Policy and Legislation
Budget and Financing
for Inclusive Education

Julie Yoder
An ideal world: from policy, legislation and financing to practice

« We should not abandon our practical intentions because we have not yet been successful (…). »

On the common saying: this may be true in theory but it does not apply in practice (1793) Immanuel Kant
Making Good Policy: How to Turn a Challenge Into a Recommendation

1. Study the situation.
2. Define the challenges or obstacles.
3. Define your actors and resources.
4. Recommend an action.
A man is driving along in his brand new car. He is on his way to an important meeting. Suddenly...the car stops....
Define the challenge or obstacles

The car won’t start.
Define actors

- The car manufacturer
- The car salesman
- The mechanic who takes care of the care (usually)
- The car owner
- Plus (the gas station, the gas company, the car owner’s son who uses the car ....)
Define resources

- Self and Family
- Money and Warranty
- Public transportation
- Advocacy
- Government
Make a recommendation

The man could go to the garage.

He could call his son to come and pick him up.

He could take the bus to his meeting.

The car company could require more frequent check-ups.

The government could pass a law requiring better quality control.
Making Good Policy: How to Turn a Challenge Into a Recommendation

Study the situation.

- Define the challenges or obstacles.

- Define your actors and resources.

- Recommend an action.
Study the situation

Use your country report or the protocol and discuss your experiences.
<table>
<thead>
<tr>
<th>Country</th>
<th>Compulsory education</th>
<th>Mention of children with disabilities in policy or EFA plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>12 years of education Students 6-18 years of age</td>
<td>National Education Policy Statement, that all children of school age be provided with 12 years of education, includes children with special needs who can become contributing members of society if an appropriate educational program is offered.</td>
</tr>
<tr>
<td>Samoa</td>
<td>9 years of education Students 5-14 years of age</td>
<td>Current education policy included the aim of a database of children with special needs, training and support for SNE teachers, development of SNE units and grants to NGOs.</td>
</tr>
<tr>
<td>Thailand</td>
<td>9 years of education Students 6-15 years of age</td>
<td>EFA must cover all target groups including the special needs groups in society such as those with physical, mental, intellectual, emotional, communication and learning disabilities, as well as all disadvantaged groups.</td>
</tr>
<tr>
<td>Vietnam</td>
<td>5 years of education Students 6 to 10 or 11 years of age</td>
<td>EFA Plan includes one mention of children with disabilities as a component of other disadvantaged groups that need to be included in the school system.</td>
</tr>
</tbody>
</table>
Define the challenge or obstacles

Although legislation exists. All children still do not attend school.
Define actors

Students
Families
Schools: Teachers, Head teachers, Special education teachers
Teacher training colleges
Government ministries
Legislators
Define resources

- Time
- Energy
- Money
- Family
- Advocacy
- Government
Make a recommendation

Governments should require more special-education training for all teachers.

Parents can be advocates.

DPOs can tell personal success stories.

Statistics departments can report on how many children are not in school.

Universities can provide volunteers.

Schools can look for out-of-school students.
Good luck!

Define challenges as specifically as possible.

Consider new alternatives. Think creatively.

Remember all actors.

Money is not the only thing that makes the world go round. (Though it helps.)

Consider the situation realistically to find solutions that work.