Concept of Inclusive education to achieving Education for All - Free and compulsory education of good quality by 2015

Workshop on Education for All
Mid Decade Assessment
13th – 14th July, 10th – 11th 2006 at NIE

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Objectives

- To clarify the international effort in EFA coordinating with Inclusive Education
- To present the concept of Inclusive Education
- To review the literature on Inclusive Education
- To analyze the international experiences regarding the programs of inclusive approach
- To recognize the current programs with regard to needs of disabled children in Sri Lanka
- To identify studies, surveys, capacity building activities need to be implemented in 2006/2007 in Sri Lanka

Introduction

- What is Education for All?
The World Conference on Education for All (Jomtien, Thailand, 1990) placed basic education high on the development agenda.

Inclusion – a developmental approach in education

- “schools should accommodate all children regardless of their intellectual, physical, social, emotional, linguistic of other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups.”

(Salamanka World Conference on Special Education 1994, The Salamanka statement and framework for action on Special Needs Education, para 3)
The Commitment Renewed

• World Education Forum in Dakar, Senegal
  In April 2000, more than 1,100 delegates from 164 countries reaffirmed their commitment to EFA at the above forum.

Dakar Framework for action
The six Dakar goals

UN Millennium Development Goals (MDG)

• Goal 1
  Eradicate Extreme Poverty and Hunger
• Goal 2
  Achieve Universal Primary Education
• Goal 3
  Promote Gender Equality and Empower Women
• Goal 4
  Reduce Child Morality
• Goal 5
  Improve Mental Health
• Goal 6
  Combat HIV/AIDS, Malaria and other Diseases
• Goal 7

The six Dakar goals

• Expand early childhood care and education
• Free and compulsory education of good quality by 2015
• Promote the acquisition of life skills by adolescents and youth
• Expand adult literacy by 50% by 2015
• Eliminate gender disparities by 2005 and achieve gender equality in education by 2015
• Enhance education quality

The key challenge is

• To ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies.
• Education for All…must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young, people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs…
• (Dakar Framework for action, para 19)
Three milestones and major deadlines

- 2002 Finalizing National Action Plans
- 2005 Ensuring Equality for boys and girls
- 2015 Achieving Education for All

UNESCO’s Tasks

- UNESCO was mandated by the World Education Forum to coordinate the global efforts to achieve EFA by 2015
- An EFA Observatory has been set up within the UNESCO Institute for Statistics to monitor progress towards EFA.

Inclusive education - a human rights issue

- Universal Declaration of Human Rights 1949
- Convention on the Right of the Child UN 1989

“Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.” (Salamanka statement Art 2)

Defining Inclusive Education

- Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (Booth 1996,)
- It involves changes and modifications in content, approaches, structures and strategies, with a common vision covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. (UNESCO 1994)
Literature review

• A study of inclusion policies related to education of learners with disabilities in seventeen European countries indicated that if funds are not allocated in line with an explicit inclusion policy, inclusion is unlikely to happen in practice (Meijer, 1999).

• The higher costs apply to education in separate settings, such as in special schools, whereas the lower costs are usually applied in more inclusive settings. Even if the cost in more inclusive settings would be higher, it is still lower than in separate settings (OECD, 1999).

Literature review cont.

• **Targeting education: the politics of performance and the prospects of ‘Education for All’**

  The article offers a critical examination of the public claims about the potential, reach and impact, of “target setting in education” within the context of developing countries. The argument is made that the target-setting enterprise is undermined by three fallacies – conceptual, methodological and organizational – with negative consequences for the achievement of education quality in poor countries.

  (J 2005)

• Is there a ‘fast-track’ to achieving education for all?

  The Education for All Fast Track Initiative (FTI) has evolved since the 2000 World Forum on Education for All at Dakar in recognition that, without support, some countries would not achieve the Millennium Development Goal (MDG) of Universal Primary Completion by 2015 (Pauline 2005).

Literature review cont.

• **Present status of education of children with disabilities in Sri Lanka: Implications for increasing access to education (Furuta, 2006)**

  (a) Inclusive education should be implemented in a form that is fitted to the climate of each school.

  (b) For children with disabilities who do not have access to formal school education, non-formal education activities of any type should be regarded as an alternative educational opportunity. Special schools can play the role of resource centres.

  (d) Further research is needed on educating children in the spirit of inclusive education.
Literature review cont.

- Japanese Inclusive approach
  - Establishment:
    - Prefectural government
  - Class:
    - Special class - eight students
    - Special schools for the disabled: elementary and lower secondary department - six students, upper secondary department – eight students, class for multiple-handicapped – three students
    - Fixing flexible criteria by each prefectural government
  - System of school for the handicapped with elasticity and flexibility:
    - Multiple and severe handicaps and diverse disabilities
    - Specially supported education

International experience

Japanese Inclusive approach

- Schools for the handicapped
  - Schools for the blind, schools for the deaf, schools for the handicapped other than the blind and deaf - mentally retarded, physically disabled and the health impaired
- Classes for the handicapped
  - Mentally retarded, physically disabled, the health impaired, partially sighted, hard of hearing and others
- Resource classroom system
- Visiting education

The Classification of Schools and Classes for the Handicapped
<table>
<thead>
<tr>
<th>Classification</th>
<th>Total</th>
<th>National</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools for the Blind</td>
<td>71</td>
<td>1</td>
<td>68</td>
<td>2</td>
</tr>
<tr>
<td>Schools for the Deaf</td>
<td>106</td>
<td>1</td>
<td>104</td>
<td>1</td>
</tr>
<tr>
<td>Schools for the Handicapped other than the blind and the deaf</td>
<td>822</td>
<td>43</td>
<td>767</td>
<td>12</td>
</tr>
<tr>
<td>Schools for the Blind</td>
<td>3,870</td>
<td>182</td>
<td>3,597</td>
<td>91</td>
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<tr>
<td>Schools for the Deaf</td>
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<td>273</td>
<td>6,235</td>
<td>65</td>
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<tr>
<td>Schools for the Handicapped other than the blind and the deaf</td>
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<td>85,097</td>
<td>659</td>
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<tr>
<td>Schools for the Blind</td>
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<td>3,288</td>
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<tr>
<td>Schools for the Deaf</td>
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<td>88</td>
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<tr>
<td>Schools for the Handicapped other than the blind and the deaf</td>
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<td>1,279</td>
<td>52,443</td>
<td>190</td>
</tr>
</tbody>
</table>

(1-35) Statistical data on schools for the disabled

May 1, 2004