Roundtable III
Mainstreaming Disability in Practice

Feedback from e-forum

Phnom Penh, Cambodia
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Background

• E-forum discussion on Roundtable III launched on 5 April
• 148 participants registered on forum
• Over 60 messages
• Almost 40 contributors
• 15 countries represented
• People with disabilities, DPOs, LNGOs, INGOs and International Organisations
Use of e-forum

• Quick and easy exchange of information and good practice
• Signposting to resources
• Ownership by participants
• Opportunity to spread knowledge and experience to/from those without access themselves
• Self-generating as well as moderated discussions
Use of e-forum

- http://www.dgroups.org/groups/disabilityKaR
- Niki’s e-mail: maniam.n@healthlink.org.uk
Topics Raised by Moderator

• Definition of Inclusive Education
  – How would you define Inclusive Education?
  – What are the key principles of Inclusive Education?
  – How does Inclusive Education relate to other education initiatives such as Child-centred learning and Education for all?
  – What benefits does Inclusive Education add?
Topics Raised by Moderator

• Practice
  – How appropriate is Inclusive Education for developing countries?
  – What are the main challenges to Inclusive education in developing countries? How have those challenges been overcome?
  – Is Inclusive Education the best way for all disabled children? Who benefits the most?
Topics Raised by Moderator

• Practice
  – What is the role of special schools?
  – How should Inclusive Education be implemented? Are there any guidelines / principles for implementing Inclusive Education?
  – What involvement should parents, teachers and people with disabilities have?
Topics raised by Moderator

• Policies and legislation
  – Are there any policies and legislation that support Inclusive Education?
  – How were these policies decided upon and how could they be improved and supported?
  – Does the UN Convention on the rights of disabled people consider Inclusive Education?
What is Inclusive Education?

• Disability friendly?
• Child friendly?
• Learning friendly?
• Summed up by:
  – Don't come to me, I am not for you
  – Come, but you change, I won't
  – Welcome! I change to respond to you all
Barriers to Inclusivity

• Attitude
  – Policymakers
  – Schools
  – Teachers
  – Parents of
    • Children with disability
    • Children without disability
  – Children
    • With disability
    • Without disability
Barriers to Inclusivity

• Access
  – Rural
  – Urban

• Poverty of
  – Individuals
  – State/society

• Role of Private Education
Choice and Who Makes it

• Special schools v Inclusion - which is best?
  – Evidence
  – Experience

• Who decides?
  – Children
  – Parents
  – Policymakers/Decision takers
Good Practice

• Survey of parents and children (India)
  – Experience
  – Needs and aspirations
• Effective strategies in promoting inclusion (Kenya)
• Training of PWD to use new technology (Nigeria)
• Greater encouragement of PWD to become teachers themselves (Not practice yet, but suggested by contributor from Swaziland)
Role of Disability Organisations

• Join with other sectors in promoting inclusion overall?
• Concentrate on needs of children with disability?
• Risks/dangers of each approach
• Benefits of each approach
Policy and Legislation

• Persons with Disabilities Act, 1995 – India
• Education for Persons with Special Needs Act, 2004 – Ireland
• Draft International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities – Article 17 Education
• Millennium Development Goals
Further Topics for Discussion

• Links between education and employment
  – Do Inclusive Education initiatives successfully affect employment opportunities for people with disabilities?
• Extent of inclusion in Biwako Millennium Framework
• Acceptance of inclusion in the envisaged U. N. Convention on the Rights of PWDs.
• UNESCO's approach to Inclusive education
• World Bank initiatives on inclusion
• Inclusion of PWD in Disaster Management Programmes