Disability-Inclusive Lens and System Thinking in Education

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There is no one model, but there are key elements.

Inclusion:
• is a process
• is concerned with the identification and removal of barriers
• is about the presence, participation and achievement of all students
• involves a particular emphasis on those groups of learners who maybe at risk of marginalization, exclusion or underachievement

Dr Nidhi Singal, Professor of Disability and Inclusive Education, University of Cambridge
"A child with a disability is not out of school or not learning because they have an impairment, but because they face barriers to an education.

Because exclusion results from the interaction between a person’s functional limitations and their environment, we need data not only on people but on every aspect of their environment."

- Dan Mont, Director, Center for Inclusive Policy
Countries are at different stages

- National legislation and policies
- Access to school varies across groups
- Transitions are difficult

Adopting a “twin track approach”
TWIN-TRACK APPROACH

MAINSTREAMING
Ensuring that persons with disabilities have access to their basic needs in all interventions and projects and on an equal basis with others in the community.

TARGETING
Addressing the specific needs of the individuals with disabilities in order to empower them and improve their situation.

EQUALITY OF RIGHTS AND OPPORTUNITIES FOR PERSONS WITH DISABILITIES
Moving forward effectively: the role of evidence

• How to plan for inclusive education which responds to the **realities and priorities of local settings**

• Need to identify and build on things that are working (**enablers**) in the system

• Listening to voices of persons with disabilities
WHAT TYPES OF DATA DO WE NEED?

Data on children with disabilities in and out of school

Accessibility and inclusivity of schools

Barriers to receiving an education
Disability-inclusive education
What does ‘disability-inclusive education’ mean?

• Article 24 of the Convention on the Rights of Persons with Disabilities, adopted in 2006, was the first legally binding international agreement to mention quality inclusive education.

• However, children with disabilities continue to be vastly excluded from educational opportunities in comparison to other marginalized and vulnerable groups worldwide.

• Therefore, to meet the 2030 goals of education for all, a special focus needs to be placed on this group of children.
Diversity in Disability

- Individuals with the **same impairment** may have very different experiences and needs (WHO & World Bank, 2011).

**Seeing**

- Needs learning materials in braille
- Needs access to a computer with a screen reader
- Needs transportation assistance
- Needs glasses
- Needs medication for a chronic eye infection
Disability-inclusive education system

1. What is the Framework for Disability-Inclusive Education?

2. What is systems thinking in education?

3. When is the right time to apply the Framework?
WHAT IS A FRAMEWORK?

A supporting structure around which something can be built

A system of rules, ideas, or beliefs that is used to plan or decide something
Systems definitions

- A system is a set of elements that function as a whole to achieve a common purpose.

An element is a necessary but not self-sufficient component of a system.

A sub-system is a component of a larger system.
Systems thinking in Education

Students
School
Teachers
Finance
Curriculum
Administration
Systems thinking in Education (continued)
FURTHER EXPLORING WHAT IT MEANS TO PROVIDE DISABILITY-INCLUSIVE EDUCATION

School

Supply

Teachers
Infrastructure
Learning Materials

Community

Demand

Attitudes
Costs
Benefits
ENABLING ALL CHILDREN TO LEARN

Quality

- Curriculum
- Student Assessment
- Learning Support
THE FRAMEWORK FOR DISABILITY-INCLUSIVE EDUCATION

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<th>SUPPLY</th>
<th>QUALITY</th>
<th>DEMAND</th>
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<td>2. Infrastructure</td>
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Planning
Analysis
Education sector
The Framework for Disability-Inclusive Education

**SERVICE DELIVERY**

1. **Teachers**
   - Initial and in-service training
   - Pedagogical support
   - Classroom support

2. **Infrastructure**
   - Classrooms and playgrounds
   - Toilets and washing facilities
   - Transport to and from school

3. **Learning Materials**
   - Braille and audiobooks
   - Sign language resources
   - Easy-to-read versions

4. **Curriculum**
   - Relevance
   - Flexibility and adaptability
   - Exam accommodations

5. **Student assessment**
   - Screening
   - Referrals
   - Continuous learning assessment

6. **Learning support**
   - Assistive products
   - Individual learning plans
   - Individual support

**QUALITY**

7. **Attitudes**
   - Teachers and administrators
   - Parents and communities
   - Peers and other students

8. **Costs**
   - Direct and hidden costs
   - Additional support costs
   - Opportunity costs

9. **Benefits**
   - Opportunities for progression
   - Social inclusion and citizenship
   - Economic empowerment

**DEMAND**

10. **Laws & Policies**
    - Constitutional provisions
    - International conventions
    - Rules and regulations
    - National strategies

11. **Data & Evidence**
    - EMIS and other databases
    - Definitions of disability
    - Household Surveys
    - Research studies
    - M&E and inspection

12. **Leadership & Mgmt**
    - Management capacity at central, sub-national and school levels
    - Procedures and compliance
    - Cross-sectoral coordination
    - Partnerships including DPOs

13. **Finance**
    - Allocation to mainstream system
    - Allocation to targeted support
    - Resources from other sectors
VOICEOVER: We are all born included.
• Welcoming attitudes

• Welcoming practices

• Inclusive mindset
My Right to Learn

- Bob Prouty

I do not have to earn
The right to learn.
It's mine.

So here I am. I too
Am one of you
And by God’s grace,
And yours, I’ll find my place.

And if because
Of faulty laws
And errors of design,
And far too many places where
Still far too many people do not care—
If because of all these things, and more,
For me, the classroom door,
With someone who can teach,
Is still beyond my reach.
Still out of sight.
Those wrongs do not remove my right.

We haven’t met.
You do not know me yet
And so
You don’t yet know
That there is much that I can
give you in return.
The future is my name
And all I claim
Is this: my right to learn.
From your point of view, what are the THREE most important elements for education systems to become more disability-inclusive?
When can you use the Framework?

- During an education sector analysis (ESA)
- During planning (to make education system more inclusive)
- When you want to map different activities/projects/initiatives and get organized
  - this mapping exercise will enable you to begin looking at your education system through a disability-inclusive lens;
  - It will help to identify successes, opportunities, gaps and potential priorities by mapping out on-going strategies, interventions and initiatives that support implementation of disability-inclusive education.
Step 1: List and organize

Step 2: Review and discuss

Step 3: Score

1- When was this activity implemented?
2- Was it implemented at scale?
3- Was it effective?
4- Is it on-going or did it stop?
5- Was it implemented as planned?
• No on-going or planned work in this area – 0
• Initiating -1 (beginning or possibly planning phase; pilots; small-scale activities)
• Developing- 2 (ongoing work or pre-implementation after planning an activity/project)
• Establishing – 3 (on-going and in the process of being scaled up)
• Championing - 4 (fully operational, full country coverage; activity fully scaled up)
SERVICE DELIVERY

**Supplies**
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   - Pedagogical support
   - Classroom support
2. Infrastructure
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   - Toilets and washing facilities
   - Transport to and from school
3. Learning Materials
   - Braille and audiobooks
   - Sign language resources
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**Quality**
4. Curriculum
   - Relevance
   - Flexibility and adaptability
   - Exam accommodations
5. Student assessment
   - Screening
   - Referrals
   - Continuous learning assessment
6. Learning support
   - Assistive products
   - Individual learning plans
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**Demand**
7. Attitudes
   - Teachers and administrators
   - Parents and communities
   - Peers and other students
8. Costs
   - Direct and hidden costs
   - Additional support costs
   - Opportunity costs
9. Benefits
   - Opportunities for progression
   - Social inclusion and citizenship
   - Economic empowerment

10. Laws & Policies
    - Constitutional provisions
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    - Management capacity at central, sub-national and school levels
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13. Finance
    - Allocation to mainstream system
    - Allocation to targeted support
    - Resources from other sectors

1. In your country which 3 blocks of the Framework are the strongest?
2. Which 3 are the weakest?
WHAT TYPES OF DATA DO WE NEED?

- Data on children with disabilities in and out of school
- Accessibility and inclusivity of schools
- Barriers to receiving an education
How can general schools make disability-inclusive classrooms?
How to create disability-inclusive classroom?

1. The first step is to change both the expectations and the setting in the classroom to make it more inclusive.

Accommodations need to be made based on what the disability of each student involves. These accommodations should be present in all of the key areas of the curriculum (including testing and homework).

Examples of accommodations for students with physical disabilities:

• Allowing late starts for students who need special transportation, such as a shuttle
• Extending test times
• Forming study groups
• Providing students with assistive technology as required
Accommodations for students with intellectual abilities are the hardest to get right.

They're also the most important because some intellectual disabilities are not always immediately observable, so those students affected may struggle without others being aware of it.

**Response Accommodations:**
- Allow for the use of computers when responding to questions
- Allow for the use of oral answers to test questions
- Allow students to dictate their answers to test questions

**Assignment Accommodations**
- Adapt and make curricular changes as needed
- Assign shorter tasks and tests
- Excuse students from certain subjects and tasks
- Offer individualized assignments
- Use a different grading system

**Presentation Accommodations**
- Audiotaped learning materials
- Large print learning materials
- Minimal content per line or per page
Classroom or Environmental Accommodations

• Allowing for the use of sensory instruments
• Increasing the number of breaks
• Scheduling exams at particular times during the day
• Using special lighting
Planning Lessons & Promoting a Productive Environment

Alternative assignments
Flexible assignments
Multiple formats

Testing on an Individualized Basis
Testing Accommodations

Universal Design as an Inclusive Classroom Strategy

Universal design aims to focus on:
- Engagement (why do we learn?)
- Representation (what do we learn?)
- Expression and action (how do we learn?)
How do we give certificate to Student With Special Educational Needs in regular school?
What are special educational needs?

• A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

• A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

• Or they have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
What are Special Educational Needs?

- emotional and behavioural difficulties (EBD);
- Autism;
- Attention Deficit (Hyperactivity) Disorder (ADHD/ADD);
- specific learning difficulties such as Dyslexia;
- Obsessive Compulsive Disorder;
- communication difficulties;
- medical needs such as Epilepsy and Cerebral Palsy;
- mobility difficulties.

What extra help is needed?

- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- behaving properly in school;
- organising themselves;
- sensory or physical needs which may affect them in school.
1. Assess – who / where / referrals / assistive devices

2. Plan

3. Do

4. Review