Summary of Recommendations

Topic One: Policy and Legislation, Budgetary Policy and Finance

I. Recommendations on policy:

BR1.1 BRUNEI

BR1.1.1 Government should have an inter-ministerial policy (including Ministries of Health, Welfare, Youth and Sports in addition to Ministry of Education in one policy) whereby all actors (NGOs, DPOs, private sector, families, government) have agreed upon roles and responsibilities in planning, implementation and evaluation.

BR1.1.2 Policy should include education for all and education for life.

BR1.1.3 Education policy should include life-skills training (Activities of Daily Living ADL skills) and psychological aspects not only academic skills.

►►BR1.1.4 Education policy should not be exam-oriented but more according the UNESCO. “Basic learning needs comprised both essential learning tools and in the basic learning content required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning” – World Declaration on Education for All. Article 1, Paragraph 1

►►BR1.1.5 Selected mainstream schools to be designated as inclusive schools to optimize minimum resources.

BR1.1.6 School administrators should be required to prepare teachers for specific student cases in the form of structured training for specific disabilities.

BR1.1.7 Schools and teachers should involve the families as active partners through training in specific skills in seminars, workshops or conferences.

BR1.1.8 Adopt a comprehensive perspective in policy, lawmaking and training to include other actors (supporting staff, professionals, and parents not just teachers).
CM1.1 CAMBODIA
(All these recommendations are for governments and Ministries of Education)

CM1.1.1 Specifically mention children with disability in policy documents rather than just ‘disadvantaged’ or ‘marginalized’ groups

CM1.1.2 Set targets and indicators for this group in overall strategy documents and in yearly rolling implementation plans

CM1.1.3 MoEYS Policy should include promoting schools’ awareness that it is a matter of policy to promote the inclusion of children with disabilities

CM1.1.4 Policy should give due emphasis to teacher training to ensure that all teachers can meet the needs of children with disabilities in their classes

CM1.1.5 Policy should emphasize and promote effective partnership between MoEYS and other education providers, e.g. NGOs.

CM1.1.6 Develop specific national policy and put in place structures and systems to ensure policy becomes practice and that central level initiatives are manifested into reality in each school

CM1.1.7 Governments should ensure that children with disability are considered in all mainstream education development (i.e. disability mainstreaming in education).

SM1.1 SAMOA
SM1.1.1 Have a clear definition of “inclusive education” in all education policy documents.

SM1.1.2 Disclose SNE statistics to ensure its use by a broad range of stakeholders and at local levels.

SM1.1.3 To strengthen the coordination and collaboration between the main service providers for children with disabilities.

SM1.1.4 Ensure that parents/families become partners in policy development.

SM 1.1.5 New Government should enforce Compulsory Education Act.

TH1.1 THAILAND
TH1.1.1 Educational administrators, schools and teachers should consider abilities and cater for the needs of CWD when preparing curriculum and teaching plans, school facilities and when assessing accessibility.
TH1.1.2 Parents of CWDs should be considered as partners to cooperate with the school on the IEP and implementation of their child’s programme.

TH1.1.3 Education Ministry should make choices available for parents of children with severe disabilities to be able to follow a home-based education programme until a suitable programme is available at a SEC or Special School, with transportation available. This is a transition measure, acknowledging the right of all children to education. It should be reviewed within the next five-year government plan.

TH1.1.4 Government should develop an appropriate process to follow the education and inclusion of CWD.

VT1.1 VIETNAM
VT1.1.1 Include education for children with disabilities in a monitoring system appropriate for monitoring the access and quality (at present, laws talk more about quantitative aspects such as enrolment figures, not quality of education of CWD).

VT1.1.2 Enforcement system should be in place which is directly related to the monitoring of education of CWD.

VT1.1.3 EFA plan should include specific objectives for education for CWD (from planning, monitoring to evaluation). Who does it: EFA committee in consultation with Steering Committee for Education of CWD. Existing Strategic Plan for Children with Disabilities should be integrated with the National EFA Plans.

1SCH1.1 SCHOOLS
1SCH1.1.1 People with disabilities should not be discriminated against in any area of employment (including respect for the right of PWD to become teachers).

1SCH1.1.2 The school must be fully accessible for the disabled.

1SCH1.1.3 All learning materials should be accessible for the specific needs of each individual.

1SCH1.1.4 Curriculum must be flexible to ensure that all children can participate in all activities.

1SCH1.1.5 Decisions on education of children with disabilities must be made in collaboration with education officials, schools, parents, community, families and organizations of people with disabilities.
1SCH1.1.6 Educational funding should come from diverse resources.

1SCH1.1.7 All teachers should received appropriate training to enable them to teach children with disabilities in the regular classroom.

2SCH1.1 SCHOOLS 2

2SCH1.1.1 (Additional comment Khun Prayat: Donors should require that a percentage (6%) of their loans be spent on the education of persons with disabilities.)

2SCH1.1.2 (Additional comment Khun Prayat: Granting of tax exemptions to ICT equipment imports that will be used for the education of children with disabilities.)

2SCH1.1.3 (Additional comment Khun Prayat: Countries in the region should improve their human capital)

NGO1.1 COMMUNITY/NGOs

NGO1.1.1 Education policies should be education for all and education opportunities for Life (access to education)

NGO1.1.2 Education policies should be holistic and include life skills, social skills & vocational as well as academic skills

NGO1.1.3 Education policy development should include representation and input from all key stakeholders including parents, Ministries, Families, DPO, private sector, etc.

NGO1.1.4 Education policies should be written to include all children in education opportunities not exclude them on the basis of outmoded concepts such as IQ.

NGO1.1.5 Education policies should ensure that school systems consult and include parents on any decision regarding their child.

NGO1.1.6 Education policy must be matched with budget that ensures the needs of students and teachers are met (i.e. Small class sizes, teacher aides, etc)

NGO1.1.7 Education policies and laws should be transparent and easily understood by all (parents, the community, teachers, etc)

NGO1.1.8 Education policies should facilitate the formation of support groups (parents, DPO, etc)
G1.1 GOVERNMENT  
G1.1.1 Ministries of education should include a monitoring department responsible for the implementation of curricula (and teaching materials) needed.

G1.1.2 Special needs coordinators in a ministry of education should ensure that special needs teachers are not also teaching other classes, so that they can be dedicated to their work.

G1.1.3 Government education policy should explicitly include children with disabilities.

G1.1.4 Education policy should include targets and indicators on the level of inclusion (and for the EFA report.)

►►G1.1.5 Education policy should include responsible actors (executing agencies) for implementation.

►►G1.1.6 Education policy should include specific steps in legislation and policy that would bridge law and practice to be sure of implementation down to grassroots level.

II. Recommendations on Legislation:

BR1.2 BRUNEI  
BR1.2.1 Government legislation should have parental leave policies to protect families from being laid-off and allow them to fulfill their family and parental responsibilities.

BR1.2.2 They should be protected against discrimination in their career and job hiring

BR1.2.3 The family must be accountable for the financial and other support extended to them.

BR1.2.4 Compulsory education should be enforced not by punishment but through information and encouragement.

►►BR1.2.5 The law should make it easier for all stakeholders to participate actively in implementation of EFA.

CM1.2 CAMBODIA  
(Both the recommendations below are for governments and the relevant ministries in each country, e.g. the Ministry of Education, Youth and Sport and
Ministry of Social Affairs)

CM1.2.1 Ensure that legislation within the education sector generally, e.g. Education Law, specifically addresses the needs of children with disability

CM1.2.2 Ensure that education for children with disability is also addressed within disability law

CM1.2.3 Government legislation and policy should be framed in such a way so that parents, DPOs and communities are seen as integral part of the education community.

CM1.2.4 All government ministries should ensure that policies, structures and processes are inclusive, both in philosophy and in practice, to children and young people with disabilities and their families.

SM1.2 SAMOA
SM1.2.1 All government legislations to explicitly include children with disabilities

TH1.2 THAILAND
TH1.2.1 Ministry of Education must ensure that all measures included in education legislation and regulations must be enforced at all levels of the education system, by all stakeholders.

VT1.2.1 VIET NAM
VT1.2.1 Government should make the Education law and the Law on the Protection and Care of Children, Law on the Universalization of Primary Education more specific on implementation and enforcement for education of children with disabilities.

VT1.2.2 Education laws should be screened to identify aspects that might limit access to education for CWD and propose measures to address them. Who will do this: National Education Council (under the leadership of the Council of Ministers) and National Committee on Education of children with disabilities (of Ministry of Education) and if needed external resources can be mobilized (there are different councils at present but they don’t work together).

VT1.2.3 The Education Law should have a provision for the right of parents to claim a right for education for their child (e.g. in the case that a school denies access);
SCHOOLS 1  
(No recommendations)

SCHOOLS 2  
(No recommendations)

COMMUNITY/NGOs  
(No recommendations)

G1.2 GOVERNMENT

G1.2.1 General education law should include disability specifically.

G1.2.2 Governments to approve the establishment of a Disability task force.

G1.2.3 Disability law in general could add education as one component.

G1.2.4 Building standards for schools should include accessibility and health and safety considerations.

G1.2.5 Existing laws should be reviewed to add disability.

III. Recommendations on Budgetary Policy and Financing:

BR1.3 BRUNEI

BR1.3.1 The Ministry of Welfare, Youth and Sports, and any other related ministries, should be pro-active in awarding disability allowances which should be automatic and start at birth or age of diagnosis (and not, as is current practice, after 18 years of age).

BR1.3.2 Financial support from the government could be in coupon form for equipment and materials.

CM1.3 CAMBODIA

CM1.3.1 Ministries of Education should identify IE as a priority activity and include in submissions to government for funding

CM1.3.2 Ministries of Education should have a specific budget to address the needs of children with disabilities, possibly under a broader budget for IE generally. This should include budgets for all aspects to support the education of children with disabilities, etc.
**CM1.3.4** Donors should be lobbied to ensure that projects, activities etc. funded are inclusive and sensitive to the needs of all children, including children with disabilities.

**CM.1.3.5** Governments and Ministries of Education should ensure an adequate basic salary for all teachers.

**CM.1.3.6** Ministries of Education and the relevant ministry concerned with finance should acknowledge qualifications in the area of special needs, inclusive education/education for children with disabilities for the purposes of promotion and financial renumeration.

**CM1.3.7** In certain countries, like Cambodia, governments and Ministries of Education must work to ensure that teachers are paid an adequate salary. Ministries of Education must work to address the basic personal and professional needs of teachers, thereby enabling them to focus adequately on the significant task of being a teacher of an inclusive class.

**SM1.3 SAMOA**

**SM1.3.1** The government to increase financial provision for SNE

**SM1.3.2** The government should provide sponsorship/scholarships to increase the number of teacher trainees to study special needs.

**TH1.3 THAILAND**

**TH1.3.1** Budget allocation must be based on accurate data on the number of CWD, taking into account the type and severity of disability, and implications for necessary support resources.

**TH1.3.2** Recommended that government use 10% of tax from various sources to be allocated for CWD Education.

**TH1.3.3** GO should provide financial support to CWD’s family according to the severity of disability and need for support.

**VT1.3 VIETNAM**

**VT1.3.1** Define essential budgetary requirements for the education of CWD and allocate budget accordingly including budget for making schools accessible for children with all kinds of disabilities, teaching and learning aids, training and on the job support.

**SCHOOLS 1**

(No recommendations)
SCHOOLS 2
(No recommendations)

NGO 1.3 COMMUNITY/ NGOs

NGO1.3.1 Education policy should increase budgets to include the actual costs of supporting essential conditions for quality education for all children (teacher training, staffing, maintenance, operational, etc.)

NGO1.3.2 Education policy should support formation of parent support groups (so it encourages support group for parents)

G1.3 GOVERNMENT

G1.3.1 New school construction could include funds for accessibility.

G1.3.2 Governments should financially support teachers to be additionally trained in special needs education.

G1.3.3 Governments should assure funding for teacher training, special materials, and accessibility.

G1.3.4 Budgets should include a specific funding for education for children with disabilities.

G1.3.5 Ministries of education can specifically mention disability as a priority in budgeting.

G1.3.6 Funding in countries with international donors should have donors include funding for making projects disability-friendly. Donor activities should be coordinated and lobbied to include children with disabilities.