Summary Recommendations

Topic Two: Implementation Strategies, Administrative Procedures and Education Providers for Children with Disabilities

I. Recommendations on education provision to children and youth with disabilities:

BR2.1 BRUNEI

BR2.1.1 Educational providers should be responsible for coordinating their programs with each other.

BR2.1.2 Services should be family-centered, child-centered and holistic. For instance, one special center could include services that are the responsibilities of all different ministries or service providers.

BR2.1.3 MINDA (Mentally disabled, Intellectually disabled, Neurological, Disability and Autism) should be a national council that coordinates policies, develops policies and provides holistic services to families. (To include representatives from NGOs)

BR2.1.4 Parents can be responsible for assisting and helping teachers to prepare materials and perform other functions.

BR2.1.5 School administrators should be welcoming of parents and volunteers as active helpers in the classroom.

BR2.1.6 Regulations should be consistent and encouraging of support from family and community to children in school.

BR2.1.7 Schools should create temporary positions for school leavers who are waiting for their examinations results.

BR2.1.8 Schools should be sure to offer teacher-student and parent meetings for familiarization of students in school. (For periods of 2 weeks to 1-month of familiarization for students and teachers before the official school starts).
CM2.1 CAMBODIA

CM2.1.1 There should be greater harmonization between the Ministries of Education and other service providers, e.g. NGOs. Supportive and effective working relationships should be fostered. This will enable greater collaboration, the sharing of resources, skills, etc. and ultimately hasten the development of education opportunities for children with disabilities. This task could be the responsibility of a designated office within the Ministry of Education, e.g. Special Education Office.

CM2.1.2 Policy and resources should promote the development of creative and diverse practice to meet the education needs of children with disabilities. This is with a view to all children accessing education regardless of their individual, family circumstances etc. For example, ministries must address the issue of provision for children with disabilities in remote and rural area, where provision is currently most limited.

(Recommendations CM2.1.1 and CM2.1.2 are actions for government and relevant ministries)

CM2.1.3 Governments must provide appropriate supports to teachers in order that they can be effective in meeting the needs of children with disabilities. Needs which governments must address range from the provision of an adequate salary for teachers to providing enabling training and support at both the pre-service level on the job.

CM2.1.4 In addition to Ministries of Education addressing the issue of access to education to children with disabilities they should also ensure that the education provided is relevant, appropriate and of high quality.

CM2.1.5 Governments should direct significant resources to early intervention and early childhood care, development and education activities and services. These are particularly critical years for children with disabilities and an important foundation for primary education. A high concentration of resources and supports to children with disabilities and their families in the early years is most desirable.

CM2.1.6 Parents, in addition to teachers, play very significant roles in the education of their children. This is often particularly true for parents of children with disabilities where children require considerable support in many environments to acquire the knowledge and skills necessary for daily living. Governments and ministries must seek to capitalize upon the input of parents and strengthen their capacity so that they can most effectively collaborate in the formal and informal education of their children.
SM2.1 SAMOA
SM2.1.1 Government to continue implementation of the inclusive education process
SM2.1.2 Government to increase funding year by year to cater for increasing numbers
SM2.1.3 Government to provide additional scholarship (sponsored) teacher trainees at NUS
SM2.1.4 Strictly maintain the SNE database and utilize for planning and development purposes (Who does what?)
SM2.1.5 The Ministry to include/count number of disabled student during the Annual School Census (Ministry).
SM2.1.6 The Ministry of Finance through its Statistics Unit to include/count PWD in their 5-year census.
SM2.1.7 The Ministry of Education, Sports and Culture to disseminate all relevant information on CWD to all key stakeholders.
SM2.1.8 The SNEAC (Special Needs Education Advisory Committee) to effectively coordinate the efforts of other service providers.
SM2.1.9 The Government to approve the TOR for the Disability Action Task Force

TH2.1 THAILAND
Implementation Strategies
TH2.1.1 Government should provide financial and other resources to support Early Intervention and family support for young CWD (0-6 years). This support should be available for the family or other caretakers.
TH2.1.2 GO should provide financial and other resources to support education of CWDs and YWDs in the regular school, with reference to the level and degree of need for support (Assistive technologies, well trained teachers appropriate materials, etc.)
TH2.1.3 All categories of CWD should be able to attend any regular school, and will be accepted in the regular school, no matter what disability they have.
TH2.1.4 GO in partnership with DPOs, parents’ organizations, and the community should all establish awareness in the general community and among all stakeholders in the education service, that PWD are capable of achieving in the
same way as other people.

Administrative Procedures

TH2.1.5 The Government should conduct detailed survey to determine numbers of PWDs in order to plan budget support for their education.

TH2.1.6 GO should provide support to schools which include CWD and also support to families, through Special Education Centre and from schools.

TH2.1.7 GO must conduct awareness and training for administrators and teachers to improve their knowledge about disability and to develop positive attitude to CWD in regular school.

TH2.1.8 a) Go should build on the strengths of the Special Education Centres by increasing their resources and capacity to promote inclusive education. This includes enabling them to appoint more teachers and other professionals.

b) GO must provide necessary support personnel (SPE teacher, OT, PT or helper), who can help CWDs in the school and SPE Center as needed.

c) GO should look at the implications of the present system of short term teacher contracts, for the development of inclusion in Thailand, and for the need to develop a pool of permanent skilled teachers.

TH2.1.9 GO should provide awareness training to ensure that all personnel involved in any aspect of education and support to CWD and their families is strongly committed to their work with CWD and their families.

Education Providers for Children with Disabilities

TH2.1.10 Both Government and NGOs should be education providers to children and youth with disabilities, and provision of education should be coordinated by Ministry of Education.

TH2.1.11 GO should provide more support for hostels in rural areas to enable more rural CWD to attend regular schools.

VT2.1 VIET NAM

VT2.1.1 Local authorities should ensure that additional stakeholders besides teachers are involved in the provision of education for children with disabilities to emphasize life skills and vocational training as part of the education program;

VT2.1.2 Local authorities should ensure that community networks are effectively involved in identification of CWD, raise awareness of their right to education and support their access to education in the community;

VT2.1.3 Different ministries (incl. MoET, MoH, MoC, MoLISA and CPFC-Committee for Population, Family and Children) should participate in the
development of a comprehensive strategy to mobilize CWD to attend mainstream schools and enhance access to and accessibility of schools;

VT2.1.4 Schools should work with parents of CWD as partners in the provision of education and involve them closely in the development and implementation of the IEP;

VT2.1.5 Schools and authorities should mobilize persons with disabilities in the provision of education (e.g. as supporters, assistants, interpreters…) as well as in awareness building activities and advocacy.

VT2.1.6 Education authorities at all levels should pay attention to and collaborate with relevant other authorities (like health and social sector) to make additional provisions where necessary, to ensure successful transition from early intervention to preschool, preschool to primary education, primary to secondary, secondary to tertiary or vocational training, until actual employment.

1SCH2.1 SCHOOLS 1
1SCH2.1.1 There should be an inter-ministerial collaboration in providing education to CWD and YWD.

1SCH2.1.2 The support should go with the children.

1SCH 2.1.3 Budget allocation for CWD (and YWD) should be centralized within one department of the Ministry of Education and funds not utilized within the budget year should be carried forward to the next year.

1SCH2.1.4 The NGOs service providers should work in collaboration with the government within the national plan.

►►1SCH 2.1.5 Educational provision for CWD and YWD should be diversified to cater for alternative methods such as home schooling.

1SCH2.1.6 There should be in-service training for the regular teachers, administrators, and parents.

2SCH2.1 SCHOOLS 2
2SCH2.1.1 Early intervention should have been done very early for CWDs.

►►REVISED: GO should ensure Early intervention is available from birth, or very early for CWDs.

2SCH2.1.2 Later on preparation (such as budget) should also be done for CWDs continually and sustainably.

►►REVISED: GO should ensure well planned and continuous service to CWD
from El level through all levels of school system, with budgetary and other resource support on a well planned and sustainable basis.

2SCH2.1.3 Insufficiency of government officials in every governmental organizations related to special education such as teachers, teacher assistants, doctors, physical therapist etc. (COMMENT: IEP plan shouldn’t be left to only teachers to implement)
►►REVISED: GO should pay special attention to ensure sufficient government officials in every governmental organizations related to regular and special education, with particular attention to trained teachers, teacher assistants, and access to ancillary support professionals such as doctors, physical therapist etc.

2SCH2.1.4 Financial support should be given to CWD’s family as they cannot work in case that they have to take care of their own CWD’s.
►►REVISED: GO should provide financial support to CWD’s family as they cannot work in cases where they have to take care of their own CWD’s.

NGO2.1 COMMUNITY/NGOs
NGO2.1.1 There should be agreement on the mechanism for procedures to identify and refer and provide education services for cwd. This should be determined by a multi-sectoral body representing all stakeholders at a national level.

NGO2.1.2 There should be a system for collation of information (verbal & written) that ensures the information stays with the child, is shared appropriately and assists particularly in transition processes. The headmaster/principal has the responsibility for ensuring this process. The classroom teacher will be responsible for regular updating.

NGO2.1.3 Families with cwd should have a key role in advocacy & public awareness.

NGO2.1.4 Parents/families must be involved in the development and monitoring of the IEP for their child.

G2.1 GOVERNMENT
G2.1.1 Education should be holistic and include NGOs (such as the Women’s Union, the Youth Union or others).

G2.1.2 Awareness needs to be increased at the community level by teachers or NGOs or the Ministries.
G2.1.3 NGOs should continue to provide services until government services are sufficiently developed. Government and NGOs can coordinate to meet all
demands together.

G2.1.4 A Special Needs Advisory Committee (NGOs, Ministry of Health and Ministry of Women) Private schools, university members, DPOs) should improve coordination of services provided by all parties.

G2.1.5 Special needs education coordinators (in Ministry of Education) should regularly update and maintain a national database or create if this does not exist.

G2.1.6 The annual census if conducted by the Ministry of Education (school census) should include a count of students with disabilities including the kinds of disabilities, age, gender and school level.

G2.1.7 The database results should be disseminated down to the village level.

G2.1.8 NGOs and Ministries of education should coordinate different responsibilities for different categories of disabilities or find other ways of maximization of resources.

G2.1.9 Statistics need to be kept to have an accurate understanding of the country situation, especially in remote areas.

G2.1.10 Special schools should work towards inclusion, developing skills for children to be integrated into mainstream schools.

G2.1.11 Central ministries should encourage record keeping at the school level. District or provincial level government entities should also collect data.

G2.1.12 Ministry of Education and NGOs can encourage both pre-service and in-service teacher training.

II. Recommendations on administrative and implementation steps:

BR2.2 BRUNEI
BR2.2.1 DPOs and parent groups should offer to educate ministries about their experiences.

BR2.2.2 Regular (monthly) training should be held by schools or by special education units of ministries for special education teachers on how to teach special needs children with specific disabilities.

BR2.2.3 Training offered by teacher-training colleges should be disability-specific to sufficiently prepare teachers for teaching these children.

BR2.2.4 Administrative planning should ensure that skills are available from teachers or other professionals for each student’s case.

BR2.2.5 Governments should encourage formation of associations of people with disabilities. (Comment: To ensure a holistic approach)
CM2.2 CAMBODIA

CM2.2.1 Administrative procedures for disadvantaged groups, including children with disabilities, needs to be institutionalized within all aspects of Ministries of Education, e.g. enrolment, school statistics, target setting, assessment, record keeping, curriculum, materials, teacher training, indicators etc. In this regard the issue of children with disability should be mainstreamed into every aspect of the functioning of every department of a Ministry of Education, including planning departments. Where appropriate relevant aspects related to the education of children with disabilities should also be mainstreamed within other relevant ministries, e.g. Ministry of Health, Ministry of Social Affairs etc

CM2.2.2 The link between central policy related to children with disabilities and practice in every school needs to be strengthened. An effective structure within a Ministry of Education which takes responsibility for this is one possible way of addressing this issue, e.g. Special Education Office. Structures at the provincial, district and school level which ensure this are important.

CM2.2.3 Ministries of Education at all levels (school, district, provincial, central) should maintain appropriate records, data and statistics on children with disabilities

CM2.2.4 Specific targets and indicators for including children with disabilities in schools must be set. This is for Ministries of Education at all levels (school, district, provincial, central…) to act on.

CM2.2.6 Ministries of Education should ensure flexibility within the national curriculum to ensure that it is sensitive to the needs of children with disabilities. For example, certain exemptions should be possible according to the abilities and needs of students.

SM2.2 SAMOA

SM2.2.1 School Review Officers to coordinate the school census to ensure identification of all CWD (attending and non-attending)

SM2.2.2 The Ministry of Education to strengthen the capacity of its Special Needs Unit

SM2.2.3 Analysis of reasons for non-attendance by CWD to be conducted quarterly (including lack of transport, teacher training and knowledge of rights)

SM2.2.4 School communities to provide support to CWD in their own community.

SM2.2.5 Government to subsidize transportation costs to CWD based on an
agreed criteria.

**TH2.2 THAILAND**
See Policy Section

**VT2.2 VIET NAM**

**VT2.2.1** The Ministry of Education should develop and disseminate clear guidelines on implementation of IE at school level: including enrolment criteria, management, assessment, monitoring and evaluation;

**VT2.2.2** The responsibility of headmasters of inclusive schools in the implementation of inclusive education should be more clearly defined and the Ministry of Education and education authorities at all levels should ensure that the headmasters are continuously trained, guided, informed and involved in the implementation process;

**VT2.2.3** The Ministry of Education, local and education authorities at all levels should establish a support mechanism that ensures support for the management of the schools, inclusive teachers, parents, and children with disabilities. Provincial education support centres and/or professional bodies, and classroom assistants could be part of such a support mechanism.

**VT2.2.4** The Ministry of Education in close cooperation with the General Statistical Office should develop and put in place a standard nationwide information system starting at school level, to be able to follow up enrollment of CWD, drop-outs, progress, etc.

**VT2.2.5** The Ministry of Education in close cooperation with the Ministry of Health should develop a mechanism to identify children with disabilities, refer them to school and maintain their school attendance. This mechanism should include a clear description of the roles and responsibilities of each of the respective actors.

**VT2.2.6** Education authorities in collaboration with health and other relevant stakeholders should provide (home-based) early intervention activities to children below 3 years old;

**VT2.2.8** At the level of the Ministry of Education and Training and province and district education departments, there should be a focal point on education for CWD (or disadvantaged children), who has expertise and allocated time to focus on Inclusive Education development and implementation;

**1SCH2.2 Schools 1**

**1SCH2.2.1** Inclusive education should be introduced to school only after the administrators and teachers are adequately exposed to the concepts. *(COMMENT: Sometimes even headmasters don’t know how to deal with CWD)*
1SCH2.2.2 There should be curriculum modification for CWD.

1SCH2.2.3 Teaching method should be adapted accordingly to individual needs.

2SCH2.2 Schools 2

2SCH2.2.1 Awareness and readiness should be created in all levels i.e. from parents, teachers, administrators, to the community and to the public, etc.

2SCH2.2.2 CWDs and YWDs should be study in the school depend on Level special need by sufficient budget and special need support (AT, teacher and material etc.)

2SCH2.2.3 Specific disabilities categories in each school

2SCH2.2.4 The Government should survey the exact amount of PWDs, and plan to support them.

2SCH2.2.5 Support in the schools and families.

2SCH2.2.6 Establish creative awareness and training for administrators and teachers to improve their knowledges.

2SCH2.2.7 Provide persons – SPE (special education experts) teacher, OT (Occupational therapists), PT (Physical Therapists) or helper - who help CWDs in the school and SPE Center when they need.

2SCH2.2.8 In practice, everybody who has his/her role in education should have vision in providing education for CWDs.

NGO2.2 Community/NGOs

NGO2.2.1 The Ministry should set criteria and standards that provide a range of educational options for cwd in their local area/village/city/etc.

NGO2.2.2 Parents/families must be informed so that they can make the choice that is best for the child. This should include:

- Appropriate assessments conducted by specialist teams
- Families educated & empowered
- Local initiatives financially supported
- Teachers provided regular/relevant training on a regular basis
- Parents can make a claim if their child’s need are not met as agreed
• Utilization of community leaders to facilitate the education rights of CWD

NGO2.2.3 Every province/region should have a “Support Centre” that is responsible for in-service training, on the job support, early intervention, counseling, advice, etc.

NGO2.2.4 Community networks should be effectively used to identify out of school children. (community health workers). Action & strategies should be developed to mobilize this group of children into the education system and attendance should be monitored regularly.

G2.2 Government
G2.2.1 Head teachers or principals (and grade-level head teachers) should be involved in implementation of special education through training.

G2.2.2 Stakeholders (family, teacher, principal and community) should cooperate on the IEP.

G2.2.3 Identification, mobilization and attendance should include various parties. (CPFC Committee for Protection of Families and Children)

G2.2.4 Specific skills such as sign language and Braille should be taught by associations of these persons (i.e. National Blind Association)

G2.2.5 Clear guidelines should be provided for each period of transition from preschool to primary school, primary to secondary and beyond.

G2.2.6 Policies should state that schools must accept all children with disabilities.

G2.2.7 Transportation should be provided by communities. Governments should provide transportation for students with severe needs in both urban and rural areas.

G2.2.8 Government and university should promote and develop teaching methodologies to accommodate various disability-specific skills.

G2.2.9 Databases should be updated regularly and data disseminated regularly.

G2.2.10 Governments should assure that special education policies are relevant and appropriate.

G2.2.11 Governments should encourage collection of statistics of CWD with detailed information.

G2.2.12 Training for teachers at provincial (state or sub-national) levels.
G2.2.13 Governments need to consider the roles of all ministries in relation to disability policy. (Disability should be mainstreamed into all policies).

G2.2.14 Follow-up professional support needs to be provided to teachers by special education experts.

G2.2.15 Strengthening of implementation should be undertaken from the central to the local level.

G2.2.16 Services should meet all early intervention, health, rehabilitation as well as education needs.

G2.2.17 These comprehensive needs should be met by coordinated service providers for children with disabilities.

G2.2.18 National Coordination should exist between all ministries and meetings should be held regularly.