



## Inclusive Education

*An overview of international experiences and approaches*



Dark and Light Blind Care,  
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## Foreword

Hundreds of millions of persons with disabilities do not have access to the opportunities and resources to fulfil their basic human needs. Together they form a substantial proportion of the world's poor. The global Millennium Development Goals (MDGs) cannot be met without specific effort being made to include persons with disabilities. One of the key measure is access to education.

There is a common viewpoint among professionals and disability rights promoting organizations and concerned agencies that an **inclusive environment** in the mainstream schools is the best possible option to enroll maximum number of children with disability in education.

Inclusion is seen as the wider reform of the education system to create a more effective education system and society. The inclusive education approach is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn.

Dark and Light Blind Care Foundation is providing financial and technical assistance to different countries to facilitate education of children with visual impairment in an inclusive environment. In the context of an urgent need for enrolling and improving the quality of education, Dark and Light Blind Care initiated a comprehensive policy document on education policy and held a Seminar in June 2007 for their partner organizations to review this document. In this seminar the topic of improving the educational policy for Dark & Light and their partner organizations was discussed. Great concern was the enormous amount of information available in articles, on websites and other documentation materials and how to adapt and implement inclusive education to their own situation. Thus, the need existed for more accessible information and a specify model with concrete steps that can be taken to pursuit this goal of inclusive education.

In response to this, Dark and Light Blind Care have created this document with some models on inclusive education and some useful tools.

*The purpose of this document is to show you as partner organizations some background information about this subject. It does **not** mean that the models mentioned in this document are the right models and can be adapted easily to your own situation. You have to take in account that **every context, and every situation is different**. Therefore I have showed you some tools to analyze your own situation first.*

Furthermore, the purpose of this document is also to broaden and strengthen the relations with colleague organizations of Dark and Light Blind Care in the Netherlands.

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## Chapter 1: Legislation

This section reviews the key international agreements signed over the last 15 years which have provided an impetus to the promotion of inclusive education internationally. This does not mean that inclusive education only began in 1990, but it highlights the fact that the right to education for all groups of children became a more prominent international issue.

The principle legislations are:

- 1) UN Convention on the Rights of Persons with Disabilities (UN, 2006) ([worden links](#))
- 2) Flagship Initiatives
- 3) The UN Convention on the Rights of the Child (UN, 1989)
- 4) The World Declaration for Education for All (UN, 1990)
- 5) Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993)
- 6) Salamanca Statement and Framework for Action (UNESCO, 1994)
- 7) Dakar Framework for Action (UNESCO, 2000)
- 8) Millennium Development Goals (MDG's, UN, 2000)

### 1.1. UN Convention on the Rights of Persons with Disabilities (2006)

States are to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning. Education is to employ the appropriate materials, techniques and forms of communication. Pupils with support needs are to receive support measures, and pupils who are blind, deaf and deaf-blind are to receive their education in the most appropriate modes of communication from teachers who are fluent in sign language and Braille. Education of persons with disabilities must foster their participation in society, their sense of dignity and self worth and the development of their personality, abilities and creativity (Article 24).

<http://www.un.org/disabilities/convention/conventionfull.shtml>

### 1.2. Flagship Initiatives, 2000

The Flagship on Education for All and the Right to Education for Persons with Disabilities: Towards Inclusion, represents a joint effort among UN organisations, NGOs and donor countries acting together as a catalyst in the process of achieving Education for All. The Flagship seeks to unite all partners in its effort to reach out to children, young people and adults with disabilities, and to promote solutions that can translate universal rights into inclusive realities. It's goal is to Recognize the universal right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to and promoting completion of quality education for every child, youth, and adult with a disability.

[http://www.unesco.org/education/efa/known\\_sharing/flagship\\_initiatives/disability\\_latest\\_version.shtml](http://www.unesco.org/education/efa/known_sharing/flagship_initiatives/disability_latest_version.shtml)

### **1.3. Education for All – Fast Track Initiative**

The Education for All - Fast-track Initiative (FTI) is a global partnership between donor and developing countries to ensure accelerated progress towards the Millennium Development Goal of universal primary education by 2015. All low -income countries which demonstrate serious commitment to achieve universal primary completion can receive support from FTI.

<http://www.education-fast-track.org/default.asp>

### **1.4. The UN Convention on the Rights of the Child (1989)**

➤ *Article 2: Non-discrimination*

This is arguably the most important article for making inclusive education a reality as it focuses on 'non-discrimination'. It states clearly that every Article applies equally, and without exception, to all children, irrespective of race, color, sex, disability, birth or other status.

➤ *Articles 28 and 29: Access to quality education*

These articles reinforce the right of all children to education - irrespective of impairment and disability - and require that this should be provided on the basis of equality of opportunity.

➤ *Article 23: Disabled children's rights*

This article is ambiguous as it suggests that disabled children need 'special care', and so could be interpreted to mean some form of segregated education.

The right of all children to have access to a quality education was further reinforced by three major international conferences and declarations which took place between 1990 and 2000.

<http://www2.ohchr.org/english/law/pdf/crc.pdf>

### **1.5. Education for All, Jomtien (1990)**

EFA was launched at the World Conference on Education for All in Jomtien, Thailand in 1990. The conference concluded that educational opportunities were limited, basic education was limited to literacy and numeracy, and certain marginalized groups were excluded from education altogether. An expanded vision was needed to achieve EFA by 2000.

The Jomtien Declaration highlighted the need to universalize education and promote equity by ensuring that girls, women and other under-served groups gain access to education.

[http://www.unesco.org/education/efa/ed\\_for\\_all/background/jomtien\\_declaration.shtml](http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml)

### **1.6. Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993)**

"In all societies of the world there are still obstacles preventing persons with disabilities from exercising their rights and freedoms and making it difficult for them to

participate fully in the activities of their societies. It is the responsibility of States to take appropriate action to remove such obstacles."

The process outlined in the Rules is to identify and remove obstacles to full participation. Governments of countries are responsible for taking action to remove such remaining obstacles.

Three important objectives of the Standard Rules are:

- to achieve full participation and equal opportunities;
- to identify and remove remaining obstacles and;
- governments are responsible for the necessary measures.

<http://www.independentliving.org/standardrules/StandardRules.pdf>

### **1.7. Salamanca Statement and Framework for Action (UNESCO, 1994)**

The World Conference on Special Needs Education was held in Salamanca in 1994 between the conferences in Jomtien and Dakar. Its main aim was to further the objective of Education for All (EFA). "The Salamanca Statement on Principles, Policy and Practice in Special Needs Education" (UNESCO, 1994) provides a framework and guidance on developing inclusive education internationally:

- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those who have special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.

Many practitioners argue that the Salamanca Statement is one of the most significant international documents influencing inclusive education. Yet its influence remains within the 'special needs' world and these documents tend not to be widely known or quoted within the wider context of EFA. Nevertheless Salamanca has been helpful in encouraging some practitioners and policy makers to look at educational difficulties in new ways. This new direction in thinking is based on the belief that changes in methodology and organisation made in response to pupils experiencing difficulties can, under certain conditions, benefit all children.

<http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf>

### **1.8. Dakar Framework for Action (UNESCO, 2000)**

In 2000 the World Education Forum was held in Dakar to review progress and set new international targets for achieving Education For All.

The Dakar Framework for Action is an outcome of this forum and a re-affirmation of the vision set out in the World Declaration on Education for All in Jomtien in 1990. It expresses the international community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.

<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

## 1.9. The Millennium Development Goals

The new international targets outlined in the Millennium Development Goals (MDGs) include access to and completion of Universal Primary Education by 2015. However, if marginalised groups of learners, such as those with disabilities, continue to be excluded from primary education, it will not be possible for countries to achieve the MDG on education. National plans to achieve universal primary education tend to be implemented independently of any inclusive education initiatives.

Even in the context of the most committed approach to EFA, systems still exclude vulnerable groups of children from educational opportunities, so there is an urgent need for an inclusive approach to EFA <http://www.un.org/millenniumgoals/>

For the Millennium Development Goals Report 2007:

[http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2007/UNSD\\_MDG\\_Report\\_2007e.pdf](http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2007/UNSD_MDG_Report_2007e.pdf).

## **Chapter 2: Educational Systems**

Organisations in development countries which are providing education to disabled persons (or blind persons in specific) are using different models. The main three models are:

- 1) special education (i.e. schools for the blind)
- 2) integrated education
- 3) inclusive education

### **2.1. Special Education**

Special education evolved as a separate system of education for disabled children outside the 'mainstream', based on the assumption that disabled children had needs which could not be addressed within mainstream schools. Special education exists all over the world in the form of day, or boarding, schools, and small units attached to mainstream schools.

[http://www.eenet.org.uk/bibliog/scuk/schools\\_for\\_all.pdf](http://www.eenet.org.uk/bibliog/scuk/schools_for_all.pdf)

### **2.2. Integrated Education**

Integrated Education is the 'integration' of children with disabilities in regular schools. It implies that the child has to change to be able to participate in the existing school system. This educational system is under severe criticism, because of the inability of the child to adapt to the school and make a progression in his own educational development.

[http://www.eenet.org.uk/bibliog/scuk/schools\\_for\\_all.pdf](http://www.eenet.org.uk/bibliog/scuk/schools_for_all.pdf)

### **2.3. Inclusive Education**

Inclusive education is a process of increasing the participation of all students in schools, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. It has the following characteristics:

- Acknowledges that all children can learn
- Acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status, etc
- Enables education structures, systems and methodologies to meet the needs of all children
- Is part of a wider strategy to promote an inclusive society
- Is a dynamic process that is constantly evolving

[http://www.eenet.org.uk/bibliog/scuk/schools\\_for\\_all.pdf](http://www.eenet.org.uk/bibliog/scuk/schools_for_all.pdf)

## Chapter 3: Principles for promoting Inclusive Education

In this section we discuss the principles for promoting inclusive education. What is needed to make it work well?

- 1) Change in system
- 2) Schools
- 3) Changes in managing schools
- 4) Teachers
- 5) Children's participation
- 6) Community participation
- 7) Accessibility of Schools and Materials

[http://www.eenet.org.uk/bibliog/scuk/schools\\_for\\_all.pdf](http://www.eenet.org.uk/bibliog/scuk/schools_for_all.pdf)

[http://www.disabilitykar.net/docs/ie\\_good\\_practice.doc](http://www.disabilitykar.net/docs/ie_good_practice.doc)

### 3.1. Change in system

#### Analysis: Where is change needed?

Before planning and implementing an inclusive education programme, it is important to gain an overview of the whole education system – to identify where change is needed. Change in one area could be made ineffective by the absence of change in another area. There exist some useful checklists to find out where change is needed (see chapter 5). The importance is to collaborate with partners to achieve the goal of realizing inclusive education and the support of government and legislations.

#### Gather baseline information

Relate any existing policy on the educational inclusion of disabled girls and boys to the situation and practices 'on the ground'. But, beware of spending too much time and money gathering data. Using international estimates is often a sufficient starting point, which can then be complemented with well-targeted, local information gathering.

#### Inclusive policy-making

Planners need to realise that an inclusive education system benefits girls and boys from all groups in society, not just disabled girls and boys. Education policies addressing the needs of all marginalised groups in society are likely to be more successful. Creating policies for separate categories of children is time-consuming, expensive and divisive.

An inclusive education system can be justified according to the following arguments:

- 1) There is an **educational justification**; the requirement for inclusive schools to educate all children together means that they have to develop ways of teaching that respond to individual differences and thus benefit all children.
  - 2) There is a **social justification**; inclusive schools are able to change attitudes to difference by educating all children together and form the basis for a just and non-discriminatory society
  - 3) There is an **economic justification**; it is likely to be less costly to establish and maintain schools which educate all children together than to set up a complex system of different types of school specialising in different groups of children.
- If, of course, these inclusive schools offer an effective education to all of their

students, then they are also a more cost-effective means of delivering Education for All. (<http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf>).

#### Accepting responsibility

In traditional systems, it is seen as being the fault of the children and the families if children do not come to school, or do not learn. By contrast, in an inclusive system it is recognised that schools have an important part to play in children not attending, and not learning. School systems need to accept responsibility for children's learning, by making their systems and methodologies more relevant and responsive to children's needs.

#### Accessible learning environment

The accessibility of the learning environment is crucial for all children to participate equally, and be fully included. Families, and the children themselves, need to be closely involved in discussing accessibility issues. These could include: mobility and transport issues, the physical accessibility of buildings, attitudes, teaching methods, the language of instruction, the relationships between teachers and children.

#### Curriculum flexibility

The curriculum and exam system need to be relevant to all children. Where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognized

(<http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf>)

### **3.2. Schools**

#### Adopt a whole-school approach

Schools need to be encouraged to become self-sufficient in responding to children who are marginalised, for whatever reason. In the 'whole-school' approach, all staff members (all teachers, assistants, caretakers, etc) are involved in promoting inclusive practices. Too often in schools, this is the responsibility of only one or two particular members of staff. Promoting a whole-school approach is particularly important in rural areas, which are more likely to be isolated from additional support systems. All members of staff within the school need training and awareness-raising about the inclusion of disabled children, and good leadership is needed from education managers.

#### Pilot schools

Many countries trying to establish an inclusive system have found that the development of a pilot school is useful. The pilot can be used to demonstrate the benefits of inclusion to other schools, education managers, head teachers and communities. It can also serve as a resource base for the practical training of teachers. Once the pilot proves to be effective, the methods used can be introduced on a wider scale. Pilot, or model, schools have proved very useful in training teachers. Each region, ideally, would have its own pilot school.

<http://unesdoc.unesco.org/images/0009/000968/096884ev.pdf>

(example China)

### Additional support

If additional support exists within the education system, it is advisable that this is based at district or provincial level, not in individual schools. This is to ensure that schools accept their whole-school responsibility for all the children in their care, and do not rely on advisers. Additional resource persons can provide support from the district, or national, level.

### 3.3. Managing schools

Good management is essential when educational changes are introduced. Local education managers, and head teachers, can ensure that schools are well supported, and can help develop networks between schools. To promote more inclusive practices in schools, education managers can:

#### Ensure that teachers are not overloaded

Careful planning by managers ensures that teachers have manageable workloads. This includes issues such as class size, and number of children identified as having impairments or difficulties in learning.

Reward good teachers

Reward systems for teachers who show extra skills can be put in place by managers. This can be done through existing promotion or grading systems, not through a parallel 'special' system.

#### Allocate time for teachers to observe each other

One of the most effective ways of improving teachers' practice, and encouraging them to be more flexible and creative, is to enable them to observe each other. Managers need to prioritise this in their planning, and ensure that teachers have opportunities to reflect upon their experience. This is a valuable form of in-service training. They also need to provide ongoing support for teachers who are beginning to work in new ways.

#### Identify out-of-school children

Managers need to ensure that all local girls and boys are tracked, admitted to school, and helped to continue in school if difficulties occur. There are some documents about the numbers and in what way to classify the out-of-school children, like 'Children out of School' from UNESCO ([http://www.uis.unesco.org/template/pdf/educgeneral/OOSC\\_EN\\_WEB\\_FINAL.pdf](http://www.uis.unesco.org/template/pdf/educgeneral/OOSC_EN_WEB_FINAL.pdf)). Unfortunately we could not find any tools on how to track these children and to enrol them in School. You can be helpful if you do have some tools to help our partner organizations. Contact Dark and Light Blind Care, The Netherlands ([www.darkandlight.org](http://www.darkandlight.org)).

#### Promote multi-sectoral collaboration

Co-operation with other relevant sectors is an essential part of the management of inclusive education (eg, health or social services). It is possible that disabled children and their families may be receiving services from a variety of sources.

### 3.3. Teachers

#### Teacher-training

Teachers need training about inclusive principles and the basics of disability, to ensure that their attitudes and approaches do not prevent disabled children from gaining equal access to the curriculum. Training should be ongoing, provided in short courses (or modules) and should take place within a local school environment, preferably their own school. Training should take place at both pre-service, and in-service, stages. Problem-based, on-the-job training is more effective than theoretical pre-service training. In fact, encouraging teachers to meet on a regular basis to discuss their problems, and develop confidence in their own abilities, is arguably the most effective form of staff development

(<http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf>).

#### Teachers' responsibilities

Teachers need to understand, and accept, that it is their responsibility to teach all children, since all children have a right to education. Motivating teachers to take on this responsibility can be the key to success. Once they are motivated, they will need regular practical support and constructive feedback. Reward systems can be useful to sustain the commitment of teachers who show additional skills, but this should be through existing systems of promotion and grading. Being recognised as a creative teacher, and seeing disabled children achieve results will, in itself, be rewarding for a teacher. Awarding additional payments for teaching disabled pupils tends to be divisive.

#### Teaching methodology

The majority of teachers find it difficult to adapt their style to one that promotes more active, child-centered methods. Changes in teaching methods could include rearranging the classroom, so that children can work in small groups; encouraging a 'buddy' system where older, or more academically able, children are assigned to work with those experiencing difficulties; introducing locally available materials for play activities, or teaching math's and new vocabulary. Teachers need opportunities to try out new methods, share ideas, and observe other teachers using different methods.

A toolkit for classroom management for teachers:

[http://www2.unescobkk.org/elib/publications/086/Pos\\_Dis-final.pdf](http://www2.unescobkk.org/elib/publications/086/Pos_Dis-final.pdf)

[http://www2.unescobkk.org/elib/publications/095/Teaching\\_Large\\_Classes.pdf](http://www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf)

#### Access to information

Teachers need access to easy-to-read information about international documentation, and how to implement more inclusive practices. Reading about the experience of other teachers working in a similar context helps teachers to reflect upon their own experience and gain confidence to try out new ideas.

### **3.4. Children's participation**

#### Child-to-child methodology

Children are a valuable and often under-used resource in education. They are, usually, far more accepting of disability than their teachers and parents. The child-to-child approach is an extremely effective way of mobilising children's participation. Children have been actively involved in challenging negative attitudes in their communities towards disability, identifying children who are excluded from school, carrying or pushing physically disabled children to school, writing notes for deaf children in class, tutoring disabled children in their homes. In Zambia and Lesotho, children have conducted surveys in their communities with the specific aims of identifying disabled children, and influencing their parents to allow them to attend school. An Individual Education Plan is part of this methodology, see as example [http://www.eenet.org.uk/key\\_issues/teached/cambodia\\_module4.pdf](http://www.eenet.org.uk/key_issues/teached/cambodia_module4.pdf).

#### Disabled children's groups

It can be very helpful in some contexts to encourage disabled children to meet in groups in order to develop a positive self-identity, to be exposed to disabled role-models, and to share experience about the particular difficulties they may be facing. In the case of deaf children, they need to have the opportunity to develop their sign language skills. Disabled adults and disabled people's organizations can be very helpful in supporting the development of such groups. In Nepal, a group of disabled children have campaigned on a national basis to influence parents to send their disabled children to school. (See *Sangita's story from Nepal*, in Chapter 4.)

### **3.5. Community participation**

#### Community involvement in education

There are many community members who can contribute to the development of inclusive education: CBR workers, community elders, religious leaders, parents, disabled adults and children themselves. Making use of locally available human and material resources helps to develop links between schools, families and communities, as well as promoting community ownership of inclusive education programs. The long-term goal is to promote inclusion in society as a whole.

#### Inclusive Education as part of eye care services

This model is based on promoting Inclusive education as part of eye care services. Children can have a better educational experience if they have the best possible vision through eye checks and thus a strong collaboration of educational services with all parties in health eye care services. This prevents the child from unnecessary going to a special school and be educated with their peers in local school. [http://www.idp-europe.org/eenet/newsletter4/EENET\\_Asia\\_Newsletter\\_4.pdf](http://www.idp-europe.org/eenet/newsletter4/EENET_Asia_Newsletter_4.pdf)

#### Inclusive Education as part of CBR program

This model is based on Inclusive education as part of a Community Based Rehabilitation Program (CBR program). This is a concept with a very wide scope and is a strategy that targets social inclusion, and aims to overcome activity limitations and participation restrictions and thus improve the quality of life for persons with disabilities. The community-based approach facilitates the acceptance and participation of disabled persons in their communities. CBR

can respond flexibly and builds on existing community traditions, structures and networks, such as the extended family, local committees, and pre-existing activities, such as informal education schemes.

[http://www.dccdd.nl/data/1174563403376\\_Brochure%20DCDD%2003 - 2007%20WEB.pdf](http://www.dccdd.nl/data/1174563403376_Brochure%20DCDD%2003-2007%20WEB.pdf)

#### Involvement of parents

Parents of disabled children are often the strongest advocates for the rights of disabled children to access education. They deserve support to achieve their objectives. However, many parents are unaware that their disabled children have a right to attend their neighbourhood schools. Indeed, the interests or objectives of parents may not always correspond with the needs and interests of their children. Parents may need help to organise themselves as a group, and to challenge exclusionary practices in education. Where possible, parents of disabled children should be supported to work in partnership with disabled people's organisations, and other community-based groups, in advocating for these rights.

[http://www.eenet.org.uk/key\\_issues/parents/family\\_action.pdf](http://www.eenet.org.uk/key_issues/parents/family_action.pdf)

#### Participation

The involvement of disabled children, young people and adults in the formulation of policy and practice is crucial. Involving small groups of disabled children and young people, and supporting them to speak out about their priorities and needs, is a first step towards making education child-centred and more useful for their daily lives. Their involvement can often speed up the development of more inclusive practices. Their knowledge, and expertise in disability, should be respected at all levels.

<http://unesdoc.unesco.org/images/0009/000968/096884ev.pdf>

(example Guyana)

### **3.6. Accessibility of Schools and Materials**

To contribute to the development of inclusive education, the first primary needs are to make mainstream schools accessible and to have adapted materials for the children with special needs. In this way they can fully participate and be part of the inclusive practices.

## Chapter 4: Different approaches on Inclusive Education<sup>1</sup>

- 1) 'Within School Support'-approaches
- 2) 'Outside School Support'-approaches

### 4.1. 'Within School Support'-approaches

'Within School Support'-approaches are approaches that includes all practices inside the school to promote and implement inclusive educational settings.

#### 4.1.1. Main approach – Whole School Approach

The most desirable situation is that the regular school becomes self-sufficient responding to children with disabilities, the whole school approach. This is the main approach and contains different methods of intervention or models as will be described in Chapter 4.1.2.

##### Whole School Approach

The whole school approach is based on the regular school becoming self-sufficient in responding to children with impairments. This means the regular schools have specific materials, curriculum, specialised teachers etc, not depending on government, NGO's, specials schools, social workers.

To adapt this 'whole school approach' the first primary needs are to realize:

- accessible infrastructure
- specialised trained personnel at school
- flexible curriculum
- positive attitudes to inclusive education
- resources, materials direct available
- all staff in school are involved in IE
- a good management system in school
- Access to information
- Children's participation
- Participation of CBR workers
- Participation of parents
- School is independent from other resources in promoting IE
- Individual inclusion plan
- Monitoring & evaluation model
- Policy on PWD

This approach is particularly important in **rural areas** for schools to become self-sufficient in responding to children with impairments, because of the lack of services, resource centers, teachers support etc. and/or in a situation with a **high level of development/ trainings**. [http://www.eenet.org.uk/theory\\_practice/models\\_cbr.doc](http://www.eenet.org.uk/theory_practice/models_cbr.doc).

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<sup>1</sup> The purpose of outlining the different main models is to give a short impression of working in the field of inclusive education. It does not mean that these models can be followed, according to different contexts in different areas.

#### 4.1.1. Methods of Intervention/ Models

The methods of intervention/ models are part of the main approach. They are divided in three levels: 1) management level, 2) teacher level and 3) child level.

##### 1) Management level

###### School Intervention Teams (SIT's)/ Within School Support

SIT's are a school-based resource service for assisting and advising teachers who have children with special educational needs in their classes. Normally the head teacher, senior teachers, a social worker and the individual child's parent form the team. This model is an initiative of the Botswana Ministry of Education. For further information: [http://www.eenet.org.uk/theory\\_practice/models\\_cbr.doc](http://www.eenet.org.uk/theory_practice/models_cbr.doc)

This model resembles the 'Resourced Mainstream Schools'.

To adapt this 'Within School Support'/'School Intervention Teams' the first primary needs are to realize:

- Accessible Infrastructure
- Specialised trained personnel at school
- Positive attitudes
- A good management system in School
- Participation of CBR workers
- Participation of Parents
- Individual Inclusion Plan
- Monitoring & Evaluation model
- Access to information

Focus of this method of intervention/model is **collaboration** and a **good management** between the different **stakeholders** (teachers, social workers, parents) to assist the teacher in his work and making the information on inclusive education more accessible. This is adaptable in a situation where there already exists collaboration between the different stakeholders and positive attitudes towards this.

##### 2) Teacher level

###### Spiral Capacity Building Model/ in-service programs

This method of intervention/ model is multi-faceted, involving decentralized planning which is highly flexible and contextual. It's about short-term inside trainings for teachers at regular schools and aims to build capacity over time, with ample opportunity for practice and feedback at the district level. In this way teachers are not away from their schools for long periods and does not disrupt the regular functioning of schools. There is continuous feedback and problem solving.

[http://www.eenet.org.uk/theory\\_practice/bonn\\_1.shtml](http://www.eenet.org.uk/theory_practice/bonn_1.shtml)

To adapt this 'Spiral Capacity Building Model/in-service programs' the first primary needs are to realize:

- Accessible Infrastructure
- Flexible Curriculum

- Resources, Materials direct available
- School has additional support from special schools
- School collaborate with resource centres
- Monitoring & Evaluation model

Focus of this method of intervention/ model is thus the **inside school teacher trainings**. This is adaptable in a situation where the school preference is '**training on the job**' and in a situation where there exist **high pressures** for the teachers.

### 3) Child level

#### Child-to-Child approach/Participatory Learning

This means involving the children in lesson planning and changing the role of a teacher in a facilitator of children's learning. This model is based on the principles that children learn better by doing (active learning), they learn better from each other, and they can influence adults. The six-step approach of Child-to-Child involves: identifying a problem; researching it; planning for action; implementing the plan; sharing and evaluating the experience; and doing it better. Children are encouraged to take responsibility for including all children in classroom settings and in their communities. [http://www.eenet.org.uk/key\\_issues/child\\_child/promote.shtml](http://www.eenet.org.uk/key_issues/child_child/promote.shtml)  
[http://www.eenet.org.uk/theory\\_practice/bonn\\_1.shtml](http://www.eenet.org.uk/theory_practice/bonn_1.shtml)

To adapt this 'Child-to-Child approach/participatory learning' the first primary needs are to realize:

- Flexible Curriculum
- Small Class sizes
- Positive attitudes
- No discrimination
- Teacher training
- Teachers feel responsible for teaching all children
- Children's participation
- Individual Inclusion Plan
- Monitoring & Evaluation model

Focus of this method of intervention/ model is thus the **child** and it's **participatory learning** in the classroom. This is adaptable in a situation where the **curriculum is flexible** and **teachers are open-minded to work with this concept** (positive attitude) and **feel responsible for teaching all children**. This model must take in mind the differences in cultural contexts.

#### A right based model: Child Friendly Schools (CFS)

UNICEF uses the right based model of Child Friendly Schools. This method of intervention/ model has two characteristics:

- 1) It is a child-seeking school — actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and State as duty-bearers with obligations to fulfil these rights, and demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community.
- 2) It is a child-centred school — acting in the best interests of the child, leading to the realisation of the child's full potential, and concerned both about the

"whole" child (including her health, nutritional status, and well-being) and about what happens to children — in their families and communities - before they enter school and after they leave it.

[http://www.unicef.org/lifeskills/index\\_7260.html#A%20Framework%20for%20Rights-Based,%20Child-Friendly](http://www.unicef.org/lifeskills/index_7260.html#A%20Framework%20for%20Rights-Based,%20Child-Friendly)

[http://www.childfriendlycities.org/pdf/cfc\\_booklet\\_eng.pdf](http://www.childfriendlycities.org/pdf/cfc_booklet_eng.pdf)

[http://www.idp-europe.org/eenet/newsletter4/EENET\\_Asia\\_Newsletter\\_4.pdf](http://www.idp-europe.org/eenet/newsletter4/EENET_Asia_Newsletter_4.pdf)

<http://www.inclusion-boltondata.org.uk/FrontPage/data26.htm>

To adapt this 'Child Friendly School – right based model' the first primary needs are to realize:

- Flexible Curriculum
- Positive attitudes
- no discrimination
- School has additional support from parents
- Teacher training
- Teachers feel responsible for teaching all children
- Children's participation
- Participation of CBR workers
- Participation of parents
- Early Intervention practices
- Involvement of NGO's, agencies
- Involvement of government
- Individual Inclusion Plan
- Monitoring & Evaluation model
- Policy on PWD

Focus of this method of intervention/ model is also the **child**. The difference with the above mentioned model (Child-to-child approach) is that this model is more an **overview model**, including also the school as actively seeking children who are in need (instead of solely the classroom). This model is adaptable in a situation where the director, administrators and teachers of a school have **positive attitudes** towards the child seen as individual and are willing to implement this model in their school.

The Child Friendly School is part of the 'Child Friendly Village' or the 'Child Friendly Cities' (UNICEF).

[http://www.idp-europe.org/eenet/newsletter4/EENET\\_Asia\\_Newsletter\\_4.pdf](http://www.idp-europe.org/eenet/newsletter4/EENET_Asia_Newsletter_4.pdf)

[http://www.childfriendlycities.org/pdf/cfc\\_booklet\\_eng.pdf](http://www.childfriendlycities.org/pdf/cfc_booklet_eng.pdf)

## **4.2. 'Outside School Support' -approaches**

### **4.2.1. Main approach – Support Groups Model**

The main approach is the 'support groups model'. This model is necessary to develop a sustainable support system for the implementation of inclusive education in all schools, and reassure greater autonomy through decentralization which will enable schools to be more flexible. The support groups are formed and composed of: disabled adults and youth, parents of disabled and non-disabled children, teachers and community workers. A problem-solving approach to inclusive education is encouraged in the support group, which will empower all members of this group.

To adapt this 'support groups model' the first primary needs are to realize:

- Flexible Curriculum
- Positive Attitudes
- School has additional support from parents
- Participation of CBR workers
- Participation of community elders
- Participation of religious leaders
- Participation of parents
- Participation of disabled adults and youth
- Monitoring & Evaluation model

The support groups model is the model where teachers **relies on the information**, trainings etc. of the support groups. Thus, a **close collaboration** and **good communication** between the teachers and these support groups is needed. This is adaptable in a situation where this collaboration is already a fact or in a situation where there are positive attitudes towards this collaboration.

This support groups model approach contains all other described methods of intervention/ models as mentioned below.

#### **4.2. 2. Methods of Intervention/ models**

##### 1) Support from Special Schools

##### Special Schools as Resource Centres

Special schools can act as resource centres in supplying adapted **materials** for children with special needs and **trainings** for teachers. It involves also supporting their own pupils in spending increasing period of time in mainstream schools or supporting mainstream pupils who are in danger of exclusion to special schools. In either case, they are using their experience in special education to support inclusive practice.

The special school can:

- demonstrate specialist equipment to regular schools
- develop and deliver curriculum materials or particular methods of teaching – e.g. small steps (teacher trainings)
- curriculum adaptation or differentiation

[http://www.eenet.org.uk/theory\\_practice/build\\_bridges.shtml](http://www.eenet.org.uk/theory_practice/build_bridges.shtml)

<http://www.healthlink.org.uk/PDFs/resource-centre-manual.pdf>

To adapt this 'special schools as resource centres' the first primary needs are to realize:

- Accessible Infrastructure
- Resources, materials direct available
- School had additional support from special schools !
- Participation of CBR workers
- Teacher training

The focus of this method of intervention/ model of 'special schools as resource centres' are the **integration/participation of special schools** for materials and trainings. This model is adaptable in a situation where special school(s) is/are

relatively close to the regular school and there is a good collaboration, for example by the intervention of CBR workers.

### School Clusters

This method of intervention/model is based on 'clustering'; primary schools, secondary schools and special schools creating structures and mechanisms for collaborating. The schools can agree to work together to improve the quality of provision for all pupils with special educational needs within their catchments area. For example, they can join forces on school-based training, share ideas on individual educational planning and in general on moving forward to more inclusive practice. Clearly, the presence of one or more special schools can greatly increase the scope for sharing specialist skills.

[http://www.eenet.org.uk/theory\\_practice/build\\_bridges.shtml](http://www.eenet.org.uk/theory_practice/build_bridges.shtml)

### Dual placements

Dual placements means registering the child with special educational needs (SEN's) in mainstream schools, while the child may need to attend a special school temporarily. This can only be realized when these schools are neighbourhood schools and they collaborate intensively together. An individual inclusion plan – which is tailor-made – has to be developed to the needs of the individual child in relation to the stage reached by the local school in meeting his/her needs in the mainstreaming school and those of others in the community.

[http://www.eenet.org.uk/theory\\_practice/build\\_bridges.shtml](http://www.eenet.org.uk/theory_practice/build_bridges.shtml)

### Itinerant Programmes/ teachers working collaborate with colleagues with more specialist training

Itinerant programmes are based on the support of a school – specialist at regular schools to include the children with disabilities in education. This was met by the following activities:

- teaching children specific skills & instruction on orientation and mobility
- assisting the class teacher to maximise children's learning through talk and listening
- organizing meetings with staff to discuss the abilities of the children with special needs
- visiting the homes of the children with disabilities to assist with early stimulation and to prepare the children and their parents for entry into regular schools

After a while more schools can become part of the programme and more teachers be recruited and trained. A room is set aside and equipment and materials placed for itinerant teachers to work on specific skills. In the case of Tanzania Society for the Blind (TSB), in first instance the itinerant teachers were teachers from special schools, but later on 'good' teachers from regular schools were selected to follow an training, creating more inclusive practices. For more information:

[http://www.eenet.org.uk/theory\\_practice/models\\_cbr.doc](http://www.eenet.org.uk/theory_practice/models_cbr.doc)

[http://www.sightsavers.org/ireland/Advocacy%20&%20Campaigns/Education/Page\\_6781.html](http://www.sightsavers.org/ireland/Advocacy%20&%20Campaigns/Education/Page_6781.html)

To adapt this 'itinerant programs' the first primary needs are to realize:

- Accessible Infrastructure
- Teacher training
- Flexible Curriculum
- Positive attitudes
- Resources, materials direct available
- School has additional support from special schools
- A good management system in School
- School collaborate with Special School(s)
- Individual Inclusion Plan

'Itinerant programs' are focused on **specialised teachers** training the teachers at **regular schools** on how to teach and include children with disabilities. This is adaptable in a situation where specialised teachers are **in the area** and teachers of regular schools have **positive attitudes** towards the trainings given by the specialized teachers and the inclusion of the child at school.

#### 1) Support from Pre-school Initiatives

##### Kindergartens

This method of intervention/ model is based on close collaboration between teachers, administrators on regular/special schools and teachers in kindergartens. The teachers, administrators from regular/special schools trained the teachers in kindergartens specific skills in how to educate children with disabilities. For these kindergartens special programs are set up by a small committee which includes families, teachers, and local leaders and resource persons. An important element has been the involvement of teachers in the training of colleagues through newsletter contributions, the holding of seminars and training sessions and the giving of demonstration lessons.

To adapt this 'kindergarten model' the first primary needs are to realize:

- Accessible Infrastructure
- Specialised trained personnel at school
- Positive attitudes
- Resources, materials direct available
- Participation of CBR workers
- Participation of parents
- Early Intervention practices
- Individual Inclusion Plan
- Kindergartens

The focus with this model of 'Kindergartens' is the **early intervention practices** (4-6 years). Beginning with this at a young age, can prevent the child from going unnecessarily to a special school (or not at all) and/or prepare the child with special needs for his/her school period. This is desirable in a situation where there are **kindergartens with a certain development level** and in a situation where mainstream schools and special schools are open for **collaboration**. A **good mutual understanding** is important, because of the progression of the child which must be followed by all parties, and also the participation of CBR workers and parents.

Some lessons-learnt from case-studies on early childhood development:

<http://unesdoc.unesco.org/images/0011/001102/110238eo.pdf>

<http://unesdoc.unesco.org/images/0009/000968/096884ev.pdf>

### 3) Support from Parents

#### Parents- Teachers Associations

The Parents-Teachers Associations consist of parents of children with disabilities and the teachers from regular schools to exchange information, knowledge and skills on disabilities issues and to communicate more effectively with each other. These associations organize meetings, etc to create awareness of the needs of disabled children. This method of intervention/ model is a problem-based approach to training and together with ministry staff the parent's associations are able to advise teachers in the school setting. For example advising on a particular impairment.

<http://www.naset.org/767.0.html>

To adapt this 'Parents-Teachers' model the first primary needs are to realize:

- Positive attitudes
- No discrimination
- School has additional support from parents
- A good management system in School
- Children's participation
- Access on Information
- Participation of disabled adults

The 'Parents-Teachers' model focus on a **close collaboration** between parents and teachers. This is desirable in a situation where parents and teachers already have **close contact**, parents have a **good knowledge** of the problems concerning disabilities and education, and teachers are **open for feedback** from these parents.

#### Community Learning Centres

The 'Community Learning Centres' are run by Para-teachers, who are identified by the community and receive community -based and culturally appropriate training. Parent-teacher associations manage the centres.

## Chapter 5: Tools

In this section we will show you some practical tools to define your situation and to achieve inclusive education.

### 5.1. Tools to define your situation

#### 5.1.1. Schools for All – Save The Children UK

In the Article 'Schools for All' Save the Children UK gives some good practical tips and tools for inclusive settings. According to Save the Children UK, both a change in educational systems and a recognition of different children's capacities and needs is required. The practical tips and tools can be used as handouts to meetings or trainings, or as additional information or checklists. It is divided as follows:

1. The physical environment
  2. The learning environment
  3. Observation and Assessment (interesting!)
  4. Advice and referral (interesting!)
  5. International documentation
  6. Further Reading
- ([http://www.eenet.org.uk/bibliog/scuk/schools\\_for\\_all.pdf](http://www.eenet.org.uk/bibliog/scuk/schools_for_all.pdf))

#### 5.1.2. Index for Inclusion – Tony Booth and Kristine Black-Hawkins

These are a set of materials devised in England for supporting the development of learning and participation in schools. The 'Index for Inclusion' is concerned with developing education so that it encourages the learning and participation of all learners. It does not focus on a particular group of learners who are disabled or categorized as having special educational needs, although it is concerned with them too. It encourages a critical examination of all aspects of schools, including approaches to teaching and learning, curricula, and relationships between and amongst teachers and learners.

The article from T. Booth and K. Black-Hawkins provides ideas and guidance for developing materials for implementing inclusive education. It is based on:

- Key concepts – *to provide an approach to thinking and talking about increasing learning and participation.*
- A Planning Framework (Dimensions and Sections) – *to structure the approach to the evaluation and development of the school.*
- Indicators and Questions – *to support a detailed review of all aspects of a school and to guide the implementation of development priorities.*
- An inclusive process – *to ensure that review, planning and implementation are themselves inclusive.*

(<http://inclusion.uwe.ac.uk/csie/indexlaunch.htm>)/  
[http://www.eenet.org.uk/theory\\_practice/develop\\_learning\\_participation.doc](http://www.eenet.org.uk/theory_practice/develop_learning_participation.doc)

### **5.1.3. ILFE- self assessment tool**

In newsletter 4, June, from EENET there is an ILFE- self-assessment tool. This tool helps you to gather information on what your school is already doing to create an inclusive, learning-friendly environment. It is subdivided in:

- School Policies and Administrative Support
- School Environment
- Teachers' Skills, Knowledge, and Attitudes
- Teacher Development
- Students
- Academic Content and Assessment
- Special Subject Areas/Extra-curricular Activities
- Community

[http://www.idp-europe.org/eenet/newsletter4/ILFE\\_Self-assessment\\_tool.pdf](http://www.idp-europe.org/eenet/newsletter4/ILFE_Self-assessment_tool.pdf)

### **5.1.4. UNESCO's Guidelines for Inclusion**

UNESCO recognized the lack of guidelines to assist in the important process of making National Plans for Education more inclusive. In do so, UNESCO has set up an Inclusive Education Team to develop these much needed tools and created a manual 'Guidelines for Inclusion: Ensuring Access to Education for All'.

The tool inside is a worksheet which follows checklist questions, intend to identify and analyze your current situation including your strengths (e.g., available resources that currently support inclusion; statement(s) on inclusion in your National /EFA Plan) and needs (e.g., resources that are needed to support inclusion, challenges that need to be overcome; gaps in your Plan or your system related to moving toward inclusion.

<http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>

### **5.1.5. Individual Inclusion Plan**

In all learning processes, it is essential the teacher recognises each child as an individual – with a unique set of skills, interests, needs and characteristics. This is particularly important in including disabled children in mainstream education. A quick assessment of each child's capacities (an Individual Inclusion Plan) , needs and preferences will help to make teaching more child-centred, and responsive to individual needs. It will also enable teachers to develop individual learning objectives appropriate to each child's needs and capacities.

[http://www.eenet.org.uk/bibliog/scuk/schools\\_for\\_all.pdf](http://www.eenet.org.uk/bibliog/scuk/schools_for_all.pdf)

## **5.2. Steps and Guidelines**

### **5.2.1. UNESCO- two booklets**

1) Embracing Diversity – Toolkit on Creating Inclusive, Learning-Friendly Environments: This booklet gives some ideas on how headmasters, teachers and other care givers can use positive discipline techniques to create a learning friendly environment in their schools. [http://www2.unescobkk.org/elib/publications/086/Pos\\_Dis-final.pdf](http://www2.unescobkk.org/elib/publications/086/Pos_Dis-final.pdf)

2) Embracing Diversity – Practical tips for teaching large classes:

The key idea in this Booklet is how to make learning more meaningful for both children and teachers in large classes.

[http://www2.unescobkk.org/elib/publications/095/Teaching\\_Large\\_Classes.pdf](http://www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf)

### **5.2.2. Disability KaR (Knowledge and Research)**

The organization Disability KaR has organized a roundtable meeting with participants engaged in a number of activities relating to the disability issues in Cambodia. They made a kind of framework for the implementation of Inclusive Education: a step-by-step guide. This is a useful tool to define your strategy for implementing Inclusive Education.

[http://www.disabilitykar.net/docs/ie\\_framework.doc](http://www.disabilitykar.net/docs/ie_framework.doc)

And for some good practical guidelines, you can find some information on:

[http://www.disabilitykar.net/docs/ie\\_good\\_practice.doc](http://www.disabilitykar.net/docs/ie_good_practice.doc)

### **5.2.3. EENET – A guide for parents**

This guide has been written primarily for family members who may feel isolated and want to form a support group or advocacy organisation. It draws on the inspirational stories of seven advocacy organisations in southern Africa, South Asia, Europe and Australia in their various stages of development. It aims to recognise and celebrate the contribution made by parents, family and community members who have campaigned for the inclusion of disabled children in education.

[http://www.eenet.org.uk/key\\_issues/parents/family\\_action.pdf](http://www.eenet.org.uk/key_issues/parents/family_action.pdf)

### **5.2.4. UNESCO - Teacher Education Resource Pack**

Schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all'. This was the key finding put forward in the Salamanca Statement on Principles, Policy and Practice in Special Needs Education, agreed upon by representatives of 92 governments and 25 international organizations in 1994. Set in this context, the *Teacher Education Resource Pack* aims to help schools respond to student diversity, particularly students vulnerable to exclusion and underachievement. It comprises four modules: special needs in the classroom, special needs: definitions and responses, towards effective schools for all, and help and support.

[http://publishing.unesco.org/details.aspx?&Code\\_Livre=4301&change=E](http://publishing.unesco.org/details.aspx?&Code_Livre=4301&change=E)

## **5.3. Examples of promoting Inclusive Education**

### **5.3.1. EFA campaign**

The Education for All Children with Visual Impairment (EFA -VI) is a global campaign and program of the International Council for Education of People with Visual Impairment (ICEVI) acting in partnership with the World Blind Union (WBU) and endorsed by the UNESCO and UNICEF to ensure that girls and boys with blindness and low vision enjoy the right to education. The campaign is being implemented at two levels. A Global Task Force (GTF), chaired by the President of ICEVI has developed the overall framework for the campaign including its guiding principles

and a business plan. The campaign will work within the framework of the general and special education systems of countries and will create a demand for education of children with visual impairment. Provision of appropriate support in educational settings and creation of alternative settings to reach out to the un-reached are also key aspects of the campaign.

[http://www.icevi.org/efa/implementing\\_efa\\_campaign.html](http://www.icevi.org/efa/implementing_efa_campaign.html)

## **Chapter 6: Partner organizations – Best-practices in the field**

Some partner organizations of Dark and Light have already implemented inclusive education in their education program. The ways in which inclusive education is implemented, differs from organization to organization. Every situation is different.

Dark and Light Blind Care have asked their partners to fill in a questionnaire about Inclusive Education. The partners who participated in the research were: Tecilien Institute – Sudan, RBI – Philippines, SERVE – Afghanistan and CDD – Bangladesh.

An overview with results of the research is written in a [summary](#) (about the definition of 'inclusive education', the advantages of inclusive education and the availability of models to adapt). Dark and Light have asked these organizations if they were willing to mention their contact details, so that other organizations can learn from these experiences.

## Chapter 7: Resources

In this chapter we will show you the relevant information from organizations over the world concerning inclusive education.

### 7.1. Important links

The most important links where information/ books is/are easily accessible are:

- <http://www.eenet.org.uk/bibliog/unespubs.shtml>
- [http://portal.unesco.org/education/en/ev.php-URL\\_ID=7939&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=7939&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- <http://asksource.ids.ac.uk/cf/keylists/keylist2.cfm?topic=dis&search=QL IE05>
- [www.un.org](http://www.un.org)
- <http://www.dccd.nl/default.asp?action=article&id=3240>
- <http://www.childfriendlycities.org/>

### 7.2. Resources

Dark and Light Blind Care have ordered the most important literature on Inclusive Education. The list is divided and labelled as follows:

1. Theory
  - 1.1. Legislation
  - 1.2. Concept
2. Practice
  - 2.1. Best-Practices
  - 2.2. Methods
  - 2.3. Tools

This list is available at Dark and Light Blind Care. You can ask for a CD-ROM. [info@darkandlight.org](mailto:info@darkandlight.org). If you know of important documents/ best-practices or other relevant information on Inclusive Education that's not listed here, we really appreciate it if you could mention/send this to us. In this way the list is always up-to-date.

#### 7.2.1. Theory

##### 7.2.1.1. Legislation

1. CSIE, Provision for Children with Special Educational Needs in the Asia Region (1994). World Bank Technical Paper, 1994. 261.
2. Initiative, F.T. Education for All. 2007 [cited; Available from: <http://www.education-fast-track.org/default.asp>.
3. UN, The UN Standard Rules on the Equalisation Opportunities for Persons with Disabilities. 1993: p. 37.
4. UN, UN Convention on the Rights of the Child. 1998: p. 15.
5. UN. UN Millennium Development Goals. 2000 [cited; Available from: <http://www.un.org/millenniumgoals/>.
6. UN, UN Convention on the Rights of Disabilities. 2006.

7. UNESCO, World declaration of education for all and Framework for action to meet basic learning needs, Jomtien. 1990: p. 37.
8. UNESCO. World Declaration on Education for All 1990 [cited; Available from: [http://www.unesco.org/education/efa/ed\\_for\\_all/background/jomtien\\_declaration.shtml](http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml)].
9. UNESCO, The Salamanca Statement and Framework for Action on Special Needs Education. 1994: p. 50.
10. UNESCO, Dakar Framework of Action. 2000: p. 78.
11. UNESCO. Flagship of Education. 2000 [cited; Available from: [http://www.unesco.org/education/efa/know\\_sharing/flagship\\_initiatives/disability\\_last\\_version.shtml](http://www.unesco.org/education/efa/know_sharing/flagship_initiatives/disability_last_version.shtml)].

#### 7.2.1.2. Concept

1. Inclusion, B.D.f. The Friendly School for ALL Children. 1999 [cited; Available from: <http://www.inclusion-boltondata.org.uk/FrontPage/data26.htm>].
2. EENET. Preparing Teachers for Inclusive Education - The Lesotho Video. 1996 [cited; Available from: [http://www.eenet.org.uk/key\\_issues/teached/video\\_feedback.shtml](http://www.eenet.org.uk/key_issues/teached/video_feedback.shtml)].
3. EENET, EENET Asia newsletter. 2007(fourth): p. 48.
4. EENET, EENET Asia Newsletter 2007(Third): p. 40.
5. EENET, Anniversary Newsletter. 2007(11th): p. 32.
6. University of Manchester, J.K., Models of Inclusive Education: Where do community based support programmes fit in? 1999: p. 12.
7. UNICEF, Promoting the Rights of Persons with Disabilities. 2007 : p. 80.
8. UN, E., Some facts about persons with disabilities. 2006: p. 2.
9. DEE, Disability Equality in Education welcome this opportunity to submit evidence and would welcome the opportunity to follow this up with oral evidence. 2005: p. 28.
10. UNICEF, Building Child Friendly Cities - A framework for Action. 2004: p. 24.

### 7.2.2. Practice

#### 7.2.2.1. Best-Practices

1. UNESCO, First Steps: Stories on Inclusion in Early Childhood Education. 1997: p. 123.
2. UNESCO, Making it Happen: Examples of Good Practice in Special Needs Education and Community Based Programmes. p. 113.
3. Booth, T.a.B.-H., K., Developing learning and participation in countries of the south - the role of and index for inclusion 2001, revised 2005: p. 36.
4. IDDC, Lessons from the South: Making a difference. 1998.
5. EENET, S.M. Overcoming Resource Barriers: the Challenge of implementing Inclusive Education in Rural Areas. 2000 [cited; Available from: [http://www.eenet.org.uk/theory\\_practice/bonn\\_1.shtml](http://www.eenet.org.uk/theory_practice/bonn_1.shtml)].
6. UNESCO, Included the excluded: meeting diversity in education. 2001: p. 32.
7. STUBBS, S., Opportunities and Challenges in Inclusive Education:Case studies from the South. 2002: p. 13.
8. Worldbank, Inclusive Education: An EFA strategy for All Children. 2004: p. 72.

### 7.2.2.2. Methods

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