

# 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