Local Conformity of Inclusive Education at Classroom Levels in Asian Countries

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27th Oct, 2016
18th APEID-UNESCO Conference
Presentation contents

- International trend of education for pupils with disability in developing countries
- The situation of IE in developing countries
- Local conformity of Inclusive Education at classroom level
Schooling situation of pupils with disability in developing countries

- There is a possible gap in recognition of education for pupils with disability.
  - **World statistics**: mainly recognize students with disabilities in only **special class**.
  - **Real situation**: many pupils are schooling with **normal class**.

- Pupils with disability are under **worse condition** compared with normal pupils.

- “**Last 5%, 10%**” : One of the most important issues in EFA
International trend of education for pupils with disability in developing countries

- International trend of education for pupils with disability
  : After WW ~Salamanca

  - 1948--- “Universal Declaration of Human Rights”
  - 1981--- “International Year of Disabled Persons” - Slogan “Complete participation and equality”
  - 1983～1992 “International Decade of Disabled Persons”
    ⇒ From “Special education” to “Integrated education”
  - 1990--- “World Conference on Education for All”
  - 1994--- “Salamanca statement” ⇒ Inclusive education
We believe and proclaim that:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs
Salamanca statement 2

We believe and proclaim that:

- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all;

- moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Source: Salamanca statement/UNESCO
International trend of education for pupils with disability

- “Special needs education” is recognized not only for pupils with disability but also for pupils in special situation.

- 2000- World Education Forum—Inclusive education was recognized. But Dakar Framework for Action did not focus on this issue.

- 2000- MDGs
  - The recognition and attention on this issue was not high.

- 2006 – Convention on the Rights of Persons with Disabilities

*Recently, international attention on this issue is being increased.

- 2008 International Conference on Education, Recent EFA/GMRs, etc.

- 2015 Incheon declaration: “Inclusion” is a key word
The situation of IE in developing countries

Challenges of “Inclusive Education”

- The definition of Inclusive Education becomes fixed, but it is not clear how we can provide Inclusive Education (Forlin 2012).
- There are no experts of Inclusive Education even in most teacher training colleges. The situation is the same in most of developed countries. Experts of education for pupils with disability teach Inclusive Education (K. Tait 2012).

Challenges in developing countries

- In general, there is a lack of teachers (UNESCO 2005)
- Supply side factors are insufficient (teacher training system, textbook, curriculum and other teaching materials)
- It is often misunderstood with “Integrated Education” (Armstrong 2010).

⇒ In many cases, “Inclusive Education” has become just “Dumping Education” in many developing countries.
Local Conformity of Inclusive Education at the Classroom Level

-Case studies in India, Maldives, and Thailand-
Case 1: India

- There are various types of schools and related policies.
- Other education policies affect on the acceptance of Inclusive Education
  - Integrated Education policy was introduced in 1968, targets are lower caste, special designated tribes.
  - EFA (Sarva Shiksha Abhiyan, 2001) was introduced

- Acceptance situation on IE
  - It depends on types of school.
    - **NGO, Low fee private schools**: The school recruit pupils with disability
    - **Public schools**: If there are experts in the school, they accept pupils with disability and proceed with IE.
  - **NGOs have initiatives**: dispatched trained teachers to public schools
  - NGO accept pupils with disability for their vocational training or re-study.
Case 1: India
The connectivity: Community, NGOs and Public schools

Picture 1: teachers and resource teachers dispatched by NGO are consulting in classroom.

Picture 2: Students learn vocational skills NGO school.
Case 2 : Maldives

- Parallel education setting
  1. Special Needs Education
  2. Inclusive Education (2012)
  3. Individual Education Planning

Picture 3,4 : Special needs education is relatively high quality
Case of a boy “A”

- 2012, “A” entered G1 at SEN class in a school.
- “A” received a diagnosis of ADHD
- “A” was temporarily suspended for violent acts against other students
- 2013, “A” transferred to G1 of SEN class in a school located at neighboring island, then he feels at ease and sometimes joins normal class
Case 3: Thailand

Pictures 5 and 6: Inclusive education setting with special needs education
Case 3: Thailand

Picture 7: University students teach special needs students

Picture 8: Pair learning
Case of Lady B

- Hearing Impairment (Hearing aid, sign language)
- Primary: Special school
- Secondary: Inclusive school
- She said that “Classroom subjects are special education,
inclusive education in P.E. is appropriate for us”
- 17 years old: started to play Taekwondo
  * participated in the event hosted by Korean NGO
- Taekwondo is not good for health.
- She made some good friends by playing Taekwondo
- Started jogging with friends who have visual impairments
- She wants to stop playing Taekwondo
Conclusion

- Local conformity: Each country needs to create “original Inclusive education” depends on the various local contexts.

- Activities and classroom education: different types of disabilities might have different conformity.

- Thailand: There are a lot of “Good Practice” which should be spread.
Thank you very much for your attention

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