UNESCO Bangkok Expert Writers’ Workshop for the Development of Guidelines for the Inclusion of Children with Disabilities in Schools and in EFA Monitoring
6-10 June 2005
Windsor Suites Hotel, Bangkok

Summary Recommendations

Topic Six: The Role of DPO, Community and Family Involvement in Education Provision

Recommendations:

BR6.1 BRUNEI DARRUSALEM

DPO
BR 6.1.1 Collaborate and cooperate with the schools

BR 6.1.2 Support the family and CWD

BR 6.1.3 Advocate

BR 6.1.4 Facilitate acceptance to school

BR 6.1.5 Should organize road show for public awareness programs

BR 6.1.6 Should encourage public sectors to adopt a school that have CWD

Family
BR 6.1.7 Must be willing to follow all the school’s program.

BR 6.1.8 One member of the family or care giver encouraged to attend the school at least 3 times a week for the “1 on 1” program not less than 12 hours per month accompany the child while attending the school, as assistant teacher/volunteer.

BR 6.1.9 Parents are encouraged to attend and participate in any workshops organised by the schools.

BR 6.1.10 Assist the school in completing any specific teaching materials required by the child.

BR 6.1.11 To encourage parents to attend the IEP meeting regularly to get parental involvement in the decision making issues with regards planning of IEP.

BR 6.1.12 To encourage meetings between schools/teachers and parents 3
times during school term, to discuss issues with regards to:

- child's progress,
- next plan of action,
- any problems arising in the community, etc.

**BR 6.1.13** Parents and teachers must be responsible for:
- the safety of the child,
- the child's educational materials

**BR 6.1.14** Parents should continue the school programs in the house

**Community**

**BR 6.1.15** Should encourage public sectors to adopt a school that have CWD

**CM6.1 CAMBODIA**

**CM6.1.1** Governments should put in place structures or support the development of structures that promote parental and family participation in government decision making relating to the education, development and overall welfare of children with disabilities.

**CM6.1.2** Governments and Ministries of Education, in particular, should consult with parents, parents' organizations, DPOs or other representative bodies as a matter of course as they go about making policy and other changes/developments to the education sector in order to make it responsive to the needs of children with disabilities.

**CM6.1.3** DPOs should seek to strengthen their advocacy role with regard to the education of children with disabilities. This might include having a designated person amongst whose responsibilities it is to specifically target change in this area. This might also include this person seeking to represent disabled persons at relevant education meetings, on relevant education committees, etc.

**CM6.1.4** DPOs should strengthen their representation at community level, linking with parents, community, relevant organizations, etc.

**CM6.1.5** DPOs should develop effective communication networks that enables information gathered at grassroots levels to be effectively collated for feedback into central level systems, processes, policies, etc.

**CM6.1.6** DPOs at grassroots levels should play a key role in promoting community awareness with regards to the rights and needs of children with disabilities

**CM6.1.7** Governments should seek to develop support systems for parents and families of children with disabilities.
CM6.1.8 All NGOs, International Organisations, etc. should strengthen their work in the area of awareness raising, particularly to family members and communities.

CM6.1.9 Governments should increase budgets for disability activities in order to increase collaboration with NGOs, DPOs and other community based parties.

CM6.1.10 NGOs and Governments should promote and strengthen the development of self-help groups for children, youth and others with disability particularly in remote areas.

CM6.1.11 NGOs and Governments should promote and strengthen the availability of physical rehabilitation, particularly in remote areas, to promote access to education.

Policy/Legislation
CM6.1.12 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.

CM6.1.13 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.

SM6.1 SAMOA
SM6.1.1 That government (Ministry of Education, Sport & Culture, Ministry of Women’s Affairs, Youth and Community, etc) and donors (co-funding options?) support the development of the current Parent Support Groups and the establishment of more Parent Support groups (at least one per district.)

SM6.1.2 That NOLA (Nuanua o le Alofa) continue to conduct ‘disability awareness’ workshops at the village level.

SM6.1.3 That the CRC (Convention on the Rights of the Child) public awareness workshops currently being conducted by the Ministry of Women’s Affairs include the rights of CWD in both village and national campaigns.

SM6.1.4 To encourage schools to assign specific responsibility to parents of cwd to assist in regular ‘school community’ activities (sports days, open days, culture days, etc.) as a way of encouraging them to participate in the school community (not as a punitive measure but as a positive invitation to encourage their involvement).

SM6.1.5 To continue to include ‘inclusive education’ discussion topics in the
Ministry of Education radio talkback programme.

**SM6.1.6** Expand the membership of the Special Needs Education Advisory Committee to include more parents (at least 2 from Upolo and 2 from Savaii).

**SM6.1.7** To encourage and invite more parent participation in ‘overseas’ workshops such as this.

**SM6.1.8** To encourage and find ways to support (financially) parent exchanges both locally, regionally and internationally to share ideas and ways of strengthening the capacity of their support groups. For example, the PRIDE (Pacific Reg. Initiative for the Development of Basic Education) project develop a local parent exchange under their guidance.

**TH6.1 THAILAND**

**COMMUNITY**
**TH6.1.1** Heads of schools and GO officials should approach religious leaders and ask them to persuade parents to send their children to school.

**NETWORKS**
**TH6.1.2** Government should recognize the important role of the families of CWD and the heavy responsibility they carry. Support for families of CWD should be a priority for government policy.

**TH6.1.3** The Ministry of Education should work with the Ministry of ICT and related Ministries to establish local networks so that families, DPOs, schools and communities can get information.

**TH6.1.4** Hospitals, SEC’s, DPOs, Parent support groups and social workers should visit families as soon as possible after the child is diagnosed with disabilities. They should be able to give advice to families.

**TH6.1.5** Schools should provide information for parents about what resources are available for their child and which organizations can help them.

**TH6.1.6** Parents, teachers and the hospitals should collaborate to ensure that information about each child is shared.

**REPRESENTATION OF PWD IN PUBLIC LIFE**
**TH6.1.7** There should be partnership between GO and DPO’s at all levels of government and society.

**TH6.1.9** Government should establish quotas for representation in government
and all sectors of administration.

**TH6.1.10** PWD should particularly be represented within ministries concerned with public services.

**VT6.1 VIET NAM**

**VT6.1.1** When identifying a CWD health staff should inform parents about other similar cases in the village or community and stimulate them to meet. Linking parents of CWD is a first essential step in forming a club of parents of CWD; the Committee of Population, Family and Children and/or the Women’s Union should stimulate the formulation of clubs and regular meeting of the clubs. The parent clubs could meet at each other’s houses, schools or community learning centers if available.

**VT6.1.2** The management of the school should stimulate the formation of a group of parents of CWD as a sub group of the parent association of the school. The CPFC should play a role to look for and attract parents of younger CWD who are not in this school to take part in this group.

**VT6.1.3** The CPFC and/or the Women’s Union should play a main role in the formation of a parent group of CWD at commune level. This group should be sensitized and trained by education and health staff on children’s rights, disability, inclusive education, community based rehabilitation and how to support the CWD at home. They should act as advocates for inclusive education in their own group as well as in the whole community and be consulted by the school as well as the education department on all issues that relate to education for CWDs.

**VT6.1.4** The commune parent of CWD group should actively link with the regular parent teacher association of schools;

**VT6.1.5** Teachers should accept parents as partners in the process of education of the CWD, among other things this implies that parents are actively involved in the development and implementation of the IEP. To realize this partnership, empowerment, sensitization and training of parents, as mentioned before, is a necessary condition.

**VT6.1.6** The Community Based Rehabilitation committee should play a key role stimulating the establishment of a commune DPO. In the initial stage the CBR committee should support this DPO with the development of a plan of action. At district level a DPO should be established as well consisting of representatives of the commune DPOs. The district DPO can than be considered as branches of a provincial DPO.

**VT6.1.7** Representatives of DPOs and parent associations should be invited by community leaders to attend commune meetings, besides representative of
commune authorities should be represented in meetings of DPOs and parent associations. At district level, a DPO should be established.

VT.6.1.8 The Blind Association as an acknowledged DPO with a nationwide network, should bring together existing DPOs and guide them in a lobby for a National Disabled People’s Organization in Viet Nam.

SCH6.1 SCHOOLS

SCH6.1.1 There should be collaboration between the school and parents.

SCH6.1.2 School board should include representatives from the disabled people or CWDs’ parents.

SCH6.1.3 Parents should be given some training or workshop by the Ministry of Education and/or NGOs in handling or catering CWDs.

SCH6.1.4 The religious leader and DPO in the community should be used to create greater awareness, understanding and acceptance of CWDs.

SCH6.1.5 There should be parents-teacher association network for fund raising and donation materials to support need of CWDs.

SCH6.1.6 DPO and families of CWDs and YWDs should advocate for the right to inclusion in all aspect of society.

NGO6.1 COMMUNITY/NGOS

NGO6.1.1 Schools, as the base, should encourage families/parents to establish informal parent groups (clubs) at both the school level and the village level to ensure that parents of all ages/types of cwd are included.

NGO6.1.2 Where a DPO exists, it should help establish other family/parent support groups.

NGO6.1.3 That Ministries of Education and all other teacher training institutions must include DPOs and parents/families in the training process.

NGO6.1.4 Governments should be encouraged to financially assist DPOs and Family/Parent Support groups in order to build capacity and strengthen their roles.

NGO6.1.5 Sharing information and upgrading the knowledge of families/parents should be done by schools, health workers, DPOs, etc. on a regular basis.

NGO6.1.6 That school boards (governance) must include representation from the
Parent/Family Support group/club and they should be included in any other relevant meetings.

**NGO6.1.7** That representatives from the Family/parent support groups/clubs and DPO groups should be included in local decision making as well as national planning forums.

**NGO6.1.8** That schools or some national body should have a database on volunteers.

**NGO6.1.9** Private sector/businesses, etc. be encouraged to sponsor a school that support inclusive education of cwd.

**NGO6.1.10** DPOs and Family/parent support groups should collaborate with village leaders, religious leaders, women’s committees, etc. to positively promote the inclusion of cwd.

**NGO6.1.11** CWD should have representation on school committees (governance).

**NGO6.1.12** That DPOs, Parents/Family groups and schools and residential institutions, etc. should create opportunities for cwd & ywd and peers to also share their ideas/concerns etc.

**NGO6.1.13** That DPOs or schools etc conduct regular “customer satisfaction” surveys.

(Comments: To allow CWD’s voice be heard directly. And also not just parents but the whole family)

**G6.1 GOVERNMENT**

**G6.1.1** Government to support establishment of parent clubs/groups

**G6.1.2** DPOs to advocate at all levels including support to families and communities

**G6.1.3** DPOs to organize public awareness programs to secure more support for student needs in schools

**G6.1.4** Government to always consult with DPOs and families regarding developments in education

**G6.1.5** DPOs to be expanded to include remote areas
G6.1.6 Government to support the development of ancillary services that enables CWD to access education e.g. physical rehabilitation

G6.1.7 Systems and processes to be in place to promote the involvement of parents in learning activities

G6.1.8 Government to include the rights of people with disabilities in the planning and decision making processes (COMMENT: This links to consultation to have the voice of PWD in the consultation process. But it should be noted that there is a difference between governments recognizing the rights of PWD and the consultation process. We should have both)

G6.1.9 Government to promote development of appropriate services for children with disabilities who don't have families

G6.1.10 To empower people with disabilities through capacity building/training programs to better manage DPOs

Comments:
Forming an association needs a lot of pen pushing/red tape. Having a parent club in the school could probably cut a lot of red tape and they can exist under the school system.
In Thailand, the Prime Minister has PWD as consultants and many ministries also.

It's more than just consultation. For example, planning of construction of roads, bridges, infrastructure. It should be reflected that PWD should be included. Their rights should be considered. Not just in facilities but in almost everything. Also the right to proper teaching facilities, teaching resources, teaching methodologies

PWD are found in every sector so they should be included in the mainstream process. But the tendency with governments is they do not. They say yes you have a right but they are not included otherwise in poverty alleviation programs, education programs, they should be included.