluded included, the invisible or hidden can be made visible. Shaeffer thought about the disabled who are often hidden away in homes, girls who are restricted to their own homes, those living in a remote village who are invisible to the central capital policy maker, and the poor who are invisible in the middleclass environment where many schools operate. How then can the invisible be made visible? One way is by trying to assess who is excluded, where they live, and what they look like. Shaeffer also recommended doing a net non-enrolment analysis to know where the final percent who are not enrolled live, and who they are. The fact is that many are girls, speak another language, are disabled and AIDS affected. A more careful causality analysis is also needed that can lead to proper action at both the system and school level.

Effective moves towards inclusive education must happen on the national level. There have to be policies in place that allow more inclusive schools to exist, and there have to be statements and analysis that promote and permit inclusive education. Shaeffer noted, however, that it is just as important that this happen at the school and community level, as well. In other words, how can parents be made to feel responsive not only for their own children’s education, but for the education of other people’s children in the community? Parents often do not want to have the *“complications”* that inclusion may be perceived to bring to their child’s classroom, which can overburden teachers and crowd classrooms; rather, they prefer homogeneous to diverse classrooms.



In conclusion, how can teachers be made to feel responsible for those who are coming to school, but also for those who are outside the school who may be less willing or less able to enter? How can teachers be made to worry about other children not in school and getting non-students into school? Following what Ainscow says, teachers must be regarded as policy makers. Schools are policy-making units, and Ministries of Education often do not view them as such. Policy makers are at the top of the system, and schools are only implementers of policy. Yet, schools are also a level of statistical analysis and policy-making, in addition to being a place of practice. The teachers and school principals are making policy decisions every day, so the key is how to ensure that policies at the school level are much more inclusive.

III. Evaluation Feedback

Participants were helpful in supplying feedback on the workshop through the completion of evaluation forms. The majority of participants was very satisfied with the workshop and felt it met their expectations. Participants generally found all of the sessions useful or very useful. A lot of participants made more specific comments, which are summarized below.

Many were happy with the workshop and made positive comments. A lot of participants stated that the workshop had clarified inclusive education terminology and deepened their understanding of related concepts. They also felt the workshop raised awareness about what can be done to improve the situation and suggested some good techniques. A number of participants commented that the suggested progress was well supported through the supplied UNESCO resource materials. Several participants particularly appreciated the sessions that linked inclusive education and EFA, both because of the concepts shared and the networks that were formed between the two groups. Participants commented that there was a good mix of stimulating presentation and group work. Many found the group work very useful because it allowed participants to share experiences and learn from each other. A number of participants commented that the workshop allowed a high level of involvement and real interactive participation, and several felt that it was good for creating a common vision of inclusive education in the region

The participants also made suggestions for improvements in the workshop. Many participants thought the group work should have been allocated more time, and some felt that the workshop should have, thus, been longer. To make the most of the sessions on resource materials, several participants felt that it would have been better to receive some of the materials prior to the workshop, especially in the case where feedback was expected. A number of participants suggested the workshop could have included a visit to a school, or alternatively, inclusive education teachers could have presented at the workshop. Participants also requested help and training for translation and adaptation of the resource materials to country circumstances as a recommendation for follow-up. Some participants suggested translators could help those who have difficulty with English, and others recommended a wider variety of participants, such as politicians and the media representatives. Several participants would have appreciated additional opportunities to share practices and network with other participants. To enable this, some participants suggested voluntary smaller group sessions in the evening and sub-regional workshops organized by UNESCO Bangkok in the near future. ■



Annexes



1. Opening Speeches

1.1 Keynote Address: Salamanca 10 Years On: What has been the impact internationally? by *Mel Ainscow, University of Manchester, UK*

Salamanca 10 years on:
what has been the impact
internationally?

Mel Ainscow
University of Manchester

Patterns of development

- From exclusion;
- To institutional provision;
- To integration; and finally,
- To inclusion

The Salamanca Statement

Adopted by representatives of:

- **92 governments**
- **25 international organisations**

Regular schools with an inclusive orientation are:

....the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; more over they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (page ix)

Two ways of looking at educational difficulties

*From the UNESCO Teacher Education Resource Pack
'Special Needs in the Classroom'*

1. The Individual Student View

(i.e. difficulties defined in terms of student characteristics)

Based upon the following ideas:

- A group of children can be identified who are special
- These children need special teaching in response to their problems
- It is best to teach children with similar problems together
- Other children are normal and benefit from existing teaching



2. The Curriculum View

(i.e. difficulties defined in terms of tasks, activities and classroom conditions)

Based upon the following ideas:

- Any child may experience difficulties in school
- Such difficulties can point to ways in which teaching can be improved
- These improvements lead to better learning conditions for all students
- Support should be available as teachers attempt to develop their practice

International impact

- Greater awareness
- Policy review and development
- Publications
- Conferences
- Projects

The challenges

Need to develop:

- Clarity of purpose
- Better national policies
- Inclusive curricula and assessment systems
- More effective forms of teaching
- Inclusive leadership



2. Introduction and Concepts

2.1 Overview of the Workshop Agenda by *Olof Sandkull, UNESCO Bangkok*



Overall purpose of the workshop:

- To share experiences of inclusive education practices in the Asia-Pacific region and explore future strategies and actions to promote it within the framework of EFA.

The specific objectives are:

1. To share innovative approaches and learn from experiences for effective practices of inclusive education.
2. To discuss the potentials of inclusive approaches to improve the quality of education and remove barriers to learning.
3. To develop recommendations on how to promote inclusiveness with particular emphasis on the implementation of EFA national action plans.

Expected outcomes of the workshop:

- To give the participants a basic understanding of the main concepts
- To provide tools and resources that can assist in implementing inclusive education
- To discuss and share ideas on different aspects of inclusive education
- To provide an opportunity for the participants to learn from each other and to establish networks
- To enable participants to promote inclusive education within the EFA framework

Structure of the workshop:

1. Introduction to inclusive education concepts
2. Presentation and discussion on UNESCO resource materials
3. Thematic break-out sessions
4. Linking inclusive education with EFA: joint day with EFA Coordinators



2.2 Concepts and Definitions in the UNESCO Conceptual Paper by *Kenneth Eklindh, UNESCO Paris*

Why Inclusion

- Universal right to Education, human rights issue
- Dakar goals, EFA
- Poverty reduction
- Marginalisation a threat to society
- Current strategies insufficient

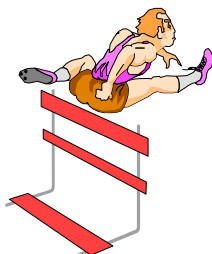


From Exclusion to Inclusion

- | | |
|-------------------------------------|--|
| • Denial | • Exclusion |
| • Acceptance (benevolence, charity) | • Segregation
– Special Education |
| • Understanding | • Integration
– Special Needs Ed.
– Inclusive Education |
| • Knowledge | • Inclusion, Rights based approach
– Participation
– Equality
– Community |

OBSTACLES TO INCLUSION

- Attitudes
- Lack of knowledge
- Segregation
- Wrong expectations
- Wrong ways of working
- Lack of clear policy



AN INCLUSIVE SCHOOL IS FOR EVERYBODY

- Working for full participation, community and equality through:

- flexibility
- variations in methods
- needs orientation
- focus on strong "sides"
- respect for differences



There are no quick-fix solutions

- Leaders communicate strong support
- Access to buildings as well as content
- Support to teachers
- Involve communities
- Class room management



Inclusive Classrooms/Class room management



- Team teaching
- Peer-teaching
- Positive groupings
- Problem oriented teaching
- Open and flexible curricula
- Individual Educational Planning
- Support when needed

Demystify differences

- If you can overcome prejudices, misconceptions, intolerance and ignorance, you will find that everything is about: **common sense**



“All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education system that have a right to a certain type of children.

Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children” (B. Lindqvist UN rapporteur on UN Standard rules)

Education for All The Six Dakar Goals



- -expanding and improving comprehensive early childhood care and education
- **-ensuring that by 2015 all children have access to compulsory education**
- -equitable access to appropriate learning for all young and adults
- -achieving a 50% improvement in levels of adult literacy by 2015
- -eliminating gender disparities by 2005 and achieving gender equality by 2015
- -improving the quality of education especially in literacy, numeracy and essential life skills

To meet the EFA targets, \$8 billion (US) is needed

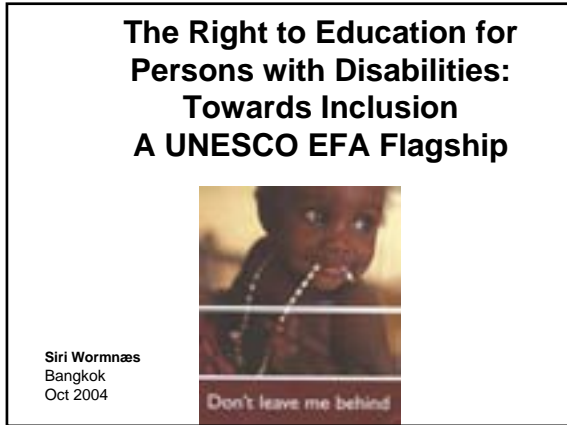
- \$8 billion is:
 - four days' worth of global military spending
 - half of what is spent on toys in the USA every year
 - less than Europeans spend on computer games or mineral water
 - less than 0,1 % of gross national product
- The total amount spent internationally to deal with the millennium bug scare was roughly twice the debt owed by the world's poorest countries

“With a little help from my friends ...”

- Life Quality
 - Community
 - Equality
 - Participation
 - Security
 - Confidence
 - Happiness




2.3 Introduction of the EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion by *Siri Wormnaes, Flagship Secretariat*



2.4 Child Friendly Schools as an Approach to Inclusiveness


by *Yuki Lida, UNICEF Viet Nam*

**Child Friendly Schools
as an Approach to
Inclusiveness**



UNICEF
19 October 2004

For every child
Freedom, Education, Equality, Protection
RESPONDENCE BUREAU



Child Friendly Schools (CFSs)

- First initiated in 1997 in Thailand jointly by Save the Children, the Government of Thailand and UNICEF.
- To date, CFS activities are being implemented in nearly 50 countries globally, and have influenced national education programmes in many ways.

UNICEF
19 October 2004

1

Five Dimensions of a CFS

- Inclusive - proactively child seeking
- Effective – child centered
- Healthy, protective & safe
- Gender responsive – equity
- Participatory – with students, parents, community

UNICEF
19 October 2004

2

1. A CFS is a child-seeking school

- Does not exclude, discriminate against, or stereotype on the basis of difference
- Actively identifies excluded children to get them enrolled in school and included in learning
- Provides education that is free and compulsory, affordable and accessible, especially to families and children at risk
- Welcomes diversity and ensures equality of opportunity for all children (e.g., girls, working children, children with disabilities and affected by HIV/AIDS, victims of exploitation and violence)
- Responds to diversity, meeting the differing circumstances and needs of children (based on gender, social class, ethnicity, and ability level)

UNICEF
19 October 2004

3

2. A CFS is effective with children

- Promotes good quality teaching and learning
 - instruction appropriate to each child's learning needs, abilities, and learning styles
 - active, co-operative, democratic, gender-responsive learning
- Provides structured content and good quality materials and resources
 - acting in the best interests of the child
 - leading to the realisation of the child's full potential
- Enhances teacher capacity, morale, commitment, status, and income
- Promotes quality learning outcomes:
 - defines/helps children learn what they need to learn (e.g., literacy, numeracy, life skills, child rights)
 - teaches children how to learn

UNICEF
19 October 2004

4

3. A school, healthy, safe and protective for children (FRESH)

- Ensures a learning environment of good quality – policies, facilities, and access to services which promote health, hygiene, safety, and security
- Provides 'life-skills' based education
- Promotes both the physical and the psycho/socio/emotional health of teachers and learners
- Helps to protect all children from abuse and violence
- Provides positive experiences for children

UNICEF
19 October 2004

5



4. A CFS is responsive to gender

- Promotes gender equality in enrolment and achievement
- Eliminates gender stereotypes
- Guarantees girl-friendly facilities, curricula, textbooks, and teaching
- Socialises girls and boys in a non-violent environment and encourages respect for each other's rights, dignity, and equality

UNICEF
19 October 2004

6

5. A school involved with children, families and communities

- Child-centered:
 - promotes child participation in school life
- Family-focused:
 - works to strengthen families as a child's primary caregiver and educator
 - helps children, parents, and teachers establish harmonious collaborative relationships
- Community-based:
 - encourages local partnerships in education
 - acts in the community for the sake of children
 - works with other actors to ensure the fulfilment of children's rights

UNICEF
19 October 2004

7

A Child Friendly School
is an
inclusive school



UNICEF Vietnam

UNICEF
19 October 2004

8



3. UNESCO Resource Materials

3.1 The Toolkit for Creating Inclusive, Learning-Friendly Environments

by Sheldon Shaeffer, UNESCO Bangkok



Toolkit Purpose

Embracing Diversity:
Toolkit for Creating Inclusive, Learning-Friendly Environments

to facilitate the practical implementation at the school and community level of a rights-based approach to education stressing quality, child friendliness, and gender responsiveness by ...

Toolkit Purpose

Embracing Diversity:
Toolkit for Creating Inclusive, Learning-Friendly Environments

encouraging practical changes in classrooms, schools and communities so that **ALL** children, and especially girls and those with diverse backgrounds and abilities, can enter school and actively participate and succeed in learning.

WHAT is an ILFE?

Embracing Diversity:
Toolkit for Creating Inclusive, Learning-Friendly Environments

A learning environment (formal or non-formal) that includes **ALL** children: girls, boys, children with diverse backgrounds and abilities, those affected by HIV/AIDS, etc.

ALL CHILDREN IN SCHOOL AND STAYING IN SCHOOL !

WHAT is an ILFE?

Embracing Diversity:
Toolkit for Creating Inclusive, Learning-Friendly Environments

An ILFE is Child-Friendly

Children are the centre of learning and actively participate in learning.

They learn in a diverse, safe, healthy, and gender-sensitive environment, and with the full participation of their parents and communities.

WHAT is an ILFE?

Embracing Diversity:
Toolkit for Creating Inclusive, Learning-Friendly Environments

An ILFE is Teacher-Friendly

The school and community actively support the professional and personal needs and interests of teachers, so that they want to, and are able to, give children the best education possible.



WHY is this Toolkit Needed?

Embracing Diversity:

Toolkit for Creating Inclusive, Learning-Friendly Environments



130 million children are out of school

860 million illiterates are adults, more than half of whom are women

Millions remain excluded from education, especially girls and children with diverse backgrounds and abilities

WHY is this Toolkit Needed?

Embracing Diversity:

Toolkit for Creating Inclusive, Learning-Friendly Environments



Develop and enforce inclusive, gender-sensitive policies

Increase teacher effectiveness

Ensure the use of appropriate learning materials and of a context-specific mix of "old" and "new" ideas, technologies, and languages

Strengthen the role of the community in school life

WHY is this Toolkit Needed?

Embracing Diversity:

Toolkit for Creating Inclusive, Learning-Friendly Environments



Teachers need to know HOW to make such changes, not just WHAT changes should be made.

We need to go beyond "inclusive education" in terms of children with disabilities or "special needs" to include ALL children.

WHO are the Toolkit's Users?

Embracing Diversity:

Toolkit for Creating Inclusive, Learning-Friendly Environments



Teachers in pre-primary, primary, and secondary schools, especially those working in Child-Friendly Schools

School administrators

Students and instructors in teacher training institutions

Those working with out-of-school children.

HOW can the Toolkit be Used?

Embracing Diversity:

Toolkit for Creating Inclusive, Learning-Friendly Environments



Containing six booklets, the Toolkit can be used as a self-study guide.

Each booklet can be used individually or together in a building block fashion.

Useful for either formal or non-formal learning environments ("school" is used broadly to cover both).

Booklet 1 - Tools for:

Booklet 1 :
Becoming an Inclusive, Learning-Friendly Environment (ILFE)



What is an ILFE?


How can it be created? (including "where are we now?")

Steps to becoming an ILFE

What have we learned?

Booklet 2 - Tools for:

Booklet 2 :
Working with Families and Communities to Create an ILFE



Teacher-Parent-Community partnerships in an ILFE

Information and advocacy for ILFE within families and communities

The community and the curriculum

What have we learned?

Booklet 3 - Tools for:

Booklet 3 :
Getting All Children In School and Learning



Who may not be learning?

Finding children who are not in school, and WHY

Actions for getting all children in school

What have we learned?

Booklet 4 - Tools for:

Booklet 4 :
Creating Inclusive, Learning-Friendly Classrooms



Learning about learning and learners


Dealing with diversity in the classroom

Making learning meaningful for ALL

What have we learned?

Booklet 5 - Tools for:

Booklet 5 :
Managing Inclusive, Learning-Friendly Classrooms



Planning for teaching and learning

Maximizing available resources

Active and authentic assessment

What have we learned?

Booklet 6 - Tools for:

Booklet 6 :
Creating a Healthy and Protective ILFE



Creating healthy and protective policies for ALL children

Giving children skills for life!

Providing school nutrition and health services and facilities

What have we learned?

Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments



Booklet 1 :
Becoming an Inclusive Learning-Friendly Environment (ILFE)

Booklet 2 :
Working with Families and Communities to Create an ILFE

Booklet 3 :
Getting All Children In School and Learning

Booklet 4 :
Creating Inclusive, Learning-Friendly Classrooms

Booklet 5 :
Managing Inclusive, Learning-Friendly Classrooms

Booklet 6 :
Creating a Healthy and Protective ILFE



3.2 The Open File

by *Mel Ainscow, University of Manchester, UK*

The UNESCO Open File on Inclusive Education

Mel Ainscow
University of Manchester

Purpose of the Open File

To assist administrators and decision-makers in guiding their country's system towards inclusion.

Rational for Inclusive Education

- Education as a basic right
- Foundation for a more just society
- Takes the EFA agenda forward
- Focus on all learners, particularly excluded groups

Addresses nine challenges:

1. Managing the transition to inclusive education
2. Professional development for inclusive education
3. Assessment in inclusive systems
4. Organising support in inclusive systems
5. Families and communities in inclusive systems
6. Developing an inclusive curriculum
7. Resourcing and funding inclusive schools
8. Managing transition in inclusive systems
9. Working with schools

Guiding questions:

1. How relevant do these materials appear to be to our national contexts?
2. What other relevant materials do we know of that focus on similar themes?
3. Are there any questions that we would like to raise during the feedback session?



3.3 Changing Teaching Practices: Responding to diversity among learners using curriculum differentiation by *Darlene Perner and Aupam Ahuja, Consultants*

**Changing Teaching Practices,
using curriculum differentiation
to respond to students' diversity**

Darlene Perner
Aupam Ahuja

Existing realities in EFA National Plans of Action (NPAs) of Asia Pacific Countries

- All 17 country NPAs discuss the need to modify the existing curriculum.....*for reaching to all, with specific focus on certain marginalised groups,*
- Broad statements about curriculum in NPAs:
 - Existing Curriculum is considered rigid (both in terms of content and methodology of transaction) and lacks relevance
 - All pupils are expected to learn the same things at the same time and by the same means and methods
 - Emphasis is on revising Curriculum and making it meaningful, flexible and accessible for all.

Existing realities in EFA National Plans of Action (NPAs) of Asia Pacific Countries

- NPAs give a direction to curriculum reforms at a macro level but not on how it will be done
- The only example that talks about actual classroom transaction is:

visits to old revolutionary battles, historical revolutionary sites, famous spots, factories, enterprises and cooperative farms shall be organized in a planned manner as part of the curriculum in primary and secondary schools so that pupils can have firsthand experience in actual reality and acquire knowledge of different sectors
- How can "Changing Teaching Practices..." be used at the classroom level and other levels?

What is curriculum?

How *Changing Teaching Practices...* describes it:

The curriculum is what is learnt and what is taught (the context); how it is delivered (the teaching-learning methods); how it is assessed (exams, for example); and the resources (e.g., books used to deliver and support the teaching and learning).

What is curriculum differentiation?

Teachers responding to the diversity among learners in any one classroom by...

using **student characteristics** such as student background, experiences, interests, learning modalities, abilities, and needs...

to modify the curriculum.

Teachers can differentiate the...

- Content and how it is accessed
- Activities
- Assessment

and create...

Positive, Inclusive Environments for Learning



Why Curriculum Differentiation?

Because it puts into practice what **Inclusive Education** is about...

...the **meaningful** participation of **all** children in school, in one classroom...and in one lesson.

What is in Changing Teaching Practices...

- Introduction
- Unit 1: Curriculum Differentiation and Our Students
- Unit 2: Environmental Strategies
- Unit 3: Instructional Learning Strategies
- Unit 4: Assessment Strategies
- Unit 5: Curriculum Differentiation: Putting It Together
- For Facilitation (for individual teachers and for training)
- Sample Lessons
- Glossary of Terms; References

Why UNESCO developed Changing Teaching Practices...

- Teachers' responsibility and influence
- Support to and resource for teachers

The Development of Changing Teaching Practices...

The Development

- for Teachers, with Teachers, and
- based on teacher experiences and supporting research

The Process

- began in 2000; written, reviewed, revised, field tested, **Reviewed and Revised by Team**, the last Review and Revision, Printed
- the **Process Continues** (with Field Experiences for future Revisions, Additions, and Examples)...
- **TO BECOME a Developing Resource** for teachers

The 'Hope' for Changing Teaching Practices...

- **To provide teachers** with a variety of Inclusive Education teaching methods, and
- **To encourage teachers** by giving them knowledge which allows greater flexibility in utilizing different and relevant methods so that they can make standard curriculum more appropriate to the children's needs.

Thank You



3.4 A Toolkit for Promoting Gender Equality in Education

by *Mita Gupta, UNESCO Bangkok*



The Agreement Among Countries of Asia and the Pacific

"It is essential to eliminate systemic gender disparities, where they persist, amongst girls and boys, throughout the education system - in enrolment, achievement and completion; in teacher training and career development; in curriculum and learning practices and learning processes"

The Agreement Among Countries of Asia and the Pacific

"This requires better appreciation of the role of education as an instrument of women's equality and empowerment."

(Bangkok, January 2000)

And one could add: and gender equality.

EFA Commitment to Gender Equality

Goal 5:

- Eliminating gender disparities in primary and secondary education by 2005,
- and achieving gender equality in education by 2015,
- with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Gender Parity

Parity requires that equal proportions of girls and boys are enrolled in school



Gender Equality requires. . .

- ACCESS
 - equal opportunities to attend school
- QUALITY
 - equality in the learning process
 - equality of learning outcomes
 - equality of job opportunities and earnings
 - In no country does this exist yet.



UNESCO Bangkok's work on Gender in Education

- Training – building national capacities
- Institutional Analysis – gender focal points
- Research – gender analysis; qualitative research manual
- Advocacy – advocacy briefs
- Networking – GENIA

Cambodia, Kazakhstan, Kyrgyzstan, Lao PDR, Mongolia, Nepal, Pakistan, Tajikistan, Thailand, Uzbekistan, Viet Nam



Gender Toolkit



Understanding Gender Concepts and Processes

SEX

- Born with
- Biological characteristics
- Universal
- Not changeable

Women give birth to babies; men do not. **SEX**

GENDER

- Learned
- Social characteristics
- Diverse, culturally different
- Changeable

Boys are good at math; girls are not. **GENDER**

TOOLS: Gender Definitions: Statements about Women and Men

Gender Mainstreaming



- Women's and men's concerns an integral concern – policies, programmes, legislation, any planned action

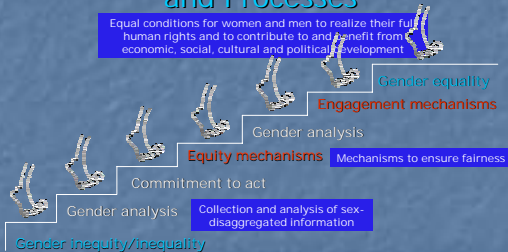
- In all areas, at all levels

- Goal is to achieve gender equality

TOOL: Gender Mainstreaming Cycle

Understanding Gender Concepts and Processes

Equal conditions for women and men to realize their full human rights and to contribute to and benefit from economic, social, cultural and political development



TOOL: Steps to Gender Equality

Looking through a gender lens...



See women's and girls' needs and rights

See men's and boys' needs and rights

Sight or vision is a combination of what each eye sees

A gender lens...

- is a list of questions, a checklist or a list of criteria
- is routinely used
- is created in a participatory manner
- focuses on the distinct realities of men and women, boys and girls

A gender lens can be used to assess the gender-responsiveness of...

- People/departments
 - eg., teachers, school management, community leaders
- Processes/programmes/projects
 - eg., teaching-learning process
- Facilities/environment
- Curriculum/materials

Measuring the Child-Friendliness of Schools

- Inclusive
- Effective for learning
- Protective of children
- Involves parents and the community
- Gender-sensitive

Measuring the child- friendliness of schools with a gender lens

- Inclusive
 - of girls and of boys?
- Effective for learning
 - girls and boys encouraged to participate and contribute equally?
 - curriculum and learning materials reflect the lives of girls and boys? promote gender equality?
 - girls participate and achieve equally with boys in math and sciences? In literature and history?
 - male and female teachers treated the same?

Measuring the child- friendliness of schools with a gender lens (cont.)

- Protective of children
 - girls and boys feel safe from bullying, discrimination and sexual harassment?
- Involves parents and the community
 - community men and women with special skills brought to the class as resources?
 - community leaders and parents equally supportive of boys and girls attending school?



Gender lenses

Gender Lens - Measuring the Child-Friendliness of Schools

■ Are community leaders and parents equally supportive of boys and girls attending school?

■ Do community leaders and parents value female and male teachers equally?

■ Does the principal treat male and female teachers the same?

■ Is the school clean enough for all school age boys and girls to walk safely to it?

■ Do girls and boys feel safe from bullying, discrimination and sexual harassment in this school?

■ Do both boys and girls get equal educational materials and materials?

■ Do teachers encourage girls and boys to speak and contribute equally? Do teachers value the views of boys and girls equally?

■ If the school has more than one teacher, are there female teachers who can be role models for girls and male teachers who can be role models for boys?

■ Does the curriculum reflect the lives of boys and girls?

■ Does the class go into the community? Or, are community women and men with special knowledge or skills brought into the class as resources?

■ Do boys and girls feel confident in making their choice that may not be traditionally made in female subjects?

■ Do girls participate and achieve equally with boys in maths and sciences, in literature and history?

■ Does the curriculum promote peace and equality for boys and girls regardless of their race, class, caste, religion or ethnic background?

■ Do teacher and learner materials portray girls and boys of varying socio-economic backgrounds with equal prominence, interest and respect?

■ Do extra-curricular activities equally attract participation of boys and girls?

■ Do teachers have relevant training and support to girls and boys on reproductive health?

■ Are there activities organized by teachers or children that will create a gender-friendly culture of peace in the school? (Sports, culture events, etc.)

■ Will girls who get pregnant and boys or girls who are infected by HIV/AIDS be supported by the system?

■ Are there well-maintained latrines for girls and boys?

**Each question opens the door for exploring 'why' there are gender differences.*

- Measuring the Child-Friendliness of Schools
- Measuring the Gender-Responsiveness of MOE Departments
- Curriculum and Textbooks Free of Gender Bias
- Community Learning Centres



School Visits and Observation - means of identifying gender bias

- In the school
- In the classroom
- In the teaching-learning process



School Visits and Classroom Observation

- Observe the teaching-learning process
- Look at materials
 - Access
 - Content
- Observe the classroom environment
- Look around the school
 - Facilities
 - School yard activities



School visits and observation

In addition to what you see...

- Collect school data
 - On students
 - On teachers
 - On school management
- Conduct interviews
 - With students – boys and girls
 - With teachers



www.unescobkk.org/gender



Guiding questions:

1. How relevant do these materials appear to be to our national contexts?
2. What other relevant materials do we know of that focus on similar themes?
3. Are there any questions that we would like to raise during the feedback session?

3.5 Case Scenario

by *Annelene Ror, UNESCO Bangkok*

Meeta lives in a poor community. She is 8 years old and has three younger siblings aged 6, 3, and 1, and one older brother aged 10. Their parents are both involved in earning a living for the family, but due to her father being quite often sick lately, the burden mainly falls on the mother. The father used to be a truck driver who was away days at a time. Meeta has an old grandmother who lives with them and usually helps look after the children, but her mother still relies quite heavily on Meeta to help out.

The nearest city is 30 km away. The population in the city's surroundings is concentrated in small and some larger villages, with the nearest "centre" to where Meeta lives being 3 km away. As the population is rather scattered outside the "centres," the nearest school to Meeta is in that centre. Walking the distance to school is feasible during the dry season, but during the rainy season, it is often impossible due to a flooded river. There is a bridge crossing the river that vehicles use, but that adds another 2 km to the distance. Both Meeta and her brother go to school as often as they can. Their parents did not have the opportunity to go to school, and are very determined that their children should get better opportunities in life than themselves. Both parents are functional illiterate, but the mother attended some literacy classes in a Community Learner Centre before her husband started getting sick.

In Meeta's class, there are 31 boys and 22 girls. The oldest is 11 and the youngest – at age 5 – is a younger sibling of another classmate. There are a few that are repeating the grade because they failed the end-of-year exam. Most of the children live in poor families. Four of the children are orphans, of whom 3 live with relatives and the fourth still has one parent alive (though quite sick with AIDS-related opportunistic diseases). There are rumours that one of the other orphan's parents died of AIDS, and both children are stigmatised and picked upon by the other children.

Most of the children in the class help out their families with income-generating activities, looking after younger siblings and/or domestic chores on a regular basis. Written tests the students are taking show that some students are learning quickly, while others have huge difficulties fulfilling the requirements. The students also perform differently on homework. The homework is regular, and the students either have to show written homework or answer questions to prove that they have done their home work. If the teacher is not satisfied, the student is told to stand in the corner for a certain amount of time. This happens even if the student has an excuse, like not having the book, helping out at home, etc. Out of the 53 students registered in the class, the general attendance is around 40 each day.

The teacher is a female who finished 8th Grade and attended a 2-year teacher training course. Her own children are attending a private school, and she is supplementing her income with extra tutoring. She is originally from the city, and has a different mother tongue than the majority of her class. The medium of instruction decided upon in the national curricula is, however, her mother tongue. All lessons are structured with the teacher presenting the subject on the blackboard, then asking the students questions to see if they have grasped the content. Then they work with individual or, sometimes, group assignments related to the subject. There is a very strict discipline in the classroom, and the children never speak without being spoken to or given permission to speak. All subjects are taught in the classrooms, except physical education, when they go out-doors.



The national curriculum is quite rigid and does not leave much room for local adaptation. The national end-of-year exams require that most of the topics in the curriculum are taught. The teacher occasionally consults colleagues on matters related to her teaching, but there are no organized professional development activities organized by the school.

In the school, there are 300 students altogether. The building is two storeys tall and the classrooms are generally crowded. The students sit behind desks which are shared between two or three students. There is no glass in the windows, but they can be closed by shutters. The toilet facilities are in one of the corners in the school yard.

Another girl in Meeta's village also wants to go to school. She is Meeta's age. The school has, however, not accepted her enrolment because she is hearing impaired. The administration at the school says that they do not have teachers qualified to teach hearing impaired children. There are no schools for special needs education in the district. Meeta also knows of other children in the village who are not in school. One has cerebral palsy and is by most people in the community considered incapable of learning. There are also a couple of children who used to go to school, but dropped out. They are now helping their families: one of them works in the field with his father, and the other is only occasionally back in the village. He has travelled to the city where he is trying to make a living from shoe shining.

How can the tools that have been presented be of use in order to provide quality education for all?



3.6 Feedback on the Contents in the Toolkit for Creating Inclusive, Learning-Friendly Environments
 by *Kreangkrai Chaimaungdee, Life Skills Development Foundation, Thailand*

**Feedback on the Contents in
 The Toolkit for Creating Inclusive,
 Learning -Friendly Environment**

"Achieving Quality and Equality in Education"
 UNESCO Bangkok

**Kreangkrai Chaimaungdee
 Executive Director
 The Life Skills Development Foundation
 Chiang Mai, Thailand.**

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks

**from 30 Thai practitioners,
 teachers, school principals
 and educational supervisors**

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

**-Bring up the significance of
 IE concepts and inspired schools
 and educational institutes to
 implement these concepts.**

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

**- All presented concepts are
 relevant to newly introduced
 National Thai Education Act
 B.E.2542 and Curriculum
 B.E.2544.**

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

**-Emphasize on responses to
 learner's needs and their
 qualities. and**

-It is a teacher friendly tool.

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

**- Serve as adaptive tool to
 create ILFE in both school
 and non-formal classes.**

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.



Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

- Benefits to students both at primary and secondary levels to participate in Child- centered approaches introduced in the ILFE toolkit.

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

- Benefits to teachers how to know their students better, focus on student learning behaviors rather than the only main stream of academic- oriented.

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

- Benefits to school principals as guidelines for classroom management and internal supervision.

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

-Benefits to Educational Supervisors as guidelines for learning reform supervision and facilitate newly introduced approaches at school settings.

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

- Benefits to Educational Management as guidelines to increasing and developing capacity of teachers and quality education.

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

General feedbacks
 from practitioners, teachers, school head master
 and educational supervisors

- In Over all contents promote "Learning How to Learn" ; process - focused for students, teacher, principal, educational supervisor and educational management.

Kreangkrai Chaimaungdee Executive Director The Life Skills Development Foundation Chiang Mai, Thailand.



-Who is key Audience?

-All school's stakeholders!
Lead by school principals and teachers. Support by education supervisors and Managements of Education Service Areas.

Kreangkrai Chaimaungdee
Executive Director

The Life Skills Development Foundation
Chiang Mai, Thailand.

Feedback on Contents of ILFE toolkit and Key questions

- Addressing to "All children" is a great challenge for schools locate at remote and border areas that have to work with many types of disability, disadvantaged, migrated children, etc with minimal resources.

-How to ensure appropriate resource to those schools?

Kreangkrai Chaimaungdee
Executive Director

The Life Skills Development Foundation
Chiang Mai, Thailand.

Feedback on Contents of ILFE toolkit and Key questions

- Changing of teacher's role from information giver to facilitator, learning manager and 'learner' is relevant with education reform. But need a long, regular and continuous support process.

-How to create strong commitment and maintain it with school practices?

Kreangkrai Chaimaungdee
Executive Director

The Life Skills Development Foundation
Chiang Mai, Thailand.

Feedback on Contents of ILFE toolkit and Key questions

- Ensure involvement and benefits to parent and community, but school principal and teacher are key actors.

How to ensure technical and supervision support?

Kreangkrai Chaimaungdee
Executive Director

The Life Skills Development Foundation
Chiang Mai, Thailand.

Feedback on Contents of ILFE toolkit and Key questions

- Toolkit puts schools and non-formal class to very high quality assurance standard from current practices and management.

How to motivate school to accept and practice?

Kreangkrai Chaimaungdee
Executive Director

The Life Skills Development Foundation
Chiang Mai, Thailand.

Feedback on Contents of ILFE toolkit and Key questions

- Setting up ILFE team using inside – out strategy is very interesting.

"Do not forget to involve community leader."

-How to create all round process of school - community collaborative plan?

Kreangkrai Chaimaungdee
Executive Director

The Life Skills Development Foundation
Chiang Mai, Thailand.



Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

**Feedback on Contents of ILFE toolkit
 and Key questions**

- **Setting up ILFE team at school and community level will reinforce and strengthen the works of school board. -Who'll facilitate?**
- How to incorporate IE concepts and action plan to existing school plan?**

Kreangkrai Chaimaungdee
 Executive Director

The Life Skills Development Foundation
 Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

**Feedback on Contents of ILFE toolkit
 and Key questions**

- **Promote 'learning with and for community' using discovery learning approach is another great idea.**
- How to promote this practice to school?**

Kreangkrai Chaimaungdee
 Executive Director

The Life Skills Development Foundation
 Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

**Feedback on Contents of ILFE toolkit
 and Key questions**

- **Discovering Barriers to Inclusive learning and Overcome those barriers are very well clarified.**
- **How to raise a strong awareness and commitment within school team to accomplish these tasks.**

Kreangkrai Chaimaungdee
 Executive Director

The Life Skills Development Foundation
 Chiang Mai, Thailand.

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

**Feedback on Contents of ILFE toolkit
 and Key questions**

- Promote teacher capacity building**
on teaching methods, learning about diversity learners, raising student self-esteem, overcome diversity classroom's challenges of all psycho-social aspects such as 'Bullying, Prejudice and Discrimination', curriculum and learning materials analysis on inclusive of all children focused on gender, ethnic equity, disability, HIV infected and effected, linkage of learning to children, families and community's lives, thematic learning approach and managing a diverse, inclusive learning environment etc **is still and always great challenge.**
- How to strengthen systematic, effective in-service training, regular closely supervision and effective reward system?**

Toolkit for Creating Inclusive, Learning -Friendly Environment
 "Achieving Quality and Equality in Education" UNESCO Bangkok

**Feedback on Contents of ILFE toolkit
 and Key questions**

- **Creating a Healthy and Protective ILFE is acceptable as responsibility of school, community and health care center nowadays both in school policies and services.**
- **How to promote Skills for Life or Life Skills education in systematic approach?.**

CFS and IE Concepts
 Child Right-Based Learning for
 the Best Interests of the Child
 to ensure the survival, protection, development and active participation in civil society.

Learning Reform

Access to education

Child Rights Protection & Promotion

Health Promoting Schools

Community Schools



Suggestions on how to promote ILFE toolkit to school use?

- Highlight "ILFE as toolkit to develop school children from kindergarten through grade 12.
- Promote ILFE to "Develop the whole child's multiple intelligences in holistic approach to realize her or his full potential according to individual strength.

Suggestions on how to promote ILFE toolkit to school use?

- Use ILFE concepts as platform for cooperative learning among collaborators.
- Ensure two-way exchange of learning among central (National) and the Office of Education Service Areas
- Invest and support continue development until strength and good practice arises.

Suggestions on how to promote ILFE toolkit to school use?

- Develop good concrete examples of ILFE used, so that results can be expanded to interested schools and Offices of Education Service Area
- Support Network among schools, community and other technical assistance organizations.

Suggestions on how to promote ILFE toolkit to school use?

- Use a partnering/networking approach throughout the process of ILFE including planning, implementation, and evaluation to set guidelines for further implementation.

Toolkit for Creating Inclusive, Learning -Friendly Environment "Achieving Quality and Equality in Education" UNESCO Bangkok

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3.7 Experiences of Using the Open File by Budi Hermawan, West Java Education Authority, Indonesia




What are the aims and objective of the teacher training?

Aims of this Pilot Schools Project

- To ensure every child in West Java has the access to ordinary education in regard to diversity and uniqueness.
- To enhance positive attitudes towards children with special needs in the society.

Objectives


- To extend inclusive learning environments for all children.
- To help teachers to create learner friendly environment and to develop flexible curriculum and teaching methods for all children.
- To find out barriers to learning of children with special needs in inclusive settings and possible solution to reduce barriers.
- To support appropriate policy development for inclusive education.



What were topics/material of the teacher training?

- Recognize learner with special needs in the regular classroom (the rationale of inclusive education, open file on inclusive education 11 to 21).
- Assessment (topic 3 Education assessment as part of education quality).
- Curriculum adjustment and teaching learning strategies based on the needs of each pupil (topic 4 organizing support in inclusive system).
- Communication, collaboration and partnerships (topic 5 families and communities participating in inclusive education).

- Professionalism and ethics practice.
- Classroom arrangement.
- The training closed by group presentation.



Who were participants of the teacher training?

- The participants of the teacher training are:
 - 20 persons regular primary schools teacher (from three pilot schools).
 - 10 persons special school teacher prepared for itinerant teacher.
- The participants divided into two batches, such as:
 - 10 regular primary school teachers and 5 special school teachers in the first batch (21st of April till 08th of May 2003).
 - The other 10 regular primary school teachers and 5 special teachers in the second batch of teacher training (12th till 29th of May 2003).



Group work and field work activities

The teacher training was organized for three weeks each batch. Every week was divided into three days at training center (Local Education Center) and the other three days the participants should go to their own school. (first batch started from 21st of April to 08th of May 2003 and second batch started from 12th till 29th of May 2003).

In the first three days of the first week all participants discussed all materials regarding children with special needs, assessment, classroom management, and teaching learning strategies (20% lecturing and 75% group work (diskusi) material for their practice in their own schools).

In the second week of training the first three days we used for teachers' group report related to their experience and information got from the school. Then, continued to discuss the other issue regarding curriculum adjustment, communication, collaboration and creating partnership. Afterwards the teachers returned to their own school accompanied by special teacher to do a practice and find the suitable model for serving the pupils' need.

In the last 4 days of the third week the participants (teachers) reported all information and understanding they got from their field work experience. They also had opportunity to discuss how the curriculum should be adjusted to the situation of the class. They were also expected to develop some sort of lesson plan to be presented in the last day of training in a review of all experiential and information got from the teacher training.



Why did the teacher training were organized in this way?

- Inclusive education should be practicing in the appropriate way of implementation and related to the real situation in the classroom and school community
- Coping with diversity of learners should be a combination between 25% theory and 75% practice in order to be able to improve the skill and the competencies of teachers
- All teachers gained at least two benefits:
 - Reaching improvement understanding of strategy through combination between symbol (theory) and practical part from the field.
 - Developing material for each pupil, based on teachers' understanding and planning inspired from the combination between symbol (theory) and real experience from the field.
- No theories are easy to be implemented without real implementation (practicing in the field)

What sources have we used for the teacher training

- Material taken from the open file do inclusive education, such as:
- Theoretically (for a knowle education, inclusive education, disability and special needs education cover 21 and 40 (development and social model of learning difficulties page 210)
 - Assessment as part of quality purposes of research: teacher, placement techniques – development/teacher, 400 – teacher placement form, the role of parents and students, page 96 to 98
 - Developing an inclusive classroom: an ending the distance of learning with a reference: Curriculum teacher page 96 to 99
- Resource persons from RD – University and Education authority
 We used the information collected from the field.
 Before we organize the training we discuss about the contents of material that should be shared with the participants.



What impact did the teacher training to the teachers, pupils, parents ?

According to the pilot schools monitoring and evaluation done from 18th September till 24th October 2003, we gained some important impact to the school situation, such as:

- Pupils both with and without special needs are happy to be together with their peers in the same class, even though at the very beginning some of parents still worry teacher child getting hurt due to aggressive behavior
- Teachers aware that every child is different and he/she has different needs. Thus curriculum, strategies and approaches should be adjusted to meet the needs of every child
- Teachers' attitude was tend to be more positive to diversity of learners, including to the pupils with disability, in the first time as before teachers get up joining they thought that they would get any problem and difficulty to teach all students, including 1 or 2 students with disability
- Parents of children with disabilities braver to registered their child to the regular school
- Even, some parents were work together with teacher for three months to share and discuss as well as practice on how to deal with those pupils with special needs.

Pupils' collaboration




The important of spreading out material through out Indonesia

- When we look at the result of the teacher training and the demand the teachers prefer to gain more information about practical part in regard on how to deal with all pupils including pupils with special needs. Thus, we suggest that the material of open file, resource pack, special needs in the classroom, and the latest tool kit "creating learning friendly environment: Embracing diversity" will be valuable material in encouraging teacher understanding what is inclusion is all about.
- The valuable model of teacher training is, executing the training that related to the real situation of teaching in the school. The model of on the job training and in house training will be more useful to be implemented in Indonesia.
- Try to minimize training by inviting teachers to hotel or other place that far from the empirical situation of teachers, create teacher training closer and closer to the real teaching situation even in their own school or in the Resource Center. This model will be able to create a teacher training model from symbol (theory) to real implementation. Thus, through this model we will be able to evaluate directly the progress of teacher.



3.8 Draft UNESCO Policy Guidelines for Inclusion: Ensuring Access to Education for All by Jill Balescut, UNESCO Paris

Feedback on the Draft of UNESCO Guidelines for Inclusion: Ensuring Access to Education for All



GUIDELINES FOR INCLUSION: ENSURING ACCESS TO EDUCATION FOR ALL

Situation:

- approx. 113 M children not in school
- countless others within the school system being excluded from quality education.

Main Focus:

- Identifying out of school children
- Identifying strategies & mechanisms to get them into school & provide quality education

The Scene of Exclusion
some examples...



Any other categories...?

What can these guidelines do for you?

- ⇒ Provide ideas & concepts for rendering National Education Plans more inclusive, to ensure access for ALL learners;
- ⇒ Demystify notions surrounding inclusion;
- ⇒ Identify gaps and barriers to inclusion
- ⇒ Assist in strategic planning to ensure access to quality education for all learners
 - checklist
 - matrix worksheets

Structure of Guidelines

- ⇒ Conceptually divided into three parts:
- ⇒ Why Inclusion? (rationale)
- ⇒ Key Elements in the shift towards inclusion
 - key players 'pillars in support'
 - attitudes & values
 - accessible & flexible curricula
 - empowerment
- ⇒ Inclusion and EFA
 - Steps towards Inclusion Checklist
 - Inclusion Matrix Worksheets (2)
 - Identify Current Situation
 - Strategic Planning for Inclusion

Issues to Discuss/Develop

- ⇒ privatisation (to what extent?)
 - defining quality 'content vs. comfort'
 - removing disparities
- ⇒ cost effectiveness
- ⇒ costs of making systems inclusive
- ⇒ regional examples and experiences




Curriculum (on page 17)

- Is there too much emphasis on flexibility?
- Do distinctions need to be made between:
 - national institutes (formulation level)
 - school/classroom level (transaction level)
- Is there a need for examples (in text, annex?)

Empowerment (on page 18)

- What are the values of inclusion that help foster empowerment?
- Can inclusion be dis-empowering? How?
- To what extent does educational inclusion promote social inclusion?
 - Is it useful to further develop this linkage to persuade policy-makers to adopt inclusive approaches?

Empowerment (Con't...)

To what extent do these issues need to be addressed with regard the inclusion process?

- equity/equality
- ownership
- participation



Inclusion Checklist (on Page 22)

- Are sub-categories needed? If so, which?
- Are there too many question? Should some be omitted?
- Does the checklist logically follow from the text?

??????????????

Matrix Worksheets

- To what extent is it useful?
- Is the format clear?
- Are the two worksheets complimentary?
- Any other comments???

Additional Suggestions

- References/ Annexes
 - Appendix of 'Good Practices'
 - country-based
 - regional
 - school level
- (primary, secondary, vocational)

Should you wish to contact the
Inclusive Education Team at
UNESCO Paris:

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4. Thematic Sessions

4.1 Theme 1: Legislation and Policy

by Anupam Ahuja, Sithath Outhaithany, Kong Vichetra

**Regional Workshop
on
Inclusive Education**
'Getting All Children into School and Helping Them Learn'

Thematic session on practical experiences and applications of
Inclusive Education

Theme 1: Legislation and Policy

Resource Team
Anupam Ahuja- India
Moch. Sholeh Y.A. Inhrom-Indonesia
Kong Vichetra-Cambodia
Sithath Outhaithany-Lao PDR

Bangkok
October 20, 2004

Theme 1: Legislation and Policy--Session Outline

Session	Time
1 Introduction of participants	10 minutes
2 Aim and Objectives	
3 Legislation and Policies- An Introduction	20 minutes
4 Agenda for group work	
5 Group Work	2 hr 15 minutes
Total	2 hrs 45 minutes

AIM AND OBJECTIVES OF THE THEMATIC SESSION-1

Aim
Focus on sharing concerns related to legislations and policies in various Asian countries, analyse existing strengths and weaknesses and discuss practical measures to facilitate inclusive practices

Objectives

- To share existing provisions in policies and legislations for IE
- To analyse the existing strengths and gaps in policies and legislations for IE
- To discuss practical measures to facilitate IE by building on existing strengths and filling up the gaps in policies and legislations

Legislation and Policies- An Introduction

Appropriate Legislative Provisions and Policies are necessary for getting All Children into School and Helping Them Learn

■ IE is gaining momentum and becoming the most effective approach to address the learning needs of all students in regular schools and classrooms

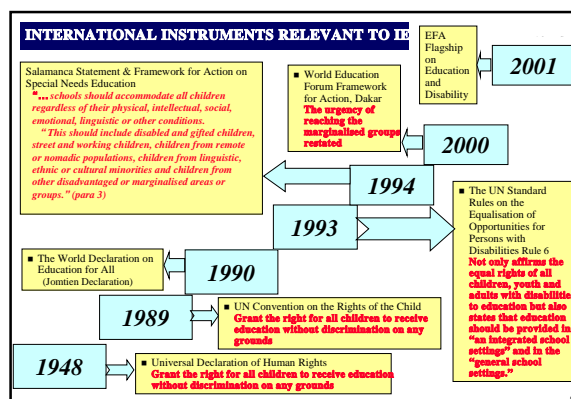
■ Effective implementation of IE requires simultaneous action, both at the **system level** and at the **school level**

■ Action at system level to convert national goals and international intent into realities involve:

- Identifying existing supportive constitutional and legal provisions,
- making necessary amendments in existing legislation,
- Passing new legislations and policies
- Networking for sharing experiences

■ Legislation and policy changes need to be supported by creating suitable awareness and handling implementation bias

SYSTEM LEVEL ACTIONS



As per Constitutional, legal provisions and/or existing policies schools are open for 'All Children' in most of the countries but in premany children continue to remain exclude

■ The excluded children:

- ✓ Physically and intellectually challenged children
- ✓ Girls and boys who should be in school but are not, (e.g. children who work at home, in the fields or who have paying jobs to help their families survive)
- ✓ Children in living in poverty/ slums,
- ✓ Children belonging to Ethnic, Linguistic and Religious minorities
- ✓ Children affected by hunger, malnourishment, HIV etc.
- ✓ Abused children
- ✓ Children affected by natural calamities like cyclones, river erosion
- ✓ Children in jail or correction centre
- ✓ Child victims of trafficking, drug addiction

AND ALSO

- ✓ Children who may be enrolled in school but may feel excluded from learning in the classroom e.g. the ones who sit at the back of the room, and who may soon leave the classroom altogether (dropout) because they are not from the same community
- ✓ and many others

Exclusion has often a social, financial, ethnic and lingual ba

LEGISLATION AND POLICIES-REALITIES

- The early constitutional provisions in most countries did not address the issue of education of children with disability explicitly.
- The policies and legal Acts on special, integrated and inclusive education often seem to overlap indicating a lack of clarity about IE
- The formulation of revised policies and legislative measures generally involve more than one Ministry, leading to lack of urgency, focus and inter-ministerial delays
- The policies have provided limited emphasis to the role of parents, other community members and NGOs in the education of marginalised children.
- Child related legal provisions are either restricted to protection rights, or focus either on provisions or participation rights. (approach of work)
- Many people, including the poor and the disadvantaged, have not been able to derive desired benefits of legal provisions. This is primarily because of lack of awareness, excessive delays and high costs of legal procedures.
- The World Declaration on Education for All (Jomtien Declaration, 1990) and the Salamanca Convention (1994) have influenced national Government policies and plans for the adoption of the concept of inclusion
- Most of Asian countries have now made provisions Constitutional/legal for free and compulsory education for all children. However Countries are taking their own time in formulating national policies on IE and the implementation emphasis varies

Constitutional, Legal and Policy provisions as stated in NPAs			
Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
Bangladesh	<ul style="list-style-type: none"> ■ Ensuring free and compulsory education for all children and removal of adult illiteracy provides 	<ul style="list-style-type: none"> ■ Primary Education (Compulsory) Act, 1991 makes education compulsory for children aged 6 to 10. ■ The Bangladesh Disability Welfare Act 2001 provides legislative support to ensure education of children with disabilities. 	<ul style="list-style-type: none"> ■ To make ECCE an integral part of both the formal and Non-formal Primary Education (intended) ■ The National Education Policy would be reviewed every three years (intended)
Bhutan	<ul style="list-style-type: none"> ■ Not Stated 	<ul style="list-style-type: none"> ■ Not Stated 	<ul style="list-style-type: none"> ■ Universal education to every citizen till the end of Class X. ■ Education should be accessible to everyone. ■ Policy for Early Childhood Care and Development does not exist
Cambodia	<ul style="list-style-type: none"> ■ Provision for nine year of free education in public school 	<ul style="list-style-type: none"> ■ Education Law will be enacted to provide legislative and regulatory framework to implement constitutional provision 	<ul style="list-style-type: none"> ■ Not Stated
China	<ul style="list-style-type: none"> ■ Not Stated. NPA however states that 9 year compulsory schooling imperative 	<ul style="list-style-type: none"> ■ Not Stated 	<ul style="list-style-type: none"> ■ Not stated
DPKK	<ul style="list-style-type: none"> ■ The Socialistic Constitution defines that all citizens have a right to learn and that right is guaranteed by the advanced education system and people centred education policy of the state. 	<ul style="list-style-type: none"> ■ The Education Law adopted in July 1999 provides that everybody shall receive secondary education until they reach the working age and all forms of education shall be free of charge. 	<ul style="list-style-type: none"> ■ scholarship shall be granted to the students of universities and colleges of formal, higher education, schools for the talented children and schools for the blind and the deaf

Constitutional, Legal and Policy provisions as stated in NPAs			
Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
India	<ul style="list-style-type: none"> ■ The recent amendment to the Constitution has made elementary education a fundamental right of every citizen ■ "The state shall endeavor to provide early childhood care and education for all children until they complete the age of six years." - Article 45 (Directive Principles of State Policy) 	<ul style="list-style-type: none"> ■ The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 stipulates that free education would be provided to all disabled children up to the age of 18 	<ul style="list-style-type: none"> ■ NPE-1986 lays special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far. ■ The National Policy for the Empowerment of Women introduced in 2001, emphasises equal access to women and girls, adoption of special measures to eliminate discrimination, to universalise elementary education, to eradicate illiteracy, to create a gender sensitive education system ■ The National Youth Policy 2001 provides a comprehensive overview of youth and highlights several areas of concern for the adolescents and youth in the country and emphasises an inter sectoral approach stressing on empowerment and gender equity
Indonesia	<ul style="list-style-type: none"> ■ In accordance with the Constitution (UD) 1949, Education is the right of every citizen 	<ul style="list-style-type: none"> ■ The Presidential Decree number 36 has ratified the Convention on Children's Rights 	<ul style="list-style-type: none"> ■ Early Childhood Care and Education: The government has issued guidelines for the state Policy and regulations on pre-school education ■ Education policies are not gender biased but disparity is seen in the implementation. This happens due to various factors such as policy-making and management positions being held by men.

Constitutional, Legal and Policy provisions as stated in NPAs			
Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
Laos PDR	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated
Myanmar	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not Stated 	<ul style="list-style-type: none"> ■ All children in should have access to and complete a basic education of good quality.
Mongolia	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated
Nepal	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ The Seventh amendment (2001) to the education Act has made the provisions that mother tongue to be used as a medium of instruction at the primary level of education. 	<ul style="list-style-type: none"> ■ Not stated
Pacific Countries	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated
Pakistan	<ul style="list-style-type: none"> ■ State shall "remove illiteracy and provide free and compulsory secondary education within minimum possible period" 	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ National Education Policy (1990-2010) reintroduces katchi pre-primary class as a formal class in primary schools, extending the primary education for six years-Katchi to Grade V

Constitutional, Legal and Policy provisions as stated in NPAs			
Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
Philippines	<ul style="list-style-type: none"> ■ Recognizes and provides for the formal, non-formal, informal and indigenous learning needs of the citizens. 	<ul style="list-style-type: none"> ■ The Governance Act for Basic Education 2001 (RA 9155) stipulates the establishment of the ALS to provide for out-of-school children, youth and adults population with basic education. It also states the need to ensure the quality and continuity of the services of NFE mobile teachers as ALS teachers 	<ul style="list-style-type: none"> ■ Not Stated
Sri Lanka	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated
Thailand	<ul style="list-style-type: none"> ■ "All Thai citizens shall enjoy their right to receive at least twelve years of a free, quality education provided by the government" (Section 43 of Constitution) 	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated
Vietnam	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated 	<ul style="list-style-type: none"> ■ Not stated



Agenda for Group Work

AGENDA AND TIME OF GROUP-SESSIONS			
Serial Group Work	Objective	Resource Person	Time (Min.)
Group work -1	To share existing provisions in policies and legislations for IE.	Mr. Sithad Outhaithany*	45**
Group work -2	To analyse the existing strengths and gaps in policies and legislations for IE	Mr. Kong Vichetra*	45**
Group work -3	To suggest practical measures to facilitate IE by building on existing strengths and filling up the gaps in policies and legislations	Moch. Sholeh Y.A. Inhrom *	45**
Total Time			165 (3 hrs 45 min)

** Includes time for listing the conclusions in the Activity Sheets.

GUIDING PRINCIPLES

- Focus the discussions on **all children** and not limiting to children with disability
- Focus on all children **in** and **out** of schooling opportunities
- Aim at covering a spectrum of age range starting from early years till school age and also creating a link beyond to post school age
- Focus on policies for impacting different barriers that keep children out of schooling opportunities (for example existing structural barriers)

Legislation and Policy: Illustrative issues for discussions in groups (country wise)		
Existing provisions in policies and legislations for IE (country wise).	Existing strengths and gaps in policies and legislations for IE (country wise).	Practical measures to facilitate IE by building on existing strengths and filling up the gaps (country wise).
<ul style="list-style-type: none"> • Is there a policy statement/s with reference to the excluded groups? Which are the particular groups specified? • What is the awareness level as regards the legislative provisions? • Is reference made to UN declarations? • With whom lies the responsibility of the provision of education? • What are the linkages between formal and non-formal education in the plans/programmes for more inclusive education? 	<ul style="list-style-type: none"> • Which legislative provisions and educational policies support IE? • Do the current educational policies favor particular groups at the expense of marginalised ones? If so in what way? Does this create obstacles to inclusion? • Are changes required in Legislation and policy to start or strengthen IE • How does Government Policy relate to NGOs? • How do the NGOs view the Government efforts? • What are the possibilities of forming linkages? 	<ul style="list-style-type: none"> • With whom lies the responsibility of implementing education? • How can effective monitoring and evaluation can be done? • What lobbying would be required to ensure implementation of policies, allocation and monitoring of budgets • How can lobbying groups such as parents, etc be involved in monitoring and evaluation of policies and legislative provisions? • Useful experiences that can share

Work Sheet 1: List Existing provisions in policies and legislations for IE

Work Sheet 2: List Existing strengths and gaps in policies and legislations for IE

Work Sheet 3: List Practical measures to facilitate IE by building on existing strengths and filling up the gaps in policies and legislations



4.1.1 Legislation and Policy questions

Existing provisions in policies and legislations for IE (country wise).

Group 1

- Is there a policy statement/s with reference to the excluded groups? Which are the particular groups specified?
- What is the awareness level as regards the legislative provisions?
- Is reference made to UN declarations,?
- With whom lies the responsibility of the provision of education?
- What are the linkages between formal and non-formal education in the plans/programmes for more inclusive education?

Existing strengths and gaps in policies and legislations for IE (country wise).

Group 2

- Which legislative provisions and educational policies support IE?
- Do the current educational policies favor particular groups at the expense of marginalised ones? If so in what way? Does this create obstacles to inclusion?
- Are changes required in Legislation and policy to start or strengthen IE
- How does Government Policy relate to NGOs?
- How do the NGOs view the Government efforts?
- What are the possibilities of forming linkages?

Practical measures to facilitate IE by building on existing strengths and filling up the gaps (country wise).

Group 3

- With whom lies the responsibility of implementing education?
- How can effective monitoring and evaluation can be done?
- What lobbying would be required to ensure implementation of policies, allocation and monitoring of budgets
- How can lobbying groups such as parents, etc be involved in monitoring and evaluation of policies and legislative provisions?
- Useful experiences that you can share



4.2 Theme 2: Teacher Training

by Mel Ainscow, University of Manchester, UK

Theme II: Teacher training

Mel Ainscow, Khurram Shahid Malik, John Bailey and Doreen Roebeck-Tuala

With respect to pre-service teacher education:

- How can student teachers be helped to develop positive attitudes to student diversity?
- What strategies can be used to encourage student teachers to develop inclusive practices?
- What forms of school practice are powerful in supporting such developments?
- How can the principle of inclusion be permeated across teacher education contexts?

With respect to in-service teacher education:

- What forms of in-service teacher education lead to the development of inclusive practices?
- What do we know about helping teachers to implement such practices?
- How can greater collaboration be encouraged in schools?
- How can school leaders be supported in developing their roles in fostering inclusive schools?

The practice of teachers

- Involves activities that solve problems in particular situations
- Evolves as shared histories of learning
- Involves improvisation
- Is largely inarticulate and is based on taken-for-granted assumptions

Moving practice forward

Requires:

- An inquiring stance
- Interruptions
- The development of a language of practice
- Peer coaching

The UNESCO Teacher Education Resource Pack

Special Needs in the Classroom



Approaches to teacher development
in the Resource Pack

- Active learning
- Negotiation of objectives
- Continuous evaluation
- Demonstration, practice and feedback
- Support for experimentation

Lesson study

Involves a group of colleagues teaching and evaluating a common lesson plan. The emphasis is on working together to find ways of making the lesson effective for all members of the class.

A framework for lesson study

- Choosing and defining the purpose of the chosen lesson
- Ascertaining students' prior understandings of the intended learning
- Planning of the lesson by the group
- Each teacher in turn implements the lesson plan
- Evaluating the lessons
- Reporting and disseminating the results



4.2.1 Teacher Training Handout

New Thinking in Teacher Education

Extract from: Ainscow (1999), *Understanding the Development of Inclusive Schools*.
Falmer Press

Jiauzhan Normal School in Shandong province, China, prepares teachers to work in primary schools. It caters for some 1,000 student teachers, all in the age range 15 to 20. The visitor to the school is struck first of all by the neat, orderly appearance of the campus, with its modern buildings and attractive grounds. Students, who all wear multi-coloured track suits, live in hostels nearby. Relationships between them and the staff of the school seem relaxed and friendly.

Classes are usually conducted in a formal manner, with lecture presentations given by the teacher, sometimes followed by periods of student questioning, although these are usually short. By and large Chinese students seem reluctant to ask questions during the lesson. This reluctance was explained to me by one teacher when he commented, 'we are taught that the tallest tree in the forest is usually the first one to be cut down.' Certainly to the European eye the classrooms have a somewhat regimented appearance, seeming to provide little or no opportunity for students to make individual contributions.

In the midst of this predominant style of working a small group of the teaching staff are experimenting with some alternative teaching approaches that are intended to focus much more attention on the individuality of the students. Mr Hu, an education teacher, is a member of this group. A brief account of one of his classes gives a flavour of the approaches being used.

The purpose of the class is to explore ways of responding to pupils who may be experiencing learning difficulties during a lesson. There are 59 third year student teachers, sitting in groups of about eight, around tables. In preparation for the class they have each studied a story which tells of an imaginary island where gracefulness is seen as the most important and necessary attribute for educational success. In this context it is children who are clumsy who are perceived as experiencing difficulties in school. Known as 'gawkies', these children present considerable problems to their teachers and there is much debate as to how they should be dealt with. Indeed some feel that they should either be given an adapted form of curriculum in the same school or be placed in separate types of school.

Mr Hu's class consists of a series of activities, stimulated by the story, during which the students are encouraged to reflect upon their own experiences and attitudes, and to discuss their ideas with their colleagues. Initial discussions are carried out in pairs and then this is followed by the sharing of ideas in larger working groups. Occasionally Mr Hu interrupts the discussions to take feedback from members of the class and then to refocus the discussion. Otherwise he moves around the room listening to the student conversations, sometimes joining in to help clarify a point or to introduce further questions.

The class lasts one hour. Towards the end of this time the various groups are asked to summarise their conclusions, relating these to the situation in Chinese schools. Volunteers from each group take turns to go to the front of the class and present their findings. For this purpose each group has prepared a drawing that illustrates their main ideas. One of the drawings shows a teacher lecturing to the blackboard even though there are no students in the room. Another has the teacher talking to a class that consists solely of large ears. Yet another illustrates schooling as a long narrow bridge leading to the university, with lots of



students falling off into a deep valley below. All of the pictures and presentations focus on the need to reform schools in ways that encourage forms of teaching that recognise student individuality.

A remarkable feature of the presentations is the confident way in which the students express themselves. They are obviously used to addressing their classmates in this way, and they speak with expression, conviction and, occasionally, a sense of humour. During the presentations members of the class listen attentively, sometimes applauding what is said.

At one point a discussion occurs when one student expresses his disagreement with a point made by a presenter. An argument develops, during which a number of students contribute their points of view. The disagreement is about the role of assessment and whether all children should be judged against common criteria. During this debate Mr Hu stands back, allowing the argument to continue without his involvement. The smile on his face suggests that he approves of the interchange. After a while, however, he intervenes to summarise the main points and then to move the discussion forward.

During the final moments of the session Mr Hu asks the class to reflect on the activity and to write a short memo summarising what they feel they have learnt. In particular, he asks them to write about factors that inhibit children's learning and how such barriers can be overcome. Finally, at the end, he instructs the students to do further reading for the next session of the course.

Mr Hu's approach is new to teacher education in China and, as we have seen, is in sharp contrast to the usual teaching experienced by these students. A researcher from Beijing describes it as the fresh air that is coming in because 'the window has been opened'. A local official comments: 'We have been asking for reform in teacher education for years – at last we see it in action'.



4.3 Theme 3: Curriculum Development

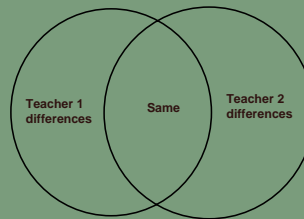
by *Darlene Perner, Vivian Heung and Ta Thuy Hanh*

Theme 3: Curriculum Development

Team Members:

Vivian Heung
Ta Thuy Hanh
Teresita Inciong
Darlene Perner

Compare and contrast, the two teachers and their teaching methods.



What do you think...?

Which of the two ways of starting this lesson do you think was more effective in terms of:

- Drawing your attention to the lesson?
- Facilitating the learning of all of you here in this session?
- Meeting your different learning styles?
- Your participation and engagement?

The aim of this session is:

- To identify what *CURRICULUM* is and what we can do to develop it, change it, add to it, **DIFFERENTIATE** it, and work with it so that **ALL** students can learn it.
- To provide an opportunity for sharing and learning from different country experiences in the region.

What is curriculum?

What do you think curriculum is? What does it mean to you? Who is responsible for developing it?

What is curriculum?

How *Changing Teaching Practices...* describes it:

"The curriculum is what is learnt and what is taught (the context); how it is delivered (the teaching-learning methods); how it is assessed (exams, for example); and the resources (e.g., books used to deliver and support the teaching and learning)."



What is curriculum differentiation?

Teachers responding to the diversity among learners in any one classroom by...

using **student characteristics** such as student background, experiences, interests, learning modalities, abilities, and needs...

to modify the curriculum.

Differentiating the curriculum and changing the learning environment:



- **Content and the Presentation of Content** – what the student needs to learn (concepts, values) and how the students get the information needed to learn the content
- **Activities** – methods/activities used so that students learn; make sense of the content in their own way
- **Assessment** – different ways students show what they learned (e.g., projects, displays, debates)
- **Learning Environment** – how the classroom looks, feels, works; how students interact, feel, are accepted...

What makes differentiation successful for including all students?

- Assessment is ongoing and linked to getting to know each student and using that knowledge to teach and to reach ALL students.
- Flexible/cooperative grouping and engaging activities set the foundation for inclusive education.

What makes differentiation successful for including all students?

... Most of all,

- Teachers must ensure that ALL students are respected and are engaged in "respectful, relevant activities." That is, activities which include and accommodate diversity arising from cultural, economic, caste, gender, and ability differences.
- Inclusive education is about meaningful participation of ALL students and providing application of school learning in real life situations.

The Meaning of Curriculum Differentiation

Curriculum differentiation means that:

teachers have to be *allowed* to be **CREATIVE** and **FLEXIBLE** in using the "standard curriculum" and, to do this,

teachers have to use different teaching methods to make the standard curriculum "less standard" (making it relevant to different learners having different learning strengths and needs).

Issues

- Quality of the curriculum
 - Centrally controlled curriculum
 - There is little evidence of direct links between the curriculum developers and the teacher training colleges
 - Lack of engagement by people most involved in implementation
 - Lack of empowerment with regards to curriculum design and approaches



Issues



- Present curriculum is not inclusive not relevant to children's real life experience
- Lack of teaching aids
- Pupils assessment is non developmental/ largely for ranking purposes



Issues

Access to curriculum

- School year is short by international standard
- Time available for coverage is inadequate
- Official language of instruction is Vietnamese



Solutions

- IEP



Teaching styles for differentiated instructions

- **Learning in groups**
- learners of similar abilities



Teaching styles for differentiated instructions

Learners of different abilities (opportunities for peer mentoring and coaching)



Teaching styles for differentiated instructions

- Learners of similar abilities (answer questions, share reactions)



Teaching styles for differentiated instructions

• Learners of similar interests

Important: set of guidelines for communicating



Teaching styles for differentiated instruction

Direct teaching

• introduce to new concepts, information and skills



Independent learning

Children work on exercises, assignments

Combined teaching methods



Questions for reflection

In groups of 5-6, discuss the following:

1. How much flexibility does a school or teacher have in 'following' the standard curriculum? In teaching the curriculum? Are the teaching methods, materials, assessments or tests prescribed?
2. What are the existing good practices of curriculum differentiation in your countries?
3. What do you think curriculum differentiation could achieve in your countries?
4. What are the difficulties in using curriculum differentiation in your countries?
5. How can curriculum differentiation move towards EFA?
6. How do we encourage teachers to use new or different teaching strategies (e.g., curriculum differentiation) that will help include ALL students in the lesson?

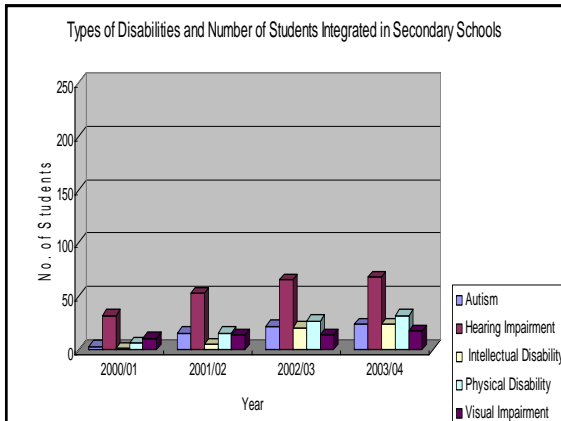
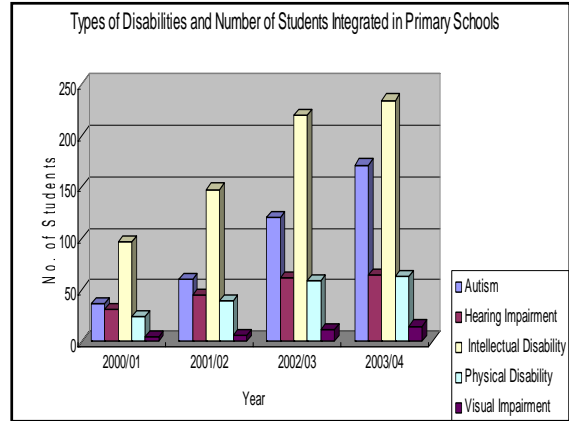
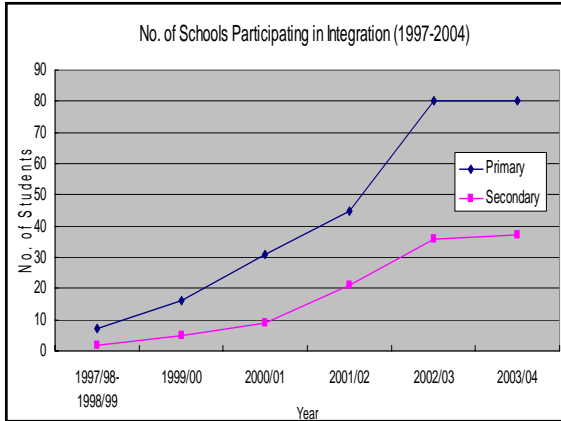


**4.3.1 Salient Features of a Whole-School Approach to Integration:
The Hong Kong Experience**
by *Vivian Heung*

**Salient Features of a Whole-School Approach to Integration:
The Hong Kong Experience**

Vivian Heung
Centre for Special Needs and Studies
in Inclusive Education
The Hong Kong Institute of Education

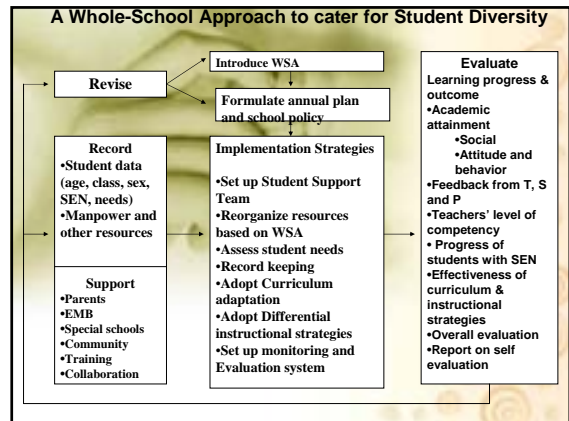




Whole School Approach(1997-2004)
 A system approach to create an inclusive school culture
 An Individualized Education Plan Committee is to be formed
 Classroom-based support services, e.g. Co-operative teaching, cooperative learning and peer tutoring
 Accommodation in the curriculum
 Classroom and community social integration

Whole-School Approach (2004)

- Setting up a school policy on catering for diversity
- Systematic record-keeping
- Co-ordination and deployment of resources in and out of school
- Monitoring and evaluation of school-based programmes
- Empowerment of teachers
- Peer support and cooperative learning



Indicators for Inclusion

Catering for Student Differences

Early Identification

**Development of Assessment Tool
For early identification**

Culture of Self Evaluation

Mechanism for Self Evaluation

**Most Commonly used
Differentiation Strategies**

- Giving some students more assistance during the lesson.
- Allowing some students more time to finish work
- Briefly re-teach key concepts to some students
- Placing students with difficulties near the front of the room to allow for closer monitoring by the teacher
- Placing a student with a peer for extra assistance
- Checking more frequently the work done by a student
- Asking questions of individual students
- Allowing longer time for some students to answer questions

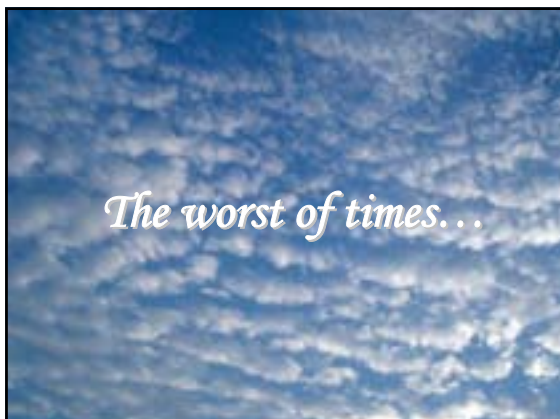
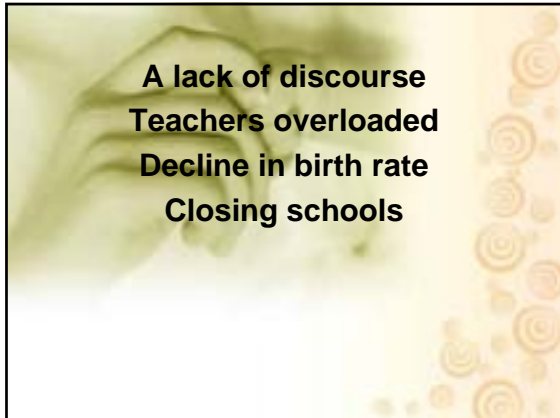
**Least Frequently used Differential
Strategies**

- Using different resource materials for some students
- Permanently sub-grouping students by ability within the class
- Designing graded worksheets
- Reducing the amount of work to be covered by some students
- Utilizing computer-assisted learning
- Implementing Individualized learning programs
- Allowing some students to submit assignment in a different form
- Permitting some students to answer exam questions orally rather than in written form

Teacher Preparation

**Training for Pre-service teachers
Training for In-service teachers**





4.4 Theme 4: Local Capacity-building and Community Development by *Els Heijnen, Helvetas/SDC*

Community-school partnership & capacity building for inclusive EFA

Community-based Education Management Information System
(C-EMIS)

Some education issues:

- Marginalisation & exclusion
- Lack of understanding of the implications of primary education as a right
- Lack of ownership and accountability (at all levels)
- Standardized / inflexible curricula & exam orientation
- Lack of quality & relevance / lack of monitoring indicators
- Factors beyond schools influencing learning

Characteristics national EMIS

- Top-down data collection
- Data collection errors & misreporting
- National average masks local level variations
- Macro-level data are statistical data/numbers
- Limited to (gov.) school-based data (missing NFE; private; out-of-school learners)
- Lack of qualitative data on schools & children
- No community involvement
- No data on learning progress

Objectives community-based EMIS:

- Developing a national system capable of analyzing & addressing causes of exclusion at different levels.
- Motivating all stakeholders to work together towards improving the quality and efficiency of the education system

How does C-EMIS complement EMIS

- Statistical data complemented with quality analysis
- Facilitating decentralized education responsibility
- Actively seeking out marginalized / excluded ch. (out-of-school)
- Capacity building com. & school level
- Realizing equal rights & opportunities to & in education
- School-community partnership enhances efficiency & effectiveness
- Tool to monitor progress towards IE, EFA goals and MDGs

Information is collected and used at the same level

- Quality data facilitate shared understanding for difference and diversity – shared understanding (development individual profiles/cases for all children)
- Institutionalization of school-community partnership (SMC; PTA; PCTA; VEC)
- Schools welcome communities / visit children's homes
- Communities are willing to provide time; support; resources to further develop and improve the school for all children
- Remaining challenge: (1.) schools helping communities to further develop and (2.) communities influencing relevance & quality (contents & methodology)



Overall benefits/achievements:

- Closer community-school partnerships & teacher-ch. relationship
- Greater community responsibility and action for securing children's rights (ownership / empowerment)
- More accurate family information to identify children who are not in school or who are not learning
- Increased enrolment, participation and learning achievement
- Improved approach to decentralized education planning & curriculum development



4.4.1 Literacy Mapping

by Henry Ruiz, Child Hope Asia, Philippines

LITERACY MAPPING
Philippines

Henry R. Ruiz
c/o Child Hope Asia Philippines
21 October 2004

Some background on Philippine situation

- High Elementary Participation Rate (96.7 % for 2000-2001)
- Low Elementary Cohort Survival Rate (63.5 % for 2001-2002)
- Low Secondary Participation Rate (66 % for 2000-2001)
- Low Secondary Cohort Survival Rate (71.7 % for 2000-2001)

Issues

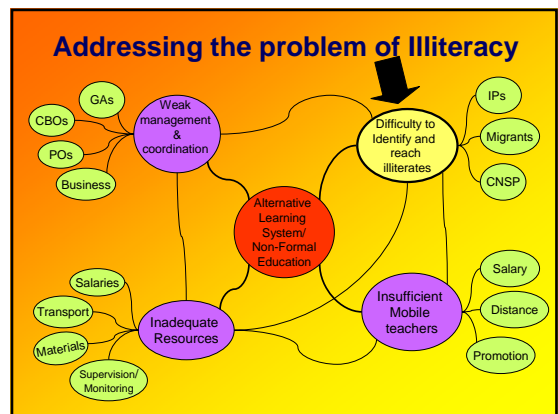
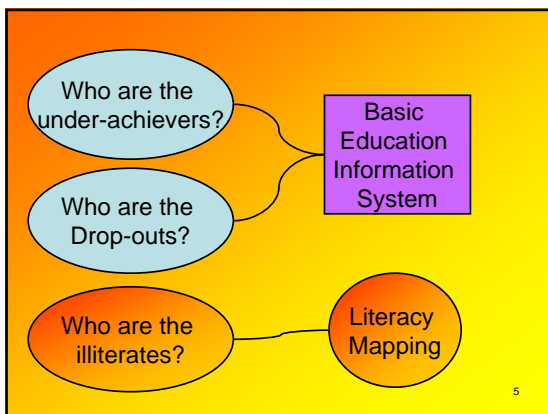
- Low Access to Secondary and Tertiary Education
- Low staying power of students in both elementary and secondary levels
- Under-achievement of children in school
- Disparity in educational outcome between public and private, urban and rural schools, across and within regions

3

Issues






- Low access to secondary and tertiary education
- Low staying power of students
- Under-achievement of children in school
- Disparity in educational outcome: between public and private, urban and rural schools, across and within regions
- Big number of illiterates (2.4 million Filipino)

4

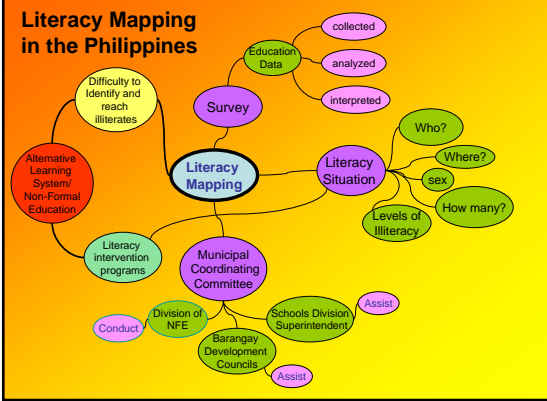


Literacy Programme Issue:








Difficulty to identify and reach illiterates

-  *Where are the children?*
-  *How many are they?*
-  *How many boys? How many girls?*
-  *What are their characteristics?*
-  *Why are they not in schools?*






Literacy Mapping in the Philippines



Steps in conducting the Literacy Mapping

-  State the objectives and specific outputs.
-  Identify indicators for each output.
-  Prepare data gathering instruments.
-  Select and train data collectors
-  Collect data.
-  Organize, analyze and interpret data.
-  Consolidate the results into literacy profiles.

Uses of Information from Literacy

-  locating areas with high literacy rates;
-  formulating literacy goals/objectives;
-  making short/long range literacy plans;
-  prioritizing budget allocations; and
-  designing advocacy materials.

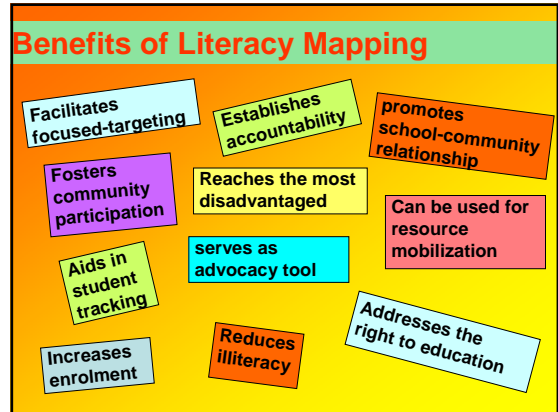
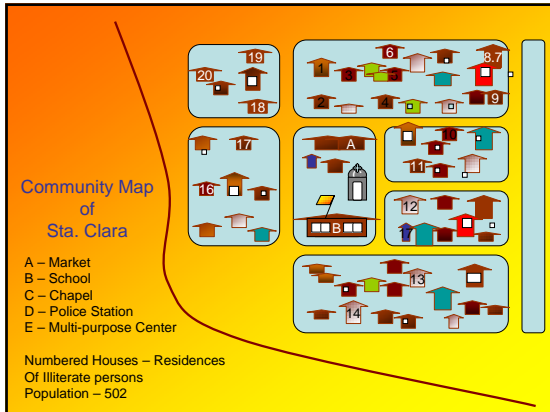
Literacy Mapping Instrument

1. Full name : _____
2. Residence: _____
3. Date of birth: _____
4. Highest academic level attained:
 - High school, what year? _____
 - Elementary, what year? _____
 - Never entered school.

5. If a kilo of rice costs P20, how much is 2 kilos?
6. If a kilo of sugar is P26, how much is half a kilo?
7. Read the following paragraph:

The deforestation of the mountains is one of the biggest environmental problems in the Philippines. This causes erosion of rich soil. Because of flooding, plants and properties are destroyed and lives are lost.

8. Based on the above paragraph, what are the effects of deforestation in the forests?



*Maraming
 Salamat,
 Po!*

The text is centered on a yellow background with a blue border, expressing gratitude in Tagalog.



4.4.2 Good Practices in Community Participation and Ownership in Education
 by *Darunee Riewpituk, UNESCO Bangkok*

**Good practices in
community participation
and ownership in
education**


Darunee Riewpituk
UNESCO Bangkok

Community participation

Different degree of participation of
community people

- **Attend** meetings by listening only
- Be able to choose & **participate** in the activities for new knowledge & skills (**recipients**)
- **Take initiative, make decisions & participate in** planning & implementation of activities (**actors/implementers**)

Gender equality



- Ensure that women join planning & management of activities
- Ensure that women are part of decision-making process

Human development

“Income poor” and “capacity poor”

- **“Capacity poor”** referring to capability shortfalls in basic dimensions of human development
- **Literacy and basic education** lead to the empowerment of human beings- a tool for poverty alleviation

**Empowerment of
disadvantaged**

- Awareness building
- Skill development
- Facilitating and supporting
- Supply of resources

Community empowerment



Sustainability
↑
Self-reliance & Commitment
Community ownership
↑
Community empowerment
↑
Community participation

In planning, management, decision-making
Community participation → Gained confidence-empowered



Community Learning Centres (CLC): delivery mechanism for all

What is CLC ?

- Local education institutions or learning venue outside the formal education system
- In villages or urban areas
- Set up and managed by local people
- Provide various learning opportunities for community development and improvement of people's quality of life.

Target groups

***for all ages regardless race, sex, religion etc

- Early childhood
- Children
- Youth
- Adults
- Elderly people

Location of CLC

- CLC can be set up in different compounds in the community
- easily accessible to all people in the community
- i.e. health centre, temple, mosque, primary school, public places



CLC's Activities

Integral and Holistic Approach to Community Development

- Education and training
- Skills training/income generation
- Environment
- Gender
- Health, HIV/AIDS
- Peace and human rights
- (Indigenous) cultures
- Science and technology
- Agriculture

Good practices



School for life and community

Case study: Thailand

Success of the project

- Your mind and my mind
 - * Close contact with community
 - * visit of school administrator and teachers to community
 - * join community activities

School for life and community

Case study: Thailand

- Talking & working together
 - * Meeting to talk together among all
 - * plan and evaluate together school activities including teaching-learning
 - * making decision together
- Shared learning activity
 - * exchange expertise
- Extracurricular activities
 - * choose and develop local curriculum together

Limitations

- It requires the vision of a school principal
- Teachers will have extra work to do

ICT for community empowerment

Case study: Thailand

- Project is located in a community school
- The project started with youth group (students)
- teachers + students + community people are actors to
 - * develop software for community development e.g. saving, accounting, bookkeeping, GIS, creating website
 - * Teachers facilitate youth while youth train their parents

Impact

- Youth understand community and are involved in community development
- Teachers play a key role in community development
- Parents are involved in school activities
- Adults accept youth's capacity and potential
- Youth become members of community committee & a part of school board committee

Schools and community are partners of education

Case from China

- School organizes literacy class, cultural exchange and technical training (science & technology) through CLCs
- Villagers support educational and development through fundraising to improve village schools
- Villagers become involved in the supervision of village schools



5. Inclusive Education and EFA

5.1 Exploring the Linkages between Inclusive Education and the EFA Framework by Penny Price

**EXPLORING THE LINKAGES
BETWEEN INCLUSIVE
EDUCATION AND
THE EFA FRAMEWORK**

Penny Price
Perth, Australia

Joint session of the UNESCO Regional Workshop on Inclusive
Education and the Sixth EFA Coordinators Meeting,
East and South East Asia,
Bangkok Thailand, 19- 22 October 2004

EFA linked to IE

EFA is committed to achieving education for ALL children

Inclusive Education

- ❖ Right of every child to education
- ❖ Responsibility of the system to provide quality education
- ❖ Meets the needs of every child
- ❖ Welcomes diversity
- ❖ Proactively seeks out-of-school children
- ❖ Willingly accepts them

**INCLUSIVE EDUCATION
OFFERS THE MEANS BY WHICH
EDUCATION FOR ALL
CAN BE ACHIEVED**

THE RIGHT TO EDUCATION

- ❖ Convention on the Rights of the Child (CRC)
- ❖ Biwako Millennium Framework for Action towards an Inclusive, Barrier-free, Rights-based Society for Persons with Disabilities in Asia and the Pacific, 2003-2012. (BMF)

Priority area 3:

Early detection, early intervention and education

BMF

Target 6: Children and youth with disabilities will be an integral part of the population targeted by the millennium development goal of ensuring that by 2015 all boys and girls will complete a full course of primary schooling (EFA Goal 2: Universal Primary Education)

Target 8: By 2012 all infants and young children will have access to and receive community-based early intervention services, which ensure survival, with support and training to the families (EFA Goal 1: Early Childhood Care and Education)

From RIGHTS to REALITY

The global situation

- ❖ 113 million primary school children not in school
- ❖ 46 million in the Asian and Pacific region
- ❖ 30-40% are children with disabilities (World Bank)

WHY

- ❖ Government focus on easy-to-reach
- ❖ Satisfaction with 90-95% enrolment rate
- ❖ Last 10% the hardest to reach
- ❖ 'More of the same' is not solving the problem



Out-of-school children vary from country to country

*Girls Children with disabilities Ethnic minorities
Children from linguistic minorities
Homeless and street children. Children with HIV/AIDS
Children in conflict and demobilized soldiers
Victims of human trafficking and prostitution
Working children and in forced labor situations
Children of migrants Nomadic children
Children of refugees and asylum seekers
Children living in remote and rural areas
Children living in extreme poverty*

Please add other relevant groups

7

LINKING EFA AND INCLUSIVE EDUCATION

Re-thinking our national education EFA plans and policies, legislation and implementation
“Towards Inclusion”

Do we mandate education for commonly excluded children in our EFA plans from the outset – or only when we have already achieved high enrolment rates?

Do EFA plans and strategies reflect a long-term commitment to moving towards an inclusive education system?

LINKING EFA AND INCLUSIVE EDUCATION

Re-thinking our national education EFA plans and policies, legislation and implementation
“Towards Inclusion”

Do we adopt inclusive teaching practices in our teacher training programs so that:

- ❖ drop out rates will go down
- ❖ more out-of school children will enter school
- ❖ outcomes for all students improve

Do we collect data on all children from birth to monitor progress in pre-school and school

CHANGE needs to be achieved at all levels of the education system – with input by ALL stakeholders

Your task today: Contribute your ideas for integrating Inclusive Education with the EFA framework

Fulfillment of the right to education of the last child in your country to enter school depends upon you!

10



5.2 Presentation of the Regional Review Study of EFA National Action Plans by Anupam Ahuja, Consultant

Regional Workshop
on
Inclusive Education
'Getting All Children into School and Helping Them Learn'

EFA
National Plans of Action
Review Study- Key Findings

Anupam Ahuja
Consultant
ahuja@vsnl.net
Bangkok
October 21, 2004

Study team
Anupam Ahuja and Deepa Jain

Presentation Outline

1. Objective and Scope of the Review Study
2. Plans Preparation Process and Participation
3. Constitutional, Legal Provisions and Policies
4. Targets Groups Identified and prioritised
5. Status of Inclusive Education
6. Activities for Promoting the Education of Identified Target Groups
7. Key Strategies - Early Years
8. Linkages between Formal and Non formal Education
9. Key Emerging Issues

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Objective and Scope of the Review Study

To compile an overview of the status in terms of **Inclusive Education** in the EFA NPAs from Asia-Pacific Region, with a special focus on the disadvantaged and marginalised

Objective of the Study

Part I: Review of NPAs (completed)

- Review and analyse the contents of 17 EFA National Plans of Action (NPAs) from the Asia Pacific Region in terms of inclusive education
- Prepare a summary report of each country's NPA

Draft NPAs Summary Reports

Desk work

August-September 2004

Part II: Regional Workshop

- Present the key findings from the NPAs reviewed
- Facilitate feedback/discussions on NPAs

Finalise NPAs Summary Reports

October-November 2004

EFA-NPAs of sixteen countries and synthesis Action Plan of Pacific Island Countries have been reviewed and summary reports submitted to UNESCO

The NPAs have been reviewed on multiple dimensions

Plan preparation process and participation	Constitutional, Legal Provisions and Policies	Stages of Schooling (Definitions)
Strategies & Implementation Mech.	Main objectives and targets	Target groups identified and prioritised
Main Action programmes (Future Plans)	Linkage between Formal and Non-Formal Education	Resources Allocated for the Plan

Conclusions and recommendations

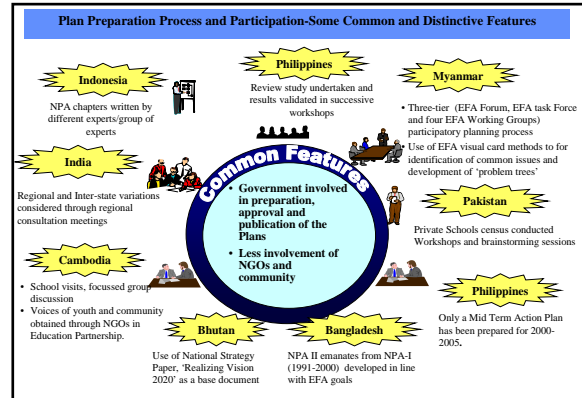
Main issues and challenges for EFA

Interventions to achieve EFA Goals

Main gaps and missing elements

Activities supporting IE

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- Plan Preparation Process and Participation-Some Common and Distinctive Features-Key Issues**
- The plan preparation process not clearly documented in the NPAs of China, DPRK, Laos PDR, Mongolia, Nepal and Vietnam
 - Have the countries really been able to develop the plans as a result of peoples common understanding?
 - Have the NPAs been circulated sufficiently to get representative opinions?
 - Has the process helped in the generation of a common understanding and ownership?
 - Why has there been less involvement of NGOs and Community?
 - What is the scope in the NPAs for facilitating action based on reflection and mid term correction?
 - How will countries who have submitted Mid term Plans 2005 catch up on lost time to achieve the set Goals and targets?
 - In some instances the District plans are not yet ready so the NPAs are not finalized as yet?
 - Why is it that some NPAs are not posted on the 'internet'?

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Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
Bangladesh	■ Ensuring free and compulsory education for all children and removal of adult illiteracy provides	■ Primary Education (Compulsory) Act, 1991 makes education compulsory for children aged 6 to 10. ■ The Bangladesh Disability Welfare Act 2001 provides legislative support to ensure education of children with disabilities	■ To make ECCE an integral part of both the formal and Non-formal Primary Education (intended) ■ The National Education Policy would be reviewed every three years (intended)
Bhutan	■ Not Stated	■ Not Stated	■ Universal education to every citizen till the end of Class X ■ Education should be accessible to everyone. ■ Policy for Early Childhood Care and Development does not exist
Cambodia	■ Provision for nine year of free education in public school	■ Education Law will be enacted to provide legislative and regulatory framework to implement constitutional provision	■ Not Stated
China	■ Not Stated NPA however states that 9 year compulsory schooling imperative	■ Not Stated	■ Not stated
DPRK	■ The Socialistic Constitution defines that all citizens have a right to learn and that right is guaranteed by the advanced education system and people centred education policy of the state.	■ The Education Law adopted in July 1999 provides that everybody shall receive secondary education until they reach the working age and all forms of education shall be free of charge.	■ scholarship shall be granted to the students of universities and colleges of formal, higher education, schools for the talented children and schools for the blind and the deaf

Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
India	■ The recent amendment to the Constitution has made elementary education a fundamental right of every citizen "The state shall endeavor to provide early childhood care and education for all children until they complete the age of six years." - Article 45 (Directive Principles of State Policy)	■ The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 stipulates that free education would be provided to all disabled children up to the age of 18	■ NPE-1986 lays special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far ■ The National Policy for the Empowerment of Women introduced in 2001, emphasises equal access to women and girls, adoption of special measures to eliminate discrimination, to universalise elementary education, to eradicate illiteracy, to create a gender sensitive education system ■ The National Youth Policy 2001 provides a comprehensive overview of youth and highlights several areas of concern for the adolescents and youth in the country and emphasises an inter sector oral approach stressing on empowerment and gender equity
Indonesia	■ In accordance with the Constitution (UD) 1949, Education is the right of every citizen	■ The Presidential Decree number 36 has ratified the Convention on Children's Rights	■ Early Childhood Care and Education: The government has issued guidelines for the state policy and regulations on pre-school education ■ Education policies are not gender biased but disparity is seen in the implementation. This happens due to various factors such as policy-making and management positions being held by men.



Constitutional, Legal Provisions and Policies as Stated in NPAs			
Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
Lao PDR	■ Not stated	■ Not stated	■ Not stated
Myanmar	■ Not stated	■ Not Stated	■ All children in should have access to and complete a basic education of good quality.
Mongolia	■ Not stated	■ Not stated	■ Not stated
Nepal	■ Not stated	■ The Seventh amendment (2001) to the education Act has made the provisions that mother tongue to be used as a medium of instruction at the primary level of education.	■ Not stated
Pacific Countries	■ Not stated	■ Not stated	■ Not stated
Pakistan	■ State shall "remove illiteracy and provide free and compulsory secondary education within minimum possible period"	■ Not stated	■ National Education Policy (1990-2010) reintroduces katchi pre-primary class as a formal class in primary schools, extending the primary education for six years-Katchi to Grade V

Constitutional, Legal Provisions and Policies as Stated in NPAs			
Country	Constitutional Provisions	Legislative/Legal Provisions	Policies
Philippine	■ Recognizes and provides for the formal, non-formal, informal and indigenous learning needs of the citizens.	■ The Governance Act for Basic Education 2001 (RA 9155) stipulates the establishment of the ALS to provide for out-of-school children, youth and adults population with basic education. It also states the need to ensure the quality and continuity of the services of NFE/mobile teachers as ALS teachers	■ Not Stated
Sri Lanka	■ Not stated	■ Not stated	■ Not stated
Thailand	■ "All Thai citizens shall enjoy their right to receive at least twelve years of a free, quality education provided by the government" (Section 43 of Constitution)	■ Not stated	■ Not stated
Vietnam	■ Not stated	■ Not stated	■ Not stated

- Constitutional Provisions, Legal Provisions and Policies- Key Issues**
- Constitutional Provisions have been stated in only 8 NPAs, Legislative/Legal Provisions have been stated in only 6 NPAs, 1 country has stated that Education Law will be enacted
 - Educational policies have been stated only in 7 NPAs
 - Why have all countries not stated the Constitutional, Legal Provisions and Policies and the Governments intention to make suitable amendments/new provisions?
 - In actual practice many people, including the poor and the disadvantaged, have not been able to derive desired benefits of legal provisions for their children. This is primarily because of lack of awareness, excessive delays and high costs of legal procedures. The NPAs do not adequately address these issues

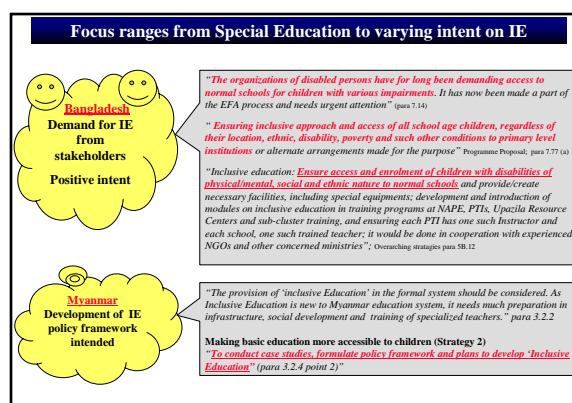
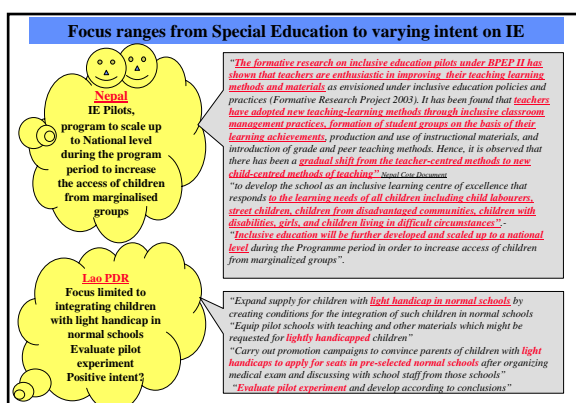
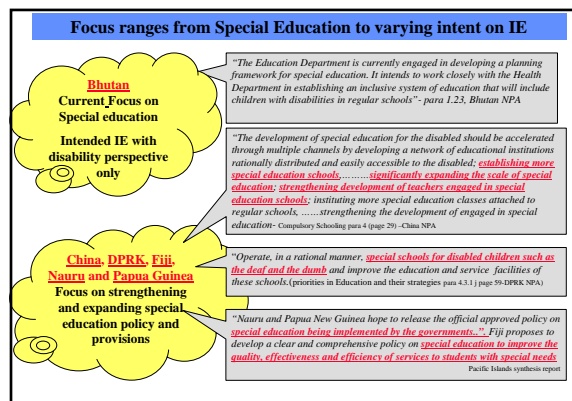
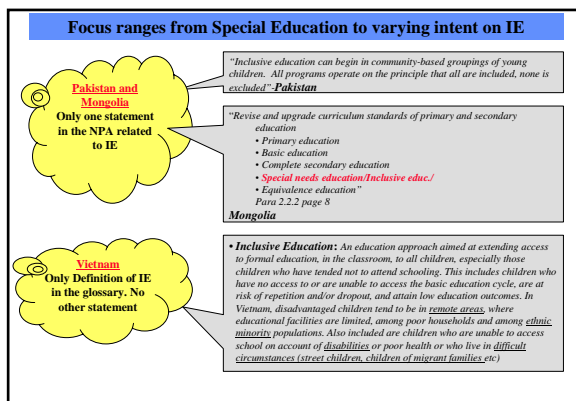
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Targets Groups Identified and prioritised in EFA NPAs									
Country	children with disabilities	children belonging to ethnic minorities	Other Disadvantaged children*	children living in remote / rural / areas	School dropouts/ Children unable to enrol	Gender bias	HIV/ AIDS Affected people	Youth and Adult Literacy	Priority target area
Bangladesh	✓	✓	✓	✓	✓	✓			ECCE
Bhutan	✓	✓	✓	✓	✓	✓			
Cambodia	✓	✓	✓	✓	✓	✓	✓	✓	
China	✓	✓	✓	✓	✓	✓	✓	✓	ECCE
DPR Korea	All children are served without any discrimination including those belonging to the marginalised groups								
India	✓	✓	✓	✓	✓	✓	✓	✓	ECCE
Indonesia	✓	✓	✓	✓	✓	✓	✓	✓	ECCE
Laos PDR	✓	✓	✓	✓	✓	✓	✓	✓	ECCE
Myanmar	✓	✓	✓	✓	✓	✓	✓	✓	
Mongolia	✓	✓	✓	✓	✓	✓	✓	✓	ECCE
Nepal	✓	✓	✓	✓	✓	✓	✓	✓	
Pacific Island	✓	✓	✓	✓	✓	✓	✓	✓	ECCE
Pakistan	1st Priority-Primary Educations, 2nd Priority-Adult literacy, 3rd priority- ECE							✓	
Philippines	✓	✓	✓	✓	✓	✓	✓	✓	
Sri Lanka	✓	✓	✓	✓	✓	✓	✓	✓	
Thailand	✓	✓	✓	✓	✓	✓	✓	✓	ECCE
Vietnam	✓	✓	✓	✓	✓	✓	✓	✓	ECCE

*Includes street children, children of sex workers, children in juvenile homes, abused children, children of migrant families, children below poverty line, children who live in difficult circumstances etc.

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Activities for Promoting the Education of Identified Target Groups: Highlights

Identifying Learners-Process (macro/ micro levels) and focussed learner groups vary

Process to Identify Learners	
✓ Surveys and micro planning exercises used for identifying preschool and school age children with disability	India, Bhutan
✓ Local government units involved in Literacy mapping identified priority learners for Alternative Learning System.	Philippines
✓ Departments of Health and Education involved in collecting data on children with disability	Cambodia
✓ School/local government/VEC involved in collecting disaggregated information about girls not attending school (children from Dalit families, children from ethnic, religious groups and disabled)	Nepal
✓ Teachers using guided play activities will identify the nature of assistance needed by individual children admitted to Grade-1.	Sri Lanka
Parental training	
✓ Provision of basic knowledge and skills, handbooks and manuals (for use at home) for herder parents to develop their pre-school age children at home. Establishment of an Open Advisory Centers for parents.	Mongolia



Activities for Promoting the Education of Identified Target Groups: Highlights	
Focus Regions/Areas vary	
Focus Regions/Areas	
✓ Provide improved access in pre-school provision in the poor rural areas	Cambodia
✓ Schooling facilities in un-served habitations, especially for marginalised groups living in difficult terrain and forests	India
✓ Identifying areas of child-labour and eliminating wherever possible for UEE Madrasa Modernisation Programme to support strengthening of infrastructure facilities in pockets of concentration of educationally backward minorities (religious)	India
✓ Providing schooling facilities in identified areas of non enrollment with special focus on pockets of ethnic minorities, remote dwellers and other disadvantaged groups.	Nepal
✓ Allocating extra resources and budgets to very small schools at risk along the border in remote and barren areas.	Thailand

Activities for Promoting the Education of Identified Target Groups: Highlights	
Focus on Children with Disabilities	
✓ Improved access, removing architectural barriers, remedial teaching, curricular adaptations, necessary assistive devices and provisions for open schooling	India
✓ Ministry of Education employing a full time officer who shall focus on special provisions	Vanuatu Island
✓ Improving access and educational opportunities for children that live below the poverty line, children with disabilities, (at a lower cost)	Mongolia
✓ Priority to improved living and educational conditions of children in schools for bereaved pupils and the schools for the deaf and dumb. (Terminology used)	DPRK
System level changes	
✓ Primary school rationalization exercise for narrowing the existing disparities between the under-privileged schools and well-to-do schools. Observable changes in the nature of control, medium of instruction, ethnicity, gender and locality of school	Sri Lanka
✓ Specific focus on quality of education, curricular reform, personnel development and management reforms	Vietnam
✓ Primary and Non- Formal Education Wing of Ministry of education restructured and named as Education For All (EFA) Wing, in which an EFA Unit was established	Pakistan

Activities for Promoting the Education of Identified Target Groups: Highlights	
Equipping existing structures such as old and new schools/Unit	
✓ Establishing resource centre for children with disability	India, Indonesia
✓ Home-based systems, residential programmes for girls/ working children	India
✓ National Institute of the Disabled (NID) will be upgraded as a resource centre for children with disabilities. A unit will be established within the Education Department	Bhutan
✓ Special efforts will be made to improve the participation rate of girls. Additional hostel facilities will be created if necessary for girls	Bhutan, India
✓ Establish a home-based system for pre-school children from herder families	Mongolia
✓ Develop a favourable environment in dormitories for children from herder families who opt to live there.	
✓ Programs for residential schools in sparsely populated areas and factory-supported schools for children of workers will be formed.	Nepal
Role of Marginalised Communities	
✓ Ensuring ownership and management of schools by greater representation of marginalised communities	India
✓ Provide assistance to communities with a high percentage of ethnic minorities and/or located in the poorest districts.	Laos PDR
✓ Community mobilization program for tracking children not attending school.	Nepal

Activities for Promoting the Education of Identified Target Groups: Highlights	
School Admissions/ Enrollment	
■ Head of schools were instructed to admit children whose parents were not able to provide birth certificates or affidavits; letters from Grama Niladari were accepted as proof of child's age.	Sri Lanka
■ Schools shall identify students having poor attendance and plan intervention activities.	DPRK
■ Tracking children not attending schools and mainstreaming them will form an indispensable part of community mobilization program	Nepal
■ Special resource measures to ensure access of vulnerable groups to quality basic and primary education	
Incentives	
■ Schemes for improving attendance (mid-day meal , supply of free textbooks, free uniforms, scholarship/stipend	India
■ Scheme for compensating the opportunity cost for bringing child labourers to formal schools system.	Nepal
■ Supply of free textbooks, free uniform, learning materials with participation of NGOs.	Sri Lanka
■ Supplying educational materials and uniforms to underprivileged children studying in temporary schools.	Thailand
■ Recognition or incentive awards for outstanding ALS learners.	Philippines

Activities for Promoting the Education of Identified Target Groups: Highlights	
Improved Teaching and Learning	
■ Individualised and group teaching measures will be adopted	Nepal
■ Appropriate inputs for preparing children from herder families for school.	Mongolia
■ Improved relevance of curriculum (inclusion of cultural, linguistic, social values) for local ethnic communities.	Bangladesh
Medium of Instruction	
■ Collaboration with NGO activities to incorporate bilingual teaching and materials in ethnic minority groups.	Cambodia, India, Bangladesh
■ Provide primary education in mother tongue/local language, to make curriculum free of social and gender biases, and to make it simple and direct.	Nepal
Teachers	
■ Using local teachers available in the community and upgrading their capacity. Upgrade Primary schools in low female literacy blocks by providing additional women teachers and teaching-learning equipment.	India., Bangladesh, Indonesia
■ Upgrade Primary schools in low female literacy blocks by providing additional women teachers and teaching-learning equipment.	

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Key Strategies identified in NPAs- Early Years	
Early Childhood Care and Education is an emerging priority	
Development of a formal policy and strategic framework	Bhutan, Myanmar, Pakistan
Coordinated Approach	
Seek cooperation from the Government for adequate financial allocations	Bhutan, Cambodia, Indonesia, India, Vietnam, Pakistan, China
Coordination with other Government departments (health, nutrition, water and sanitation and poverty reduction programs) non-formal, NGOs	Bangladesh and India
Progressive involvement of NGOs, donors, private sector and inter-ministerial cooperation	Cambodia
ECE classes to be opened by NGOs	Pakistan
ECE classes to be opened by private sector	Mongolia
Link health, maternal health, education	
Preventive measures to promote better health pregnant women, iodine deficiency, family planning and reproductive health services, health promotion, monitoring, and HIV/AIDS prevention measures.	Thailand
ECCD programme will be integrated non-formal education programme and teacher education	Bhutan

Key Strategies identified in NPAs- Early Years	
Focus- marginalised areas community participation	
Two different modalities of support for urban and rural areas. Demand driven approach for ECC in the areas of deprived and disadvantaged communities	Nepal
Programmes in Day Care Centers will be flexible enough to meet the requirements of parents, teachers, farmers, estate, factory and construction labourers	Sri Lanka
Providing increased access targeting especially girls, minority and disadvantaged children	Lao PDR
Promotion and support for child rearing in slums and under privileged communities	Thailand
Reach the most vulnerable children in the areas seriously hit by natural disasters, and isolated countryside, mountainous areas and islets, children in baby homes and orphanages.	DPRK
All programs will operate on the principle that "all" are included, None is excluded.	Cambodia
Almost all children should receive care and education in various forms by 2010	Vietnam
Reach every young child (0-6 years) to ensure survival, protection and development	India
Focus on preschool years	Mongolia

Key Strategies identified in NPAs- Early Years	
Actions- strategies/activities training, material, setting up services	
Training of special needs education teachers for ECCE	Mongolia
Teacher training	Cambodia, Pakistan, DPRK
ECD and pre-primary curriculum and learning materials including reading materials and handbooks will be developed and continuously updated emphasizing flexibility	Nepal
Development of curricula, low cost materials	Cambodia, DPRK, Pakistan
Increased role and participation of community in ECCD	Bhutan, Cambodia, DPRK, Laos PDR, Nepal
Development of KG community centers, MOE. Since resources are limited community contributes towards staff salaries, teaching materials and building classrooms.	Laos PDR
Progressively evolved community-based care for tracing and tracking children and maintaining the cultural identity of young minority children.	Cambodia
Disseminating knowledge (Role of Media) on best practices	Bhutan
Statistical data and other related information on core ECE indicators to be collected. Sensitize Policy makers about the importance and significance of ECCE	Pakistan

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Linkages between Formal and Non formal Education	
Varied ways in which NFE is viewed	DPKR
Non-formal education not planned - presumption seems to be that the needs of all children will be met in the formal system.	
Support reentry into the formal system	Cambodia, Mongolia, Vietnam, India
Non-formal will be combined with technical education	Loa PDR, Myanmar, Nepal
Non-formal as an alternative to formal till the later develops	Pakistan
NFE will be encouraged because formal is not seen fulfilling existing needs	Philippines
Literacy education and skill training for youth and adults. Voluntary efforts of college students should be enlisted in literacy education	China
Emphasis is on development of equivalency programmes and certification	Bangladesh, Nepal
Collaboration	Bhutan, Sri Lanka
Physical infrastructure of formal will be shared with NFE	
NFE will collaborate with the Department of Primary and Secondary Education and NGOs	Cambodia
NFE initiatives will collaborate with institutions providing skill training and loan services	Nepal

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Key Issues emerging from NPAs

- **IE is not a recurring theme in the NPAs**
 - NPAs focus on planning programmes and activities for the disadvantaged children
- **For the disadvantaged children, the NPAs suggest special schools and residential hostels as one of the possible strategy of meeting their needs.**
 - How these schools link with or support the existing ordinary schools?
 - Will this not result in alienating these children from the mainstream education system?
- **In order to meet the needs of the children from the marginalised groups the NPAs refer to using teachers from the community**
 - Is this a long-term measure considering that most teachers may have limited skills, educational qualifications and training inputs?
 - How will they be equipped to work with children who have varied needs?
 - Are we ensuring that the children who are most vulnerable get the best teachers?
- **NPAs focus primarily on the poor rather 'All'**
 - IE is not for the poor and disadvantaged children but for all children! This has to be always kept in mind! We need to ask ourselves; What triggers a statement like this in the NPAs: *"One fits all approach" equalizing pedagogy "fails to cater for children of special needs such as girls, dalits, ethnic groups and disabled"*. Why only these children do the other children not want a breath of fresh air..? "

Key Issues emerging from NPAs

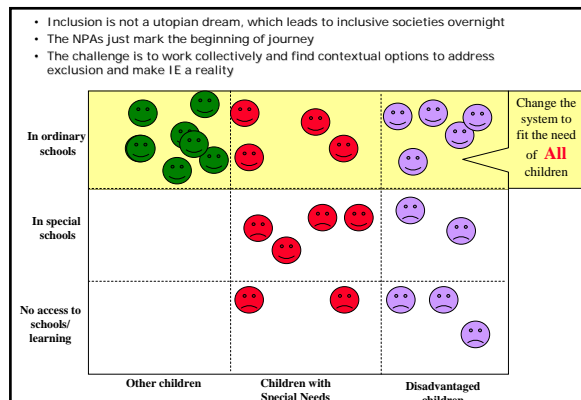
■ **Further reflections**

- **Is IE being adopted because it is an international mandate?**
- **Is the opportunity being given for IE to be "home grown" ...with and an understanding of it as an approach that can be put into practice in different ways?**
- **Is the adoption of IE leading to 'discarding' all the practices in the past (for example special education) without consideration of the purpose these are serving?**
- **'inclusive' practice becoming mystified as something separate from GOOD TEACHING PRACTICE?**

Key Issues emerging from NPAs

Focus of 'EFA' in NPAs

- **Equity?**
 - The major focus is on Non-formal system to meet the left out category – the equity issues remain un-addressed
 - In many countries the private sector options seem to get a priority with the public sector coming in wherever former is not available
 - **Can/ Will the private sector that runs on profits motive take the responsibility of reaching out to those who may not be able to afford it?**
- **Link of Education to other sectors?**
- **Plans do not talk about preventive action for not creating marginalities. They give action points to address the needs of the marginalized**



Journey towards 'Inclusion'

Thank You

Poster from: *IE - making a difference: An international disability and development Consortium Seminar on IE, Agra India, JENET, 2007*



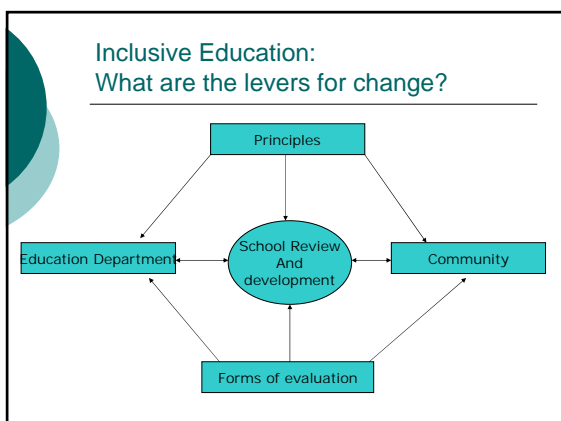
5.3 What are the Levers for Change to Develop Inclusive Education Systems by Prof. Mel Ainscow

Developing inclusive education systems: what are the levers for change?

Mel Ainscow
University of Manchester

Agenda:

- What do we mean by inclusion in education?
- How can policy and practice be moved in an inclusive direction?
- What are the implications for our work?



Achieving clarity of meaning

- Process
- Identifying and removing barriers
- Presence, participation and achievement
- All pupils
- Emphasis on at risk groups
- Marginalisation, exclusion and underachievement

Using evidence as a lever

PRESENCE

- Placement
- Attendance
- Punctuality

PARTICIPATION

- Range and quality of education
- Qualitative and quantitative
- Voice of the pupil

ACHIEVEMENT

- Test results and public examinations
- Achievement across the curriculum

Interdependence

The more group members work together to get the job done, the more members care about each other. The more group members care about each other, the harder they work to get the job done. The more group members work together to get the job done, the greater their social competencies and psychological health becomes...’ (Johnson and Johnson, 2002)



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7. Workshop Agenda

Tuesday 19 October

- 08.00 – 09.00 Registration for the workshop
- 09.00 – 10.00 Joint opening ceremony with the EFA Coordinators meeting, Petch Room 11th floor
- ▶ Introductory remarks *by Mr. Sheldon Shaeffer, Director UNESCO Bangkok*
 - ▶ Official opening *by Dr. Piyabutr Cholvijarn, Vice Minister of Education, Thailand*
 - ▶ Keynote address *by Prof. Mel Ainscow, University of Manchester, UK*
Salamanca 10 Years On: What has been the impact internationally?
- 10.00 – 10.30 Coffee break
- 10.30 – 10.45 Welcome remarks to Regional Workshop on Inclusive Education
by Mr. Sheldon Shaeffer, Director UNESCO Bangkok
- ▶ Overview of the workshop agenda *by Mr. Olof Sandkull, UNESCO Bangkok*
- 10.45 – 12.00 Introduction to inclusive education concepts
Chair: *Mr. Olof Sandkull, UNESCO Bangkok*
- ▶ Concepts and Definitions in the UNESCO Conceptual Paper
by Mr. Kenneth Eklindh, UNESCO Paris
 - ▶ Introduction of the EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion
by Ms Siri Wormnæs, Flagship Secretariat
 - ▶ Child Friendly Schools as an Approach to Inclusiveness
by Ms Yuki Iida, UNICEF
- 12.00 – 13.30 Lunch
- 13.30 – 15.00 Panel presentations on UNESCO resource materials supporting inclusive education:
Chair: *Mr. Kenneth Eklindh, UNESCO Paris*
- ▶ The Toolkit for Creating Inclusive, Learning-Friendly Environments
by Mr. Sheldon Shaeffer, Director UNESCO Bangkok
 - ▶ The Open File on Inclusive Education
by Prof. Mel Ainscow, University of Manchester, UK
 - ▶ Changing Teaching Practices: Using curriculum differentiation to respond to students' diversity
by Ms Darlene Perner, Bloomsburg University of Pennsylvania and Ms Anupam Ahuja, Consultant
 - ▶ A Toolkit for Promoting Gender Equality in Education
by Ms Mita Gupta, UNESCO Bangkok
- 15.00 – 15.15 Coffee break



- 15.15 – 16.15 Small group work session applying the UNESCO resource materials on a case scenario
Moderator: *Ms Annelene Ror, UNESCO Bangkok*
- 16.15 – 16.45 Panel feedback session on comments and questions in the UNESCO resource materials
Moderator: *Mr. Kenneth Eklindh, UNESCO Paris*
- 16.45 – 17.30 Presentations of experiences from the field using the UNESCO resource materials
Chair: *Mr. Kenneth Eklindh, UNESCO Paris*
- ▶ Feedback on the contents in the Toolkit for Creating Inclusive, Learning-Friendly Environments
by Mr. Kreangrai Chaimungdee, Life Skills Development Foundation, Thailand
 - ▶ Experiences of using the Open File
by Mr. Budi Hermawan, West Java Education Authority, Indonesia
- 18.00 – 19.00 Welcome reception with the EFA Coordinators meeting, poolside 14th floor
- 19.00 – 21.00 Dinner with the EFA Coordinators meeting, Pimarn Room 14th floor

Wednesday 20 October

- 08.00 – 09.00 Registration for thematic sessions, Ampava room, 10th floor
- 09.00 – 10.00 Break-out sessions on practical experiences and applications of inclusive education:

Theme 1: Legislation and Policy

Resource team: Ms Anupam Ahuja (Consultant), Mr. Sithath Outhaithany (Ministry of Education, Lao PDR), Prof. Moch Sholeh (Ministry of National Education, Indonesia), Mr. Kong Vichetra (Disability Action Council, Cambodia)

Theme 2: Teacher Training

Resource team: Prof. Mel Ainscow (University of Manchester, UK), Mr. Khurram Shahid Malik (Hope Worldwide, Pakistan), Mr. John Bailey (Brigham Young University, Hawaii), Ms Doreen Roebeck-Tuala (Ministry of Education, Samoa)

- 10.00 – 10.15 Coffee break
- 10.15 – 12.00 Continuation of morning session
- 12.00 – 13.00 Lunch
- 13.00 – 15.00 Break-out sessions on practical experiences and applications of inclusive education:

Theme 3: Curriculum Development

Resource team: Ms Darlene Perner (Bloomsburg University of Pennsylvania), Ms Vivian Heung (Hong Kong Institute of Education, Hong Kong), Ms Ta Thuy Hanh (Save the Children Sweden, Viet Nam), Ms Teresita Inciong (Department of Education, the Philippines)



Theme 4: Local Capacity-building and Community Development

Resource team: Ms Els Heijnen (Swiss Development Cooperation, Bhutan), Ms Darunee Riewpituk (UNESCO Bangkok, Thailand), Mr. Rohit Nandan (Ministry of Social Justice and Empowerment, India), Mr. Henry Ruiz (Childhope Asia, the Philippines)

- 15.00 – 15.15 Coffee break
- 15.15 – 16.30 Poster tour and reflection session on the main issues from the thematic sessions
Moderator: *Ms Siri Wormnæs, Flagship Secretariat*
- 16.30 – 17.30 Presentation and feedback session on the draft UNESCO Policy Guidelines for Inclusion: Ensuring Access to Education for All
Moderators: *Mr. Kenneth Eklindh and Ms Jill Balescut, UNESCO Paris*

Thursday 21 October

- 09.00 – 09.10 Linking inclusive education with EFA together with the EFA Coordinators meeting, Petch room 11th floor
Exploring the linkages between inclusive education and the EFA framework by Ms Penny Price, Consultant,
Chair: Sheldon Shaeffer, Director UNESCO Bangkok
- 09.10 – 10.00 Presentation of the regional review study of national EFA action plans by Ms Anupam Ahuja, Consultant
Chair: Mr. Sheldon Shaeffer, Director UNESCO Bangkok
- 10.00 – 10.30 Coffee break
- 10.30 – 11.30 Country level discussions on the findings in the regional review study
Moderator: Ms Anupam Ahuja, Consultant
- 11.30 – 12.00 Introduction to afternoon group work: *What are the levers for change to develop inclusive education systems* by Prof. Mel Ainscow, University of Manchester, UK
- 12.00 – 13.30 Lunch
- 13.30 – 15.00 Group work on levers for change and on developing recommendations on integrating inclusive education with the EFA framework
- 15.00 – 15.30 Coffee break
- 15.30 – 17.00 Reporting back session from group work and plenary discussion on recommendations on integrating inclusive education with the EFA framework
Moderator: Sheldon Shaeffer, Director UNESCO Bangkok
- 17.00 – 17.30 Closing ceremony
- ▶ Wrap-up by Prof. Mel Ainscow, University of Manchester, UK
 - ▶ Concluding remarks by Sheldon Shaeffer, Director UNESCO Bangkok
 - ▶ Words of thanks by Mr. Olof Sandkull, UNESCO Bangkok and Mr. Kenneth Eklindh, UNESCO Paris



Getting All Children into School and Helping Them Learn

Inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barriers *to* and *within* the learning environment.

Inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. At the core of inclusive education is the right to education for all.

The overall goal of inclusive education is a school where all children are participating and treated equally. Rather than focusing on how some learners can be integrated into mainstream education, inclusive education aims to transform education systems to embrace the diversity of learners.



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**Asia-Pacific Programme of
Education for All**



**The Right to Education of
Persons with Disabilities:
Towards Inclusion**