

INSTRUMENTS. WHAT ARE THE METHODS, STRUCTURES AND POLICIES THAT HELP / LEAD BUILDING INCLUSIVE SCHOOLS?

Inclusive education represents not merely the attempt to improve the education system, making a few adjustments to it at the margins. Rather **its focus is on the transformation of education systems** and schools so that they can cater for the diversity of students' learning needs resulting from their social and cultural background and their individual characteristics as regards learning motivations, abilities, styles, and rhythm. *“According to this perspective, it is not the students enrolled in school that must adapt to the existing educational provision, but rather the school that should be adapted to the needs of every student, since all students are different.” Put another way, “the move toward inclusion is not simply a technical or organizational change but also a movement with a clear philosophy.”*

<http://www.idp-europe.org/eenet-asia/eenet-asia-9-EN/page24.php>

Failure to address inequalities, stigmatization, and discrimination linked to wealth, gender, ethnicity, language, location, and disability is holding back progress towards “Education for All”. Addressing these issues requires a **strong commitment** to - and more financial resources for - an education which is inclusive of, and responsive to, all learners. This has several **implications for education systems** around the world:

- *“They must welcome difference and diversity in the classroom, seeing these conditions as opportunities for, rather than obstacles to, more and better learning. They must also consider from the beginning the different needs and learning styles of individual students rather than planning for the average student, with a few tweaks, if any, for those not so average - or, in fact, for those far above average, the gifted.*
- *Reflecting this focus on diversification, they must implement a comprehensive restructuring, from the education management information system (what it looks for and reports on), to teacher education and curriculum/textbook development (what it teaches about and how), to monitoring and assessment (what it measures in terms of student and system outcomes), to costing and budgeting (what it pays for).*
- *They must worry more about the last 5% - and accept a much larger share of the blame for student failure. To the extent that a Ministry (and Minister) of Education is satisfied with achieving a few (or more) percentage points less than universal primary education, often with the excuse that the remaining few are not educable or too expensive to educate, Education for All will not be achieved.*
- *They must understand the fundamental need to start early with early childhood care and development (ECCD) as the foundation for inclusion through its ability to offset family disadvantage and social inequality and lead to successful learning. Exclusive, largely urban, and elite day care programs and kindergartens will replicate and even reinforce social exclusion; universally available ECCD programs of good quality will even the playing field, promote initial enrolment in primary education, reduce the exclusionary acts of repetition and drop-out, and promote successful learning.”*

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Promoting diversity-responsive, inclusive education also - and perhaps even more so - requires a **re-structuring of how education is provided at the level of the school and community**. *“This essentially means developing schools of good quality which are inclusive and child-friendly - not only child-centered in the usual sense of the word but also child-seeking, explicitly looking for children not in school and getting them enrolled, paying special attention to children not learning in the classroom, and therefore personalizing education so that all children can enroll and learn.”*

<http://www.idp-europe.org/eenet-asia/eenet-asia-9-EN/page24.php>

Methods / Models of intervention in “Within School Support” approaches

Methods of intervention	Short description	Primary needs
Main Approach	<i>The “Whole-School” Approach is based on the regular school becoming self-sufficient in responding to children with impairments. This means that regular schools have specific materials, curriculum, specialized teachers etc. not depending on government, NGOs, special schools or social workers.</i>	<ul style="list-style-type: none"> <i>Accessible infrastructure</i> <i>Specialized trained personnel at school</i> <i>Flexible curriculum</i> <i>Positive attitudes to inclusive education</i> <i>Resources, materials directly available</i> <i>All staff in school are involved in inclusive education</i> <i>A good management system in school</i> <i>Access to information</i> <i>Children’s participation</i> <i>Participation of parents</i> <i>School is independent from other resources in promoting inclusive education</i> <i>Individual inclusion plan</i> <i>Monitoring and evaluation model.</i>
Management Level	<i>School Intervention Teams/Within School Support are school-based resource services for assisting and advising teachers who have children with special educational needs in their classes. The focus of this method of intervention is collaboration and a good management between the different stakeholders (teachers, social workers, parents) to assist the teacher in</i>	<ul style="list-style-type: none"> <i>Accessible infrastructure</i> <i>Specialized trained personnel at school</i> <i>Positive attitudes</i> <i>A good management system in school</i> <i>Participation of parents</i> <i>Individual Inclusion Plan</i> <i>Monitoring and evaluation model</i>

	his work and making the information on inclusive education more accessible.	Access to information
Teacher Level	The Spiral Capacity Building Model/ In-Service Programs is multi-faceted, involving decentralized planning which is highly flexible and contextual. It's about short-term inside trainings for teachers at regular schools and aims to build capacity over time, with ample opportunity for practice and feed-back at the district level. There is continuous feed-back and problem solving. The focus of this method of intervention is the inside school teacher training.	Accessible infrastructure Flexible curriculum Resources, materials directly available School has additional support from special schools School collaborate with resource centers Monitoring and evaluation model
Child Level	Child-to-child Approach/Participatory Learning means involving the children in lesson planning and changing the role of a teacher in a facilitator of children's learning. This model is based on the principles that children learn better by doing (active learning), they learn better from each other and they can influence adults. The six-step approach of Child-to-Child involves: identifying a problem; researching it; planning for action; implementing the plan; sharing and evaluating the experience; and doing better. Children are encouraged to take responsibility for including all children in classroom settings and in their communities. The focus of this method of intervention is the child and his/her participatory learning in the classroom.	Flexible curriculum Small class sizes Positive attitudes No discrimination Teacher training Teachers feel responsible for teaching all children Children's participation Individual Inclusion Plan Monitoring and evaluation model
	A Right-Based Model: Child Friendly Schools is used by UNICEF and it has two characteristics: (1) it is a child-seeking school – actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and state as duty-bearers with obligations to fulfil these rights; (2) it is a child-centered school – acting in the best interest of the child,	Flexible curriculum Positive attitudes No discrimination School has additional support from parents Teacher training Teachers feel responsible for teaching all children Children's participation Participation of parents

	<p><i>leading to the realization of the child’s full potential, and concerned both about the “whole” child and about what happens to children in their families and communities.</i></p> <p><i>The focus of this method of intervention is the child; this is an overview model, including also the school as actively seeking children who are in need.</i></p>	<p><i>Early intervention practices</i></p> <p><i>Involvement of NGOs, agencies</i></p> <p><i>Involvement of government</i></p> <p><i>Individual Inclusion Plan</i></p> <p><i>Monitoring and evaluation</i></p>
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(Source: “Inclusive Education – An overview of international experiences and approaches”, In “Light for the World”, Veenendaal, 2008 – pp. 16-18, own editing)

Methods / Models of intervention in “Outside School Support” approaches

<i>Methods of intervention</i>	<i>Short description</i>	<i>Primary needs</i>
<i>Main Approach</i>	<p><i>The main approach is the “support groups’ model”.</i> This model is necessary to develop a sustainable support system for the implementation of inclusive education in all schools, and reassure greater autonomy through decentralization which will enable schools to be more flexible. The support groups are formed and composed of disabled adults and youth, parents of disabled and non-disabled children, teachers and community workers. A problem-solving approach to inclusive education is encouraged in the support group, which will empower all members of this group. This is a model where teachers rely on the information and trainings of the support groups. Thus, a close collaboration and a good communication between the teachers and these support groups is needed.</p>	<p><i>Flexible curriculum</i></p> <p><i>Positive attitudes</i></p> <p><i>School has additional support from parents</i></p> <p><i>Participation of community elders</i></p> <p><i>Participation of religious leaders</i></p> <p><i>Participation of parents</i></p> <p><i>Participation of disabled adults and youth</i></p> <p><i>Monitoring and evaluation model</i></p>
<i>Support from Special Schools</i>	<p><i>Special Schools as Resource Centers.</i> Special schools can act as resource centers in supplying adapted materials for children with special needs and trainings for teachers. It involves also supporting their own pupils in spending increasing period of time in mainstream schools or supporting mainstream pupils who are in danger of</p>	<p><i>Accessible infrastructure</i></p> <p><i>Resources and materials directly available</i></p> <p><i>School has additional support from special schools</i></p> <p><i>Teacher training</i></p>

	<p>exclusion to special schools. In either case, they are using their experience in special education to support inclusive practice. The special school can: demonstrate specialist equipment to regular schools; develop and deliver curriculum materials or particular methods of teaching (e.g. small steps); deliver curriculum adaptation or differentiation. The focus of this method of intervention is the integration / participation of special schools for materials and trainings.</p>	
	<p>Itinerant Programs are based on the support of a school specialist at regular schools to include the children with disabilities in education. This is met by the following activities: teaching children specific skills and instruction on orientation and mobility; assisting the class teacher to maximize children’s learning through talk and listening; organizing meetings with staff to discuss the abilities of the children with special needs; visiting the homes of the children with disabilities to assist with early stimulation and to prepare the children and their parents for entry into regular schools. Itinerant programs are focused on specialized teachers training the teachers at regular schools on how to teach and include children with disabilities.</p>	<p>Accessible infrastructure Teacher training Flexible curriculum Positive attitudes Resources and materials directly available School has additional support from special schools A good management system in school School collaborate with special schools Individual Inclusion Plan</p>
<p>Support from Pre-School Initiatives</p>	<p>Kindergartens. This method of intervention is based on close collaboration between teachers, administrators on regular/special schools and teachers in kindergartens. The teachers, administrators from regular/special schools train the teachers in kindergartens specific skills in how to educate children with disabilities. For these kindergartens, special programs are set up by a small committee which includes families, teachers and local leaders as resource persons. An important element is</p>	<p>Accessible infrastructure Specialized trained personnel at school Positive attitudes Resources and materials directly available Participation of parents Early intervention practices Individual Inclusion Plan Kindergartens</p>

	<p><i>the involvement of teachers in the training of colleagues through newsletter contributions, holding of seminars and training sessions and giving of demonstration lessons. The focus of this model is the early intervention practice (4-6 years).</i></p>	
<p>Support from Parents</p>	<p><i>The Parents – Teachers Associations consist of parents of children with disabilities and the teachers from regular schools to exchange information, knowledge and skills on disabilities issues and to communicate more effectively with each other. These associations organize meetings to create awareness of the needs of disabled children. This method of intervention is a problem-based approach to training and together with ministry staff the parents’ associations are able to advice teachers in the school settings. The Parents – Teacher model focuses on the close collaboration between parents and teachers.</i></p>	<p><i>Positive attitudes No discrimination School has additional support from parents A good management system in school Children’s participation Access on information Participation of disabled adults</i></p>

(Source: “Inclusive Education – An overview of international experiences and approaches”, In “Light for the World”, Veenendaal, 2008 – pp. 20-24, own editing)

According to the UN Convention on the Rights of Persons with Disabilities¹, universal design means the design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed. Universal design is therefore not “just” about access, but also about creating a more inclusive and learning-friendly environment in school. Schools that are built based on universal design principles will therefore be more effective because these schools will enable children to learn, develop, and participate, instead of “disable” children by creating barriers to their development and participation.

THE 7 PRINCIPLES OF UNIVERSAL DESIGN

Principle 1: Equitable Use

¹ United Nations. (2006) Convention on the Rights of Persons with Disabilities - Article 2. New York: United Nations. <http://www.un.org/disabilities/convention/conventionfull.shtml>

The design is useful and marketable to people with diverse abilities (both with and without disabilities). Equal access for all children to schools and school facilities can be implemented with simple and relatively inexpensive solutions.

Guidelines

- a. Provide the same means of use for all users: identical whenever possible; equivalent when not.*
- b. Avoid segregating or stigmatizing any users.*
- c. Make provisions for privacy, security, and safety should be equally available to all users.*
- d. Make the design appealing to all users.*

Case study

The design for latrines in schools participating in the WASH (Water, Sanitation and Health Education) program in Tajikistan is currently being redesigned to ensure improved accessibility for children with disabilities. The new design will make the latrines more user-friendly for all the children in the school as they are more spacious, there will continue to be separate spaces (and entrances) for girls and boys, and the new design will continue to be based on the same low cost philosophy as previous designs.

Principle 2: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Guidelines:

- a. Provide choice in methods of use.*
- b. Accommodate right- or left-handed access and use.*
- c. Facilitate the user's accuracy and precision.*
- d. Provide adaptability to the user's pace.*

Case study

A new school building with access ramps, color coding on walls and doors, color marking and tactile patterns on the floors was constructed in Lombok (Indonesia). The building was planned and designed by the teachers in the school and the headmaster monitored the construction process to ensure that the work was done according to specifications and remained within the budget, which was developed according to Indonesian government standards for school buildings.

Principle 3: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Using traditional designs that are adapted to the needs of children with disabilities helps to create buildings that are accessible, and familiar to all the children in the community – even to those with little or no schooling experience.

Guidelines:

- a. Eliminate unnecessary complexity.*
- b. Be consistent with user expectations and intuition.*
- c. Accommodate a wide range of literacy and language skills.*
- d. Arrange information consistent with its importance.*

Case study

In the O.B. Montessori School in Manila (Philippines) crafts, and health education is taught in a “Bahay Kubo”, a traditional Filipino village house. The traditional environment reduces the barriers to learning and participation for all the children, but especially for children and youth with disabilities and other special educational needs. Because they are taught in a traditional (and familiar) environment children find it easier to link what they learn in school with what they experience at home.

Principle 4: Perceptible Information

The design effectively communicates necessary information to the user, regardless of ambient conditions or the user's sensory abilities. It is important that school books are made available in regular ink print as well as in Braille. The ink print should be of good quality and with good contrast colors. A minimum font size of 12 should be used. If books are printed with smaller font sizes, they need to be made available in large print for children with low vision.

Guidelines:

- a. Use different modes (pictorial, verbal, tactile) to present essential information.*
- b. Provide an adequate contrast between essential information and its surroundings.*
- c. Maximize “legibility” of essential information (i.e., make it understandable for all users both in wording and design).*
- d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).*
- e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.*

Case study

I spent an exciting childhood in Osaka, fully supported by teachers, parents, local volunteers as well as friends. Passion, flexibility and faith in diversity are the words that can describe my teachers. Even though it was the first experience for them to teach a blind child, they tried a variety of ways to include me in the classroom. They learned Braille and taught me Braille because this is the most effective medium of instruction for me. I was assigned an assistant teacher for classes such as arithmetic, science, and physical education. In arithmetic class, for example, the assistant teacher explained figures and charts on the blackboard, using special paper called Raise Writer. You put a special paper on the board and draw lines with a pen. With some financial support from the local education authority local volunteers produced textbooks in Braille. This environment enabled me to learn effectively.

Principle 5: Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

- a. Arrange elements to minimize hazards and errors: most-used elements, most accessible; hazardous elements eliminated, isolated or shielded.*
- b. Provide warnings of hazards and errors.*
- c. Provide fail-safe features.*
- d. Discourage unconscious action in tasks that require vigilance.*

Case study

The flowers and bushes in our school yard used to be framed with decorative stones and tiles. When we started implementing inclusive and child-friendly education in our school, we realized that these stones might harm the children if they fell on them or stumbled over them during play and sport activities. We have therefore removed them, and we are no longer so worried about our flowers, but more concerned about the safety of our children.

Principle 6: Low Physical Effort

The design can be used efficiently and comfortably, with a minimum of fatigue.

Guidelines:

- a. Allow users to maintain a neutral body position.*
- b. Use reasonable operating forces.*
- c. Minimize repetitive actions.*
- d. Minimize sustained physical effort.*

Case study

Practical Tips for Making Classrooms Accessible:

- Doors that are easy to open and do not require too much strength should be installed (gradually replacing old doors).*
- Doors without thresholds should be installed to allow unobstructed access for wheelchair users.*
- Doors should be wide enough for wheelchairs to easily pass through. Ramps for wheelchair users (these should not be too steep – ideally 1:12 with 12 cm length for every 1 cm height increase).*
- Tactile foot-markers should be placed in the hallway to warn for doors (as they may open and hurt children who are walking in the hallway, especially if they have visual impairment).*
- Light switches should be placed within reach of children of different height.*
- Sockets and electrical outlets that are installed at the same place in every classroom and ideally at table height (next to light switches) for easy access, particularly for children with visual impairment as well as motor/mobility impairment.*
- Child protection features should cover electrical sockets, preventing children from putting their fingers in the socket and being electrocuted.*
- Contrast colors should be used to create learning-friendly and accessible environments.*
- Sound / noise levels should be reduced by using curtains, textile wall decorations, and other sound-dampening materials.*
- Color coding should be used to identify different classrooms to ease orientation for children with low vision, as well as for children with developmental impairment. It will also make the school more cheerful for all.*
- Braille or other tactile symbols should mark every door to ease orientation for children with visual impairment.*

Principle 7: Appropriate Size and Space

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture or mobility.

Guidelines:

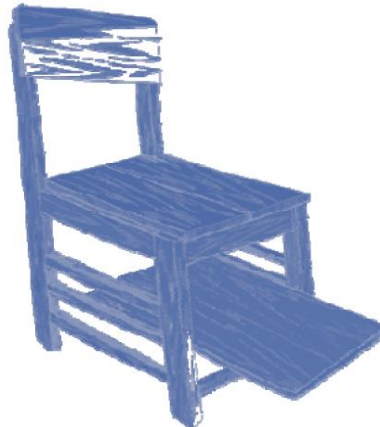
- a. Provide a clear line of sight to important elements for any seated or standing user.
- b. Make the reach to all components comfortable for any seated or standing user.
- c. Accommodate variations in hand- and grip-size.
- d. Provide adequate space for the use of assistive devices or personal assistance.

Case study

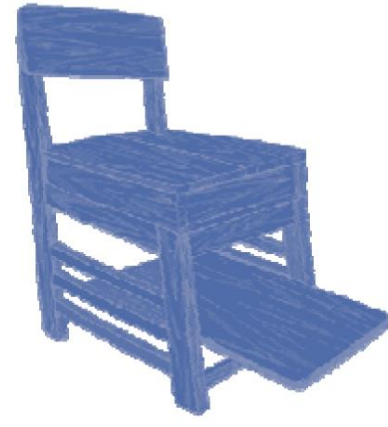
Specially-designed furniture should be made available for those who need chairs and tables that differ from standard classroom furniture. This does not have to be expensive. Chairs that enable children who have different body sizes to read and write comfortably could be designed based on local models, as was done in the example illustrated below:



*Regular chair
for primary school
children*



*Adjusted with
a removable foot-rest*



*Adjusted with
foot-rest and higher seat*

*(“Teaching Children with Disabilities in Inclusive Settings” – pp. 20-26
In “Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments
Specialized Booklet 3”, UNESCO Bangkok, 2009, own editing)*