Mainstreaming and Investing in Disability-Inclusive Data for Inclusive Education in Asia-Pacific

Dates
14 June 2023
22 June 2023
29 June 2023

Time
09:00 – 12:00 hrs,
Bangkok time (GMT+7)
Right data for right policies and planning

Nyi Nyi Thaung
UNESCO Bangkok
14 June 2023
Storyline

• Background on inclusive education in policy context
• Perspective of inclusive education from 3 Ps (Politicians, Policy Makers and Planners)
• Inclusive education in the process of Education Sector Planning
• Linkage between policy and data
• Messages from 3 Ps
What is equity and inclusion in education?

- **Exclusion**: denying access to some learners based on their backgrounds
- **Segregation**: different learning environments for different categories of learners
- **Integration**: all children attend mainstream school under the same learning conditions
- **Inclusion**: transformation of education systems / learning environments in all aspects of learning (curriculum, pedagogy, learning strategies assessment, teacher training, etc.) to adapt to the needs of all learners

Source: Adapted from: https://www.readingrocks.org/teaching/inclusive-classrooms
The Importance of Equity & Inclusion in Education
(intents towards inclusive and equitable policies)

- Motivates and supports children with disabilities academically and socially.
- Fosters diversity appreciation and understanding.
- Enables personal growth, and friendships.
- Trained teachers impact diverse students with multiple identities positively.
- Motivates and rewards teachers, ensuring active participation.
- Breaks prejudice, fulfilling rights for all.
- Strengthens society, improves outcomes, and encourages participation.
- Builds an inclusive, non-discriminatory society.
- Cost-effective, yielding better outcomes than special schools.
## Twin-track approach

<table>
<thead>
<tr>
<th>The system Track</th>
<th>The individual Track</th>
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</thead>
<tbody>
<tr>
<td>Remove system barriers – ensure that education policies, teaching, and learning environments, attitudes, and methods respond to diversity and promote inclusion</td>
<td>Empower learners with disabilities to achieve their full potential - respect their views and provide appropriate support to them as rights holders</td>
</tr>
</tbody>
</table>

| 1 | Flexible curriculum |
| 2 | Inclusive policies at school/classroom level |
| 3 | Inclusive environment |
| 4 | Inclusive practices and inclusive resources |

| 1 | Flexible approaches |
| 2 | Additional support and support staff |
| 3 | Resources centers/rooms in schools |
| 4 | Specific resources to support learners’ needs |
International Commitments on Inclusive Education

1948
The Universal Declaration of Human Rights

1960
Convention against Discrimination in Education

1989
The UN Convention on the Rights of the Child (UNCRC)

1990
World Declaration on Education for All

1994
Salamanca Statement and Framework for Action on Special Educational Needs

2000
The Dakar Framework for Action – Education for All; Millennium Development Goals

2006
Convention on the Rights of People with Disabilities

2015
Sustainable Development Goals

2016
Convention on the Rights of Persons with Disabilities (UNCRPD)
Regional Commitments on Inclusive Education

2012-2021
Incheon Strategy

2013-2022
The Asia-Pacific Decade of Persons with Disabilities

2022
Bangkok Statement: towards an effective learning recovery for all and transforming education in Asia-Pacific

2023-2032
Jakarta Declaration on the Asian and Pacific Decade of Persons with Disabilities
Countries committed to IE in SEA

Brunei Darussalam
Cambodia
Indonesia
Lao PDR
Malaysia
Philippine
Singapore
Thailand
Timor-Leste
Vietnam
<table>
<thead>
<tr>
<th>Country</th>
<th>Highlight</th>
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</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>Proactive role inclusion of students with disabilities in education lead by MoEYS</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Master Plan focuses on vulnerable, marginalized, and children with special needs</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>Focus on improving education access, quality, and inclusivity for students with disabilities</td>
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<tr>
<td>Malaysia</td>
<td>Education Blueprint recognizes inclusive education and pledges a commitment</td>
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<tr>
<td>Philippine</td>
<td>Various laws and strategies have been implemented to provide quality access to education for SWDs</td>
</tr>
<tr>
<td>Thailand</td>
<td>IE is defined as a dynamic process that provides SWDs with access to the general education system</td>
</tr>
<tr>
<td>Vietnam</td>
<td>IE should be the default approach for students with disabilities</td>
</tr>
</tbody>
</table>
Status of Inclusive Education in EAP, by number of countries per framework category

Source: Education for Every Ability, UNICEF EAPRO (2020)
### 3 P-; Perspectives of Inclusive Education

#### 3 Ps – Politicians, Policy Makers, Planners

<table>
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<tr>
<th>Politicians</th>
<th>Having inclusive and justice nation / society</th>
</tr>
</thead>
</table>
| Policy makers | • What would be the best policies/strategies and approaches to achieve the desired goals(s) on inclusive and justice society?  
                  • What kind of education system to fulfill such goals?  
                  • How to align national, regional and international goals/agenda? |
| Planners | • How best to design, implement and monitor to achieve such goals with relevant policies/strategies?  
                  • Is it effective, efficient, coherent, relevant and sustainable? |
## 3 P- Perspectives of Inclusive Education

### What evidences they are looking for?

| Politicians | Having inclusive and justice nation / society  
|             | • Is it a **significant** issue to be addressed?  
|             | • How **urgent** to be addressed?  
| Policy makers | What would be the best policies/strategies and approaches to achieve the desired goals(s) to have an inclusive and justice society?  
|             | • Understanding the **nature** of the issues and **causes**  
|             | • What work and what doesn’t work, what can emerge  
| Planners | How best to design, implement and monitor to achieve such goals with relevant policies/strategies?  
|             | • **When, when, to whom, what and how much**  
|             | • Existing and projected resources and capacity  
|             | • Demand/Right holders <-> Supply/Duty bearer  

### Inclusive Lens
Development of Education Sector Plan and inclusive education

1. Education sector Analysis
- Existence and explicitly of inclusion policies and strategies
- Implementation challenges
- Emerging issues
- Magnitude and prioritization of demands
- Supply capacities

2. Policy priorities & Strategies

3. Program Design

4. Costing and Financing

5. Action Plan

6. Implementation Arrangements

7. Monitoring & Evaluation

Consultations
Development of Education Sector Plan and inclusive education

1. Education sector Analysis
2. Policy priorities & Strategies
3. Program Design
5. Action Plan
6. Implementation Arrangements
7. Monitoring & Evaluation

• Synergy and coherent
• Streamline, dedicated, Hybrid
• Existing and projected
• Unexpected
Development of Education Sector Plan and inclusive education

1. Education sector Analysis

2. Policy priorities & Strategies

3. Program Design

4. Costing and Financing
   - Available and project resources
   - Supply and Demand
   - Ensuring explicit/dedicated resources

5. Action Plan

6. Implementation Arrangements

7. Monitoring & Evaluation

Consultations
Development of Education Sector Plan and inclusive education

1. Education sector Analysis

2. Policy priorities & Strategies

3. Program Design

4. Costing and Financing
   - How details
   - Decentralization

5. Action Plan

6. Implementation Arrangements

7. Monitoring & Evaluation

Consultations
Development of Education Sector Plan and inclusive education

1. Education sector Analysis

2. Policy priorities & Strategies

3. Program Design

5. Action Plan

6. Implementation Arrangements

4. Costing and Financing

7. Monitoring & Evaluation

Consultations

- Streamlined, systematic, functional and practical mechanism on inclusive education
Policy and Data

Still, we known very little

“There were 5 exabytes of information created between the dawn of civilization through 2003, but that much information is now created every two days.”

Eric Schmidt
Executive Chairman at Google

Source: ESCAP Working Paper: Policy-data integration : key to achieving the SDGs for all
Messages from 3-Ps

- Please don’t feed us too much, we have a digestive problem
- Rather serve us with delicious dishes, not a half-baked cake

- The difference between a mathematician and a policy analyst:
  - We want to solve the real-world problem,
  - Not a mysterious theory of universe
Final words

• "Inclusive education is the foundation for a prosperous and sustainable future for all." - António Guterres, Secretary-General of the United Nations

• "Inclusive education is not just about integrating disabled children into mainstream schools; it is about transforming schools to cater to the needs of all learners." - Graça Machel, Mozambican politician and humanitarian

• "Inclusive education is not only about educating children with disabilities; it is about creating a society that embraces and values diversity." - Jacinda Ardern, Prime Minister of New Zealand

• "Inclusive education is not a privilege; it is a basic human right. We must create learning environments that celebrate diversity and promote equal opportunities for all." - Justin Trudeau, Prime Minister of Canada

• "The goal is to turn data into information, and information into insight." - Carly Fiorina