Bibliography on the subject of inclusive education
UNESCO Bangkok, May 2005

This bibliography is meant to act as background document for the UNESCO Project Developing Case Studies and a Manual on Guidelines for Action to Include Children with Disabilities in Schools Systems and the EFA Monitoring Process and for the corresponding writer’s workshop to be held in Bangkok in June 2005. International legal documents and a brief review of essential contents are discussed in section I below; section II contains various bibliographic references from UNESCO and others, while section III contains country-specific references from field studies. Hyperlinks are included wherever possible.

I. International Documents on Inclusive Education and Education for All

http://www.unicef.org/crc/crc.htm

Children are all persons aged less than 18 years, Article 23 of the Convention on the Rights of the Child is specific to the rights of children with disabilities: “States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.” Further in Article 23, the right is recognized for special care, free of charge whenever possible, that will assure access to “education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.” Furthermore, internationally, states should share information on treatment and care of children with disabilities, including also information on rehabilitation, education and vocational services in order for different states to “improve their capabilities and skills and to widen their experience in these areas (…) particular account shall be taken of the needs of developing countries.”

Article 25 also indicates a right inherent to any child placed in protective care for the sake of their physical or mental health to “periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.” Primary education should be compulsory and free for all (Art. 28). Article 29 states that education should encourage “the development of the child's personality, talents and mental and physical abilities to their fullest potential”; “the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations”; as well as respect for parents, and their own and other’s cultural identity, language and values and the global environment. Children should also learn to be responsible for “life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.”
http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml

The World Declaration on Education for All is a call to arms to address continued disparities in educational opportunities and address the needs of the millions of people who do not have access to basic education. An “expanded vision” (Art. 2) of education should be pursued to surpass present restrictions due to resource levels, institutional capacity, curricula and conventional delivery systems. Specifically, (Art 3.5) “The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.”

Framework for Action in Jomtien (1990)
http://www.unesco.org/education/efa/ed_for_all/background/07Bpubl.shtml

The Jomtien Framework for Action includes priorities at the national, regional and global level, aimed to meet goals and targets for education for all. Priority goals are to increase early intervention and programs, especially for poor, disabled and disadvantaged children; universal access and completion of basic education by 2000; reduction of adult illiteracy rates and improvement in basic learning achievements. Basic principles include active identification of current educational practices, multisectoral strategies and action, including involvement of parents, families, communities and teachers; NGOs and multilateral organizations, focusing on the poorest regions and countries and attempts to include girls and women. At the National level, each country is expected to develop comprehensive, long-term plans, which would have local counterparts, and could include evaluation studies, basic learning needs that should be met, languages for use in school, required capital and human resources, indicators of progress, priorities for resources and developing services, institutional and administrative arrangements needed, and an implementation timetable. Developing a supportive policy environment, is essential, to create public support, reduce public sector inefficiency, provide training for public administrators and development of participatory measures in design and implementation of basic education programs. Providing education should focus on providing quality education, with emphasis on practical and useful knowledge as well as topics of local and universal interest. The education system will benefit from increased managerial and technical know-how is, as well as improved information channels and access to resources. At the regional level, cooperation and collaboration should be encouraged between countries, including technical and policy consultations. Six particular areas of cooperation suggested are: training of planners, managers, teacher educators and others; information collection and analysis; research; production of educational materials; use of communication media and management of distance education services. And at the global level, international cooperation can be financial, reducing debt and increasing financing for education, providing international support for technical training, and additional support to the least developed countries.


In this follow-on agreement to Jomtien, the implementation of which from 1990-2000 was researched and assessed extensively, the shortfall from the goals of Jomtien were noted and attributed to: ‘weak political will, insufficient financial resources and the inefficient use of those available, the burden of debt, inadequate attention to the learning needs of the poor and the excluded, a lack of attention to the quality of learning and an absence of commitment to overcoming gender disparities.” Six key goals are stated including: “(i) expanding and
improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality; (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs; (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; (v) 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; (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

In order to meet these goals, governments, agencies, and associations pledge to mobilize public opinion in favor of this action, developing national action plans; promote EFA plans in a framework along with other national poverty reduction and development plans; develop accountable governance systems, enhance the morale, professionalism and status of teachers, and systematically monitor progress.

http://www.un.org/esa/socdev/enable/dissre00.htm

This document, listing 22 rules summarizing the World Programme of Action, was one of the outcomes of the United Nations’ Decade of the Disabled Person. Rules pertain to preconditions for equal participation, target areas of equal participation, implementation measures and, additionally, a monitoring mechanism is provided. Of particular interest to the question of children with disabilities and access to education, is Rule 6 on the equality of opportunity of access to education at all levels for all children, youth and adults in integrated settings, which are, in turn, considered an intrinsic component of the educational system and planning. Adequate support services are presupposed, as is the participation of parents and organizations of persons with disabilities in planning. Particular attention should be paid to gender equality and to the very young, pre-school children and adults. States should have a clearly stated policy, flexible and adaptable. Provision of quality materials, teacher training and support is also encouraged. Community-based rehabilitation programs are to be seen as complementary with educational systems. Special schools, while at times presenting the best presently available option in education, should also be seen as closely linked to the general educational system and should be gradually integrated into the mainstream system.

http://www.unesco.org/education/pdf/SALAMA_E.PDF

Salamanca, Spain was the location of the UNESCO conference on Special Needs Education in 1994 that aimed at implementing Education for All through the discussion and elaboration of suggested policy shifts permitting schools to serve all children. The Conference outcomes, the Salamanca Statement on Principles, Policy and Practice and a Framework for Action are both established upon the “principle of inclusion, by recognition of the need to work towards “schools for all” - institutions which include everybody, celebrate differences, support learning, and respond to individual needs.”
The **Salamanca Statement** recalls the right to education of all persons, in the 1948 Universal Declaration of Human Rights, and renews the pledge of the 1990 World Conference on Education to providing Education for All. The Statement reaffirms the **uniqueness and diversity of all children**, for whom educational systems should be designed, and states that 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.” Furthermore, regular schools are more cost-efficient. **Governments** are called upon to give **high priority to special needs education** in their budgets; to adopt, “as a matter of law or policy” the principle of inclusive education; interact with countries with successful inclusive education programs; **establish decentralized, participatory education planning, monitoring and evaluation**, which should include parents, disabled persons’ organizations and community members; invest in early identification and intervention programs and assure appropriate pre-service and in-service training for teaching in inclusive schools. The **international community**, including sponsors of the World Conference on Education for All (UNESCO, UNICEF, UNDP and the World Bank) should endorse the concept of inclusive education and, in addition with other specialized agencies (ILO, WHO), provide increased technical assistance. NGOs should increase their cooperation with official national bodies to intensify involvement in planning, implementation and evaluation of education of children with special needs. **UNESCO**, in particular, should be sure that special needs education is part of discussions of education, **encourage the teaching profession** to enhance teacher education for special needs education; to **stimulate the academic community;** to **strengthen regional centers** on documentation and networking, and information sharing, particularly as relates to country experiences relating to the Salamanca statement and framework.

The **Salamanca Framework for Action** proposes guidelines for action at the national, regional and international levels, based on new thinking in special needs education. The **guiding principle** of the framework is that all children should be accommodated regardless of their “physical, intellectual, social, emotional, linguistic, or other conditions”. This includes not only children with disabilities, but also gifted children, street and working children, children from remote and nomadic groups, children linguistic, ethnic or cultural minorities and children from any other disadvantaged groups. The term “special education needs” refers to all children with disabilities or learning difficulties. Schools that include these children focus on their potentials and not their disadvantages, encouraging a more **welcoming society**. A **child-centered pedagogy** encourages all children to learn and results in higher retention rates and achievement. **Equality of opportunity** is one goal of inclusive systems, requiring a continuum of support services, appropriate to special needs. **Special school staff** can assist in providing resources and technical support to mainstream schools, as can special units within mainstream schools. **Educational planning** should cover all students, in all regions of all economic backgrounds. **Adult education programs**, to overcome past educational inadequacies should also be encouraged as well as special efforts in reaching out to **women and girls**.

**National guidelines** cover several important areas: policy and organization, school factors, recruitment and training of educational staff, external support services, priority areas, community perspectives, resource requirements Legislation should recognize the demands of **equality of opportunity** for children, youth and adults at all levels of the educational system. Policy should assure attendance of any child to the local, **neighborhood school**, the same they would attend if they had no learning difficulties. **Mainstreaming** and **partial inclusion** of children should be practiced as much as possible. Special communication needs of blind and deaf communities should be considered and special schools may possibly meet these needs more efficiently. **Statistics** showing the numbers of children benefiting from education in both special schools and regular schools should be collected. **Policy coordination** on matters of health, employment and
social services should be implemented. **Schools** need to adjust curricula, buildings, pedagogy, assessment, staffing and extracurricular activities to better meet special educational needs. **Curricula** should be flexible and include additional support when needed and appropriate assessment procedures should be implemented. **Technical aids** should be developed and shared when necessary. **Educational professionals** should be trained to have a positive outlook towards disabilities and teachers with disabilities should also be employed. Pre-service training should address children with special needs for all future teachers on adapting curricula, assessing educational needs and utilizing appropriate technologies. Special education teachers should be taught a non-categorical approach for all disabilities. Educational authorities should assure that **external support services are available** such as outreach from teacher-training institutions, special school staff and other specialists such as psychologists and school and occupational therapists. **Priority areas** include early childhood education, girls’ education, preparation for adult life and adult education. Communities should be involved through parents, families and organizations. **Resources** should be augmented by committed political will to cover all the varied costs; pooling funds across ministries can result in cost-effectiveness.

**Regional and international** action should direct technical assistance to the most strategic fields. Regional partnerships can develop mutually beneficial resource and information exchanges. **Internationally comparable indicators** should become a part of the worldwide database on education. Disability prevention, through health education and awareness programs could reduce incidence rates, particularly in poor and developing countries.

**Summary of key points**

- **Rights to basic, primary education for free**, are affirmed; this education should be compulsory if possible and should recognize the uniqueness and diversity of all children;
- **Political will is essential**;
- Strategies in policy development and service provision should be multisectoral and interministerial to make the best use of human and financial resources;
- **Policy at the national level** is needed to guide principals, teachers and schools in implementation;
- **Broad definition of special needs children** including children with needs related to their individual physical, intellectual, or learning capacities as well as their socio-economic and cultural environments;
- Increased **early intervention programs** should be implemented;
- Inclusion of **girls and women, young children and adults** (people of all ages and genders);
- **Improvement of training and education** of teachers (pre-service and in-service), principals, administrators, researchers and ministry staff;
- **People with disabilities should be included as role models**;
- **Flexibility** of curricula, educational programs and assessment practices;
- **Participatory planning and development of educational policies** and programs locally (parents, families and local communities), nationally (across ministries and with associations) and internationally (with aid agencies, NGOs and international organizations):
- **Importance of efficient and transparent educational governance** systems;
- **External support** should be available for teachers, from special education institutions and specialists;
- **Regional interaction** can help to direct technical assistance, share information and experiences; and
- The development of **internationally comparable data** on education of children with special needs is essential.

### II. General information on Inclusive Education

**UNESCO Resources**

**Case Studies**

UNESCO, *First Steps: Stories on Inclusion in Early Childhood Education*
A compilation of 13 case studies, examples where children with special educational needs are included in regular early childhood programs.

UNESCO, *Including the Excluded: Meeting Diversity in Education. Example from Romania*
This case study provides an account of the efforts to address marginalization in and exclusion from education.

UNESCO, *Including the Excluded: Meeting Diversity in Education. Example from Uganda*
This case study provides an account of the efforts to address marginalization in and exclusion from education.

UNESCO, *Making It Happen*
A compilation of twelve country stories, examples of good practice in integrated education and community-based programs.

**Consultation on Groups of Learners**

*Consultation on Alternative Approaches for the Education of the Deaf*
Summary of trends and principles in the field of education of the deaf and suggestions for enhancing developments at the national and international level.

*Deafness - A Guide for Parents, Teachers and Community Workers*
This guide provides basic information on the identification of deafness, importance of sign language and the need of education for deaf children.

*Guides for Special Needs Education*
No.2: Working Together - Guidelines for partnership between professionals and parents of children and young people with disabilities.


**Policies**

*International Consultation on Early Childhood Education and Special Educational Needs*


The consultation examined the nature of services that should be provided for young children, guided by the principle of inclusion.

*Legislation Pertaining to Special Needs Education*


A review of legislative provision concerning education of children and young people with special educational needs, based on data compiled from 52 countries.

*Review of the Present Situation in Special Needs Education*

http://unesdoc.unesco.org/images/0010/001026/102688e.pdf

Based on replies from 62 countries, the review consists of two parts, presenting country entries followed by a summarized analysis.

*Salamanca Five Years On*


**Principles and Practices**

*Educating Children and Young People with Disabilities: Principles and the Review of Practice*


The document consists of two distinct parts. Part A sets out the basic principles governing the education of children and young people with disabilities, and Part B provides a working framework for reviewing education provision.

*Inclusive Schools & Community Support Programmes, First Phase*


A report of the first phase of the project 'Inclusive Schools and Community Support Programmes' with country reports from eleven countries.
Inclusive Schools and Community Support Programmes - Phase Two
A report of the second phase of the project 'Inclusive Schools and Community Support Programmes' with country reports from eleven countries.

Open File on Inclusive Education - Support Materials for Managers and Administrators
The Open File is intended to support all those who are concerned with promoting inclusive education. In particular, it offers a means whereby administrators and decision-makers in different countries can draw on international experience in guiding their own countries’ systems towards inclusion.

Open File on Inclusive Education – Support Materials for Managers and Administrators (Brochure)
This booklet is an introduction to inclusive education for policy-makers and managers who have an important role to play in bringing about the change needed to make inclusive education a reality.

Overcoming Exclusion through Inclusive Approaches in Education
A Challenge & Vision - Conceptual Paper. (Available in Arabic, Chinese; French Spanish, Russian)
http://unesdoc.unesco.org/images/0013/001347/134785e.pdf

Provision for Students with Disabilities in Higher Education
A brief overview prepared for the World Conference in Higher Education (1998). Examples from 40 universities in different world regions of the provision for university students with disabilities.

Professional Development

Understanding and Responding to Children's Needs in Inclusive Classrooms
A teacher's job is not easy. You may have big classes of 40 and more pupils -all of them individuals! Having children with disabilities or from disadvantaged backgrounds in your class often requires more work but it need not be so: you can manage differences among the children.

Welcoming Schools
This training material illustrates characteristics, competencies, skills and teaching and learning practices used by teachers who are working to promote the inclusion and participation of children with disabilities in the classroom.
Education for All: the challenge of inclusion

Below are selected items from a bibliography originally developed by Mel Ainscow of the University of Manchester, for the Enabling Education Network (EENET) www.eenet.org.uk, “a network creating links between groups around the world that are trying to encourage the development of inclusive education.” This bibliography was recently reproduced at: http://www.ied.edu.hk/csnsie/resources.htm It is no longer available on the EENet site. (The asterisk denotes * “Highly Recommended” by Professor Ainscow)

Ainscow, M. Understanding the Development of Inclusive Schools. Falmer Press
This book explains about the UNESCO resource pack 'Special Needs in the Classroom' can be used in relation to school improvement. IBSN No. 0 7507 0734 8

Ainscow, M. and Heile-Giorgis, M. (1998) The education of children with special needs in Central and eastern Europe: Barriers and Opportunities. UNICEF http://www.ied.edu.hk/csnsie/info/res2.pdf (file size: 243 KB) This study looks at policy development in 27 countries whose economies are "in transition". Available from UNICEF, International Child Development Centre (ICDC), Email: ciusco@unicef-icdc.it

Ainscow, M, Farrell, P. Tweddle, D and Malki, G. Effective practice in inclusion and in special and mainstream schools working together. London; Department for Education and Skills. This is based on a study of polices for inclusive education in England.


Barrow, G., Disaffection and Inclusion: Merton's mainstream approach to difficult behaviour. Centre for Studies in Inclusive Education. Looks at how support can be provided for students who experience behaviour difficulties. available from the Centre for Studies in Inclusive Education, 1 Redland Close, Elm Lane, Redland, Bristol BS6 6UE, UK Fax: +44 117 923 8460, ISBN: 1 8720 0157 2


Booth, T. and Ainscow, M. (eds) (1998) From Them To Us: An international study of inclusion in education. Tackles questions such as "Can there be a global view of inclusive education?" through a series of case studies set in eight different countries. ISDN numbers are as follows: Hardback: 0-415 18739-7 paperback: 0-415-13979-1

Booth, T and Ainscow, M. (revised 2002) Index for Inclusion: Developing Learning and Participation in Schools, CSIE This practical guide is now being used in different parts of the world. It encourages a process of inclusive school development. Centre for Studies in Inclusive Education (CSIE), www.inclusion.org.uk www.csie.org.uk
*DFID, (2000) Towards Responsive Schools, supporting better schooling for disadvantaged children, DFID. This Save the Children/DFID publication examines how schooling links with poverty and social or political disadvantage. Case studies include community schools in India, kindergartens in Mongolia and education in refugee camps in Lebanon.: www.dfid.gov.uk


Holdsworth, JC (2002) Seeking a Fine Balance: Lessons from Inclusive Education in Lao PDR, Save the Children U. This is a personal perspective on how inclusive education was implemented in Laos, SE Asia, written in the form of a case study. Available from EENET.

International Save the Children Alliance, UN Convention on the Rights of the Child Training Kit, International Save the Children Alliance. This is invaluable for anyone engaged in training and education work in the field of child rights, from: Radda Barnen (Save the Children Sweden)

*Jones, H (1999) Including Disabled People in Everyday Life, Save the Children UK ISBN: 1 841870 08 0 This practical video and publication is based on a series of workshops developed by Save the Children as part of its community-based disability activities in Ho Chi Minh City, Vietnam. http://www.savethechildren.org.uk

Jordan, L and Goodey, C (2002) School Inclusion the Newham Story of De-segregation, CSIE. This account of the London Borough of Newham (well know as the least segregated Local Education Authority in England) will inspire teachers, heads and LEA officers to carry out their work in inclusion. Available from CSIE. ISBN: 1-872001-25-4

*Managing Innovation in Inclusive Education – a video for headteachers (1999) UNICEF Romania. This video has been prepared to support initiatives for developing inclusive practices in Romanian schools. It focuses specifically on the issue of managing school development. Available in English from UNICEF, Romania.

A video-based training package for use on in-service and pre-service teacher training courses. Available from EENET.


*Save the Children (1999) Children's Rights: Reality or Rhetoric, Save the Children The UN Convention on the Rights of the Child: The First 10 Years The situation of children in 25 countries is examined under 4 key issues: sexual exploitation; juvenile justice; displacement; education. ISBN: 2 94217 09 2 www.savethechildren.org.uk


*Sebba, J and Sachdev, D What works in Inclusive Education? Barnardo's This practical report reviews research from UK, Europe, North America and Australia. ISBN No: 0-902046-43-8

*Stubbs, S (2002) Inclusive Education: Where there are few resources, The Atlas Alliance The goal of this publication is to encourage an in-depth understanding of inclusive education concepts, strategies and key issues. It is available from EENET and from: www.atlas-alliansen.no
III. Country Specific Sources

Hard copy and on-line documents collected during the development of country reports in 2004-2005.

Brunei

Horrocks, C. “Footsteps In The Hallway: The Challenge Of Inclusion”, Page 19
http://www.vrri.org/cb0906/journals.htm


Ministry of Education, Brunei Dar Es Salaam, (www.moe.gov.bn)

Public Relations Unit, Ministry of Education, Education in Brunei Darussalam (Revised Edition), Bandar Seri Begawan: 2004, p.47.


Cambodia

DAC Secretariat, “The Project to Develop Education Opportunities to Meet the Specific Needs of Children with Disabilities in Cambodia”

Ministry of Education, Youth and Sports, Cambodia


(www.ibe.unesco.org/International/ICE/natrap/Cambodia/EducationStrategicPlan/1context.htm)

http://www.eenet.org.uk/key_issues/teached/cambodia.shtml

**Laos**

Ainscow, M (1998) Supporting the Development of Schools for all: workshop materials, Laos

Asia-Pacific Development Center on Disability, Community-Based Rehabilitation Training Report.
http://www.apcdproject.org/trainings/cbr03/cbr_report.html

Interregional Seminar and Regional Demonstration Workshop on Accessible Information and Communications Technologies (ICT) and Persons with Disabilities
Manila, Philippines, March 3-7, 2003
http://www.worldenable.net/manila2003/paperlao.htm


Khamhong Sacklokham, Director, Department of General Education
Presented at ISEC 2000 “Inclusive Practice on the Low Resource Circumstances”
Contributions from: Janet C. Holdsworth.
http://www.isec2000.org.uk/abstracts/papers_s/sacklokham_1.htm

Manoroth, V (1997) Changing Practice in Pre-schools from Didactic to Active Learning with Low Resources in Lao PDR. In SEAPRO Forum, January 1997 Save the Children: Bangkok
Samoa

DEPARTMENT OF HEALTH AND HUMAN SERVICES (DHHS)
Administration for Children and Families (ACF)
AGENCY: Administration on Developmental Disabilities (ADD), ACF, DHHS.

Thailand

Ajarn Monthian Buntan, First Vice President, World Blind Union; Member Advisory Committee on Disability to the Prime Minister, Kingdom of Thailand. Personal communication 2004.

APCD. Country Profile: Kingdom of Thailand. 2003
www.apcdproject.org/countryprofile/thailand/index.html


Chonlatanon, Benja. Executive Adviser in Special Education and Education for the Disadvantaged, Ministry of Education. Personal communication. 2004


Prayat, P. Vice Chair, DPI (SEA), Personal communication. November 2004
Professor Wirriya Namsiripongphan. Chair, Advisory Committee on Disability to the Prime Minister of the Kingdom of Thailand. Personal communication. 2004.


United Nations World Committee on Disability, 2001.


**Vietnam**


de Los Angeles-Bantista, Feny. Early Childhood Care and Education in South-East Asia: Working for Access, Quality and Inclusion in Thailand, the Philippines and Viet Nam. UNESCO Bangkok, 2004


http://www.worldenable.net/bmf2004/papervietnam.htm