

INCLUSIVE EDUCATION = QUALITY EDUCATION

EFA - DISABILITY = IMPOSSIBLE



...because out of the 115 million children out of school, 40 million are children who have a disability (World Bank, 2004)

Since children with disabilities represent one third of the children who are denied access to education achieving the Millennium Development Goal on Education will be impossible without attention to their needs and the needs of a diversity of learners who are currently excluded.

"Unless disabled people are brought into the development mainstream, it will be impossible to cut poverty in half by 2015 or to give every girl and boy a chance to achieve a primary education by the same date." ~ James D. Wolfensohn

DISABILITY + SPECIAL EDUCATION = UNAFFORDABLE

... because it is unrealistic to obtain the resources that would be needed to create special, segregated education for all those children with a disability now out of school

Existing Educational Models Fail to Address Multiple Disadvantage

The UNESCO EFA Monitoring Report on Quality Education (2005) underlined the need for inclusive approaches to education; "uniform models of reform that ignore the multiple disadvantages faced by many learners will fail. Educational approaches for those who live with HIV/AIDS, emergency, disability and child labour should be given support."

The strategies used to achieve inclusive education for students with disabilities can benefit others with learning difficulties, as well as improve the quality of education for all children in the classroom.

Inclusion is not just about placing students with disabilities into mainstream classrooms. It recognizes that all children have individual needs, and that teachers who are trained to facilitate an inclusive classroom, can better meet the needs of all children.

98% of children with disabilities do not attend school (UNESCO)

99% of girls with disabilities are believed to be illiterate (UNICEF)

Approximately 600 million people or 10% of the world's population has a disability

Over 70% of people with disabilities and their families live in a developing country

DISABILITY + INCLUSION = BETTER EDUCATION FOR ALL

...because inclusion means supporting teachers to respond to the individual learning needs of all students

Inclusive Education Contributes to Quality Education by:

✓ Reducing Exclusion	✓ Using Resources More Effectively
✓ Decreasing Prejudice	✓ Using Resources More Efficiently

UNESCO's defines Inclusive Education as "A developmental approach in education that "seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion" (Salamanca Framework For Action, 1994)

Inclusion means that;

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

Policy Implications for Development

While infrastructure and investment in education are key issues in many countries the reasons why children do not have access to education include a range of economic, social, cultural, political and geographic issues.

Efforts to provide focused attention to these different groups of (excluded) children in education planning, without an overarching framework for inclusion, results in fragmented, ineffective and inefficient school reform.

COMMITMENTS TO INCLUSION

'Education For All' (UNESCO) "all children, including those with disabilities and other special needs are entitled to equity of educational opportunity"

World Conference on Special Needs Education, Salamanca, Spain (1994), calls for inclusion to be the norm.

Commission for Africa highlighted the need to address the exclusion of children with disabilities in development efforts to achieve education targets.

G8 Task Force on Education; "Education must be inclusive; children with special needs should not be excluded from the formal system."

World Bank supports research and development into models for inclusive education while also promoting inclusive practices worldwide

The Department of International Cooperation in the UK (DFID); "Thinking about the inclusion of disabled children from the outset would enable schools to implement inclusive education programmes, bringing long-term benefits to the community." (Reducing Poverty by Tackling Social Exclusion)

