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>> ALESSIA ROGAI: Good afternoon to everyone. My name is Alessia Rogai and I am the knowledge management and learning coordinator of the project Bridging the Gap II. Bridging the Gap II is a projected funded by the European Union and coordinated by FIAPP in partnership with three European agencies for development cooperation, the Spanish Agency for Development Cooperation, the Austrian Development Agency, the Italian Agency for Development Cooperation, and two international NGOs, the European Disability Forum and the International Disability and Development Consortium.

The initiative aims to contribute to the socioeconomic inclusion, equality and nondiscrimination of Persons with Disabilities through a more inclusive and accountable institutions and policies. Today it is the 7th session of the webinar based training cycle organized by bridging the gap which is exploring different cross-cutting issues taking in to

consideration by the project action. We started months ago with the session on the CRPD and its principle to go through inclusive project cycle management, inclusive communication arriving today to talk about inclusive education.

The webinars are conducted in English, French and Spanish in separate sessions and you can find all the previous sessions the recordings, the transcription and the learning materials on our website on the Facebook and Twitter pages and on our Youtube channel. You can find all these links here in the chat box in awhile. As I said this session today a special one on inclusive education, addressing and removing barriers to access to education for Persons with Disabilities. Article 24 of the UN Convention on the Rights of Persons with Disabilities instructs that countries must take steps to guarantee that Persons with Disabilities accessing inclusive education systems at all levels. In addition, the 2016 general comment No. 4 of the UN Committee on the rights of Persons with Disabilities reinforce the content of the Article by interpreting inclusive education as a fundamental human rights of all learners and a means of realizing other Human Rights. At this session we will explore in more recent times international Human Rights law and internationally agreed development goals reflect a clear preference for inclusive education.

The inclusion of Persons with Disabilities in education is crucial for a number of reasons. Countries cannot realize the 2030 Agenda and Sustainable Development Goals notably goal 4 without guaranteeing access to children with disabilities. Endorse inclusive and Open Minded society with benefits for students with and without disabilities, family of students with disabilities and the later being community. Education contributes to personal well being and (inaudible) to full participation in the society. And finally not forgetting that states are legally obliged to include Persons with Disabilities in education and international Human Rights law, in particular the Article 24 of the Convention. So it means that from a legal point of view the right to inclusive education is a fundamental human right. I don't want to take more time to our speakers today because as I said it is a special session. We have not one but two special experts on inclusive education as announced during the last session. Today with us we have the two coordinators of the IDDC task group on inclusive education Julia McGeown and Sian Tesni.

Julia has been a technical advisor for humanity and inclusion since 2013 she oversees inclusive project in 13 countries worldwide. Co-Chair of inclusive task group in the International Disability and Development Consortium and an active member of the global campaign for education UK and has

contributed to a number of different publications.

Previously she worked in special pediatrics and languages therapy since 2001 mostly in schools, for example, in mainstream schools human and resource based in the UK and New Zealand and also worked in Nigeria and Uganda as a teacher trainer and lecturer for three years overseas. University college London with a focus on disability and development she developed an interest in inclusive education and focuses on forging strong links between education rehabilitation and education in the inclusive education center.

Sian Tesni is a CBM center advisor for education for UK. She is qualified teacher of learners who are deaf or hard-of-hearing since 1991. She has been involved in development work in low and middle income countries involving others policy development Guidelines and service provision related to ear and hearing care audiology education of learners to are deaf or hard-of-hearing or deaf-blind and inclusive education. Sian is a co-coordinator of the International Disability and Development Consortium inclusive task group on individual education and contributor to many publications.

Thank you very much. Thank you very much to dedicate your time today to this webinar. So I give you the floor in awhile. Just a couple of suggestions, you have the -- this webinar is live captioned. So you can find the link to follow the live captioning here in the chat box. And also in the handouts of your panel you can find concept note of this session. And the presentation of the -- our speakers today.

So thank you very much Julia and Sian. I give you the floor and thanks again.

>> JULIA MCGEOWN: Thank you.

>> SIAN TESNI: Thank you. Thank you for that kind introduction. And my name is Sian Tesni who is on the panel today. I will start the presentation by looking at -- oh, for some reason my -- okay. The slide isn't going forward for me.

>> ALESSIA ROGAI: Just try to click on the bottom two --

>> SIAN TESNI: I am clicking on the bottom.

>> ALESSIA ROGAI: Yes. Then restart the presentation and see.

>> SIAN TESNI: Restart the presentation?

>> ALESSIA ROGAI: It is moving. It is moving now.

>> SIAN TESNI: Perfect. There we are. Technology what do we say. So I will start the presentation by looking more at the CRPD on the Sustainable Development Goals and how it puts us in the context of inclusive education and then Julia will take over and be sort of provide a more practical overview of how practically in the field barriers can be overcome. But before we started today we just wanted to maybe put the presentation in

its context in terms of key statistics related to the education of children with disabilities.

And according to UNICEF's world report of 2013, one in 20 years under the 14 years of age have a moderate or severe disability.

And the education commission report in 2016 gave us a startling figure of over 32 million school age children with disabilities in low and middle income countries are out of school. However when investment is made, there are opportunities for children with disabilities to attend school an estimated proximate 25% return on investment can be made and this is according to a study by ILO in 2013 in Nepal and the Philippines. A very recent research in Pakistan indicates that there are increased numbers of children with moderate to severe disabilities attending school and these are making progress in terms of numeracy and literacy. But despite these improvements learning is still what children identified having a range of moderate to severe difficulties. Despite overall increases in enrollment on learning gains in school children with moderate to severe or severe difficulties are less likely to benefit from these positive changes. And they identified some of the issues that we are looking at today, not specifically related to the children themselves or their disability but rather the teacher training capacity budgets for support for assistive devices and so on.

So when we look at the international instruments guiding us towards the right for education for Persons with Disabilities we have a number we can draw on. One being the international covenant on economic and social and cultural rights which recognizes the right of everyone to education and that education shall be directed to the full development of human personality on the sense of its dignity. Further we have the UN Convention on the Rights of the Child which highlights Article 28 in terms of right of young people regardless of race, gender or disability or their place of education be it refugees or in detention as having a right to education.

And further Article 29 which looks at developing the whole child and looks at developing respect to all citizens. Further we have the Convention on the elimination of all forms of discrimination against women, specifically in Article 10 the right of girls and women to access education as right. And then we have the CRPD which we will focus on today, specifically looking at Article 24 which clarifies and Alessia has mentioned in her introduction that State Parties are to ensure an inclusive education system to all levels and as part of lifelong learning.

And this equates with Sustainable Development Goal 4 as

well. Article 24 clarifies the rights of girls, boys, women and men with disabilities to education and identifies a number of areas for implementation. For example, nondiscrimination on the basis of disability. But children cannot be excluded from their general education system. They should be entitled to free and compulsory primary education and then on to affordable secondary and higher education. Persons with Disabilities should also be able to access general tertiary vocational and other opportunities as part of lifelong learning. It looks in detail at accessibility, meaning that children with disabilities must be able to access quality and free primary education on an equal basis with others in their communities. Reasonable accommodations need to be in place in case they require appropriate adjustments to accommodate their needs so that they can access education on an equal basis with others. Individual support needs to be available to ensure that they maximize their opportunity to academic and social development. There should be -- there could mean having sign language interpreters, it could be school curriculum or learning materials in alternative formats such as Braille, easy read and so on or personal assistance during school hours.

And broadly the development of skills for life and social development. Looking at different forms of communication that are needed. These can include Braille, access to computer, accessible computer software, augmentative and alternative modes of learning, communication, and mobility skills. Peer support and mentoring and bilingual environments to enable learning of sign language and the promotion of the linguistic identity of the deaf community.

But we can't look at Article 24 unless we look at how it also relates to others. It relates to Article 3 in respect of nondiscrimination, participation equality of opportunity and accessibility and gender equality. Article 6 rights of women and girls with disabilities, Article 8, raising awareness, combatting stereotypes and prejudice and harmful practices. Article 11 on the protection of rights, includes righting to education and humanitarian emergency. Article 25, the right to health. Article 31 on data. And others including those on accessibility and assistive devices.

And as Alessia mentioned then in 2016 the general comment 4 to compliment and give more detail to Article 24 was developed. And this in response to the CRPD Committee's review of 47 countries where they found the students with disabilities were still being refused admission to mainstream education. All they were being placed in segregated school as a matter of course or in classes. Some of these segregated schools would be boarding schools far away from their homes. Particularly in rural areas

the quality to inclusive education systems at all levels was a concern. Provision of accessibility and reasonable accommodations particularly related to accessible transport, and educational assistive technologies were a concern. Inadequacies in teacher preparation in order to ensure that children could be included in schools.

And budget allocations were either insufficient or nonexistent and this was also found in the IDDC costing equity research and report that we published a couple of years ago which led to the core to action for disability inclusive education financing.

So general comment 4, helped to improve understanding of what inclusive education means. It helps guide Governments towards an in-depth transformation of education systems and legislation and policy and a mechanisms for financing, administration, design, delivery, and monitoring of education.

It defines accessibility. It focuses on the importance of protection, regardless of where education may take place. Safeguarding being an important issue. It also highlighted the need of education in humanitarian contexts, an information about Disaster Risk Reduction in different contexts.

In short the general comment focused on inclusion involving a process of systemic reform with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience an environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum, and teaching and learning strategies does not constitute inclusion.

It guides us very well in to -- if we don't remember anything else about general comment 4, the four As and Qs. The four As being availability, accessibility, acceptability and adaptability leading to us providing quality inclusive education. Availability meaning that programs should be available in good quality and quantity within the communities where learners with disabilities are living. And that all levels should be made available. Inclusion within and having school structures available for water and sanitation services management structures, and including recruitment and continuous training for teachers, accessibility it gave a very thorough overview of what accessibility would mean for learners with disabilities and indeed for all learners.

Environments should be free, safe and accessible. Looking at not just the physical accessibility to schools, but looking at accessibility in the recreational and prefactory facilities and in classrooms, to ensure the language is available and

reflect the need of the children in the classroom. Learning materials in different formats. Accessible information technology. Assessments being flexible. Support as required. And transport. After all we might have accessible school but what good is that if we can't get to that school. Commitment in terms of reasonable accommodation and assistive devices. Acceptability, curriculum and teaching reflecting the local culturally appropriate context and in good quality. Adaptability, meaning that education is flexible and that it reflects the Universal Design for Learning approach which consists of a set of principles providing teachers and other staff with a structure to create curricula which is adaptable learning environments which are adaptable. Instructions to meet the diverse needs of all learners. And must be in place an individual progress towards providing alternative roots for learning to be recognized.

This leading to quality and therefore equity. So if we move on to the Sustainable Development Goals, we know that in essence from the paragraph 23 of the 2030 Agenda preamble that whichever Sustainable Development Goal we look at will imply inclusion of Persons with Disabilities.

The inclusive phrasing of many goals and targets also make them implicit applicable for Persons with Disabilities, such as those referencing for all or all women and men of vulnerable groups. There are also specific references as we see in sustainable development 4.5 where disability is mentioned in relation to gender equality and inclusion. But even without any such references all goals and targets will be applicable to Persons with Disabilities, a simple virtue of the universality by applies to all and the overarching principle of leave no one behind.

I'm not going to discuss on my next slide very much because even for those of you who can see very well it is a very busy slide. But I wanted to draw your attention to the fact that this resource which highlights the connection between the CRPD and the SDGs and the links that they make is available following this website in a bigger format, in a poster format and also in an accessible format.

So how do the UNCRPDs and the SDGs relate? Well, we so say that the CRPD should serve as a guiding framework to the SDGs. The CRPD Articles are cross-cutting in nature and must always be applied for implementing all goals. Therefore Article 24 and general comment 4 will compliment and serve as a guiding framework to realizing quality and inclusive education such as Sustainable Development Goal 4. Looking specifically at Sustainable Development Goal 4, it is implicit in the goal that it is to provide equity and quality education for all people as

part of lifelong learning. It focuses on primary and secondary education. It also highlights the important need of early childhood care and education. It looks across technical vocational training, including University. Skills for work, inequality, literacy and numeracy, education facilities and learning environments, how we make those inclusive. The provision of scholarships to support education. And ensures the focus on teacher and teacher preparation and ongoing training. But is it enough to look at inclusive education and at school in its own context? Does education not begin before that? And it begins from there. So we can't consider inclusive education all Sustainable Development Goal in its own right and on its own.

What happens about the specialized schools that have been functioning for decades, what will happen to them in terms of this inclusive education approach? While many are already transforming themselves in to becoming inclusive education schools within themselves or certainly as inclusive education support through providing resources to support the inclusive education within their area.

And in so doing they sometimes promote community awareness, or they assist in carrying out research and advocacy to their local district Government and so on. And support with any specialized facilities.

But it wouldn't be enough as I said to look at SDG 4 on its own. We need indeed education will look right across all the SDGs but we also need to link with inclusive health services as this forms a vital part of early identification and provides for preventive or health care needs and ensures that early intervention begins as soon as possible, reducing the impact of disability and increasing the opportunity for successful inclusion in school.

In order to do this we need to reach out for education for expected mothers, education in terms of disability awareness for health workers and so on. And where would any of us be without focus on inclusive livelihood? I often speak with parents and they will always say what they want after education is that their child grows up to be independent in terms of work, and in terms of their livelihood and living.

Livelihood gives us a sense of self-worth and importantly it can give a step out of the poverty trap. And as part of my end of my session for now until we come to questions, I just want to draw your attention to the IDDC quality inclusive education poster emphasizing how the SDGs need to reflect an element of education in each one of them. That is a further poster which looks specifically at SDG 4 and I would encourage you to go to the -- the IDDC website to look for that.

In the meantime I will hand over to Julia and you may need

to be a little patient with us as we try to change screens as we are not in the same office. Thank you very much for listening so far. Over to you, Julia.

>> ALESSIA ROGAI: Thank you very much. Really interesting presentation. So now as Sian said we are going to change the speaker and Sian you can turn off your camera. Just click.

>> SIAN TESNI: Yep.

>> ALESSIA ROGAI: Okay. Great. So now just a second.

>> JULIA MCGEOWN: Yeah, I am waiting for the button.

>> ALESSIA ROGAI: You should have the button. I can see your screen.

>> JULIA MCGEOWN: Okay. Okay. I hope that that was a smooth transition. So as Sian mentioned just then I'll just show on my webcam here, if you can see me, this is the poster that Sian was referring to. That is quite helpful to talk about the links between inclusive education and other SDG goals. So I would welcome everyone to look at that.

Just need to be able to see the -- make that a bit smaller. I'll turn myself off while I make the screen a bit smaller. Okay.

So moving on to the next slide then.

>> ALESSIA ROGAI: Sorry, we can -- we can't see your screen. Maybe push again on the bottom of the screen to see.

>> JULIA MCGEOWN: Give control -- I'm not sure how to do that. It is not clear on here. Could you redo the presentation --

>> ALESSIA ROGAI: No, no. I can do that. Just try to push again -- okay. Great. I can see your screen again.

>> JULIA MCGEOWN: You can see the screen. I think we will leave it on that rather than my picture. So if I move it to the next -- sorry. I'm just trying to move it to the next presentation -- next one. Okay. I'll do it on there. Great. We are now moving on to the topic of the barriers. Sian mentioned quite a lot about the overall international Conventions and instruments that are used to ensure that all children can go to school. However, what we are trying to do now is draw that together to the reality of what happens in the field. And I thought a good way of doing this was to talk about barriers in three different groups. As you can see here we have divided in to three different barriers. Not just the barriers that you may initially think of which might be the physical barriers. Often we think about, for example, ramps or other types of physical barriers that prevent children from going to school. This is the tip of the iceberg. We have political system wide barriers. We have environmental and school level barriers. And we have attitudinal and community level barriers. Okay.

So if I start with the political and system wide barriers which institutional barriers, this -- this would be firstly we can talk about the lack of poor quality legislation, policies and plans. As you can see from the slide I have an example where there is an inclusion education policy and this one is from Palestine. There is many others in the place. The recent GPE stock take that was done last year in 2018 which looked across 51 countries to see which countries had actually got inclusive education policies, only sadly only nine out of 51 countries had inclusive education policies and that was just out of the 51 that they were looking at. You can see it is across the board, not that common to have inclusive education policies and even when they are in place, quite often they will not be poor monitoring and follow-up. There might be a disconnect between the policy and actual targeted budget and an action plan in terms of implementation. So in addition to the aspect of not having enough policies and not having enough action plans there is also the difficulty that there might be inadequate resources and inadequate capacity really to implement the policies on the ground. That might be because of a lack of knowledge and awareness amongst the key decision makers on the topic and maybe not a priority area or key area for those in charge.

And the fourth point here on the slide mentions that inclusive education is rarely a compulsory part of teacher training in teacher training colleges or Universities. And this means that we are sort of stopping that development of the system of inclusive education, wholistically. Because people will come out of teacher training college and then we lose that opportunity to train teachers while they are training, rather than having to do it later on in ad hoc teacher trainings in different schools. So really that -- that really is a huge barrier to realizing inclusive education on the ground.

If I move to the next type of barrier, so next level down so to speak, we can see that this is the school level and environmental barriers. Perhaps you might call this is the classic barriers since it is the ones that people will often mention the most and when I go around to different projects where we have inclusive education we often hear people thinking that is what we are going to do if we are going to tackle inclusive education. We are going to maybe build a ramp or maybe toilets accessible. And as you can see from the picture, the top picture which shows an inaccessible toilet this is a crucial thing. It is very important to make sure that school premises and classrooms are accessible because it is a very common barrier for children with physical and sensory disabilities. For example, children who may need tactile markings or they may need more color contrast between the walls

and the floor, for example, and other ways of making the environment more appropriate for children with visual impairments. These are very common barriers because oftentimes these are not in place.

And as Sian previously mentioned it is not about the school premises itself. The roads to and from school and the paths often inaccessible. They could be too far, they could be unsafe as well as not being very accessible and that's another barrier that's very common in many of the countries across the world really. Then the third point is on the other side perhaps of the discussion, as well as accessibility that's physical but also the accessibility in terms of curriculum. And the actual teaching and learning that goes on right inside the classroom. And this is sort of going to the core of what the general comment 4 is talking about that Sian mentioned. This general comment was trying to drive the change in terms of how teachers can be teaching in an inclusive setting to enable all learners to be able to learn according to their own needs. Teachers do not have enough support guidance or training to be able to adapt the curriculum. And they lack adapted materials and this is a very common barrier. Typically they may use rote learning or reliance on copying from the blackboard and the type of teaching that goes on is quite often more passive learning where it is teacher led and the teacher will either write on the board or talk and then the children have to write down what they are saying, rather than it being a more active form of learning which can be more adapted to different children's needs depending on how they best learn. And throughout all of this, the changes that would be required in inclusive education are very much more helpful for all children. We are not saying these changes in methodology are only appropriate for children with disabilities, we are talking about benefits for all the children. And that's a very important point.

The third group of barriers, so to speak, is the attitudinal and community level barriers. And so far we haven't really mentioned this so much. It is less mentioned in maybe the international Conventions and instrument, but it is very important in the reality. Because you may, you know, make a school accessible and you may change the -- the materials that are available in the school, but if the parents do not want to bring their children to school, then that's not going to make the difference. So here are some aspects that might commonly be seen to be barriers. So the first one is that parents can feel shame and stigma if they have a child with disabilities. So they may keep them at home. Other typical barriers could be that they have protection concerns about sending children to school, particularly if they have a disability, they may feel

more over protective or more vulnerable to abuse or bullying or other issues. Another concern is that the community pressure may be such that families of children with disabilities may feel discouraged to allow their children to mix with others. I have heard stories of children being described as contagious, for example, or having some form of disability that should -- they shouldn't be around other children because they might be scaring the other children. For example, these might be the common concerns that might end up being the key barrier preventing those children from actually accessing school. And then finally we can't forget the attitude of the school staff themselves. Even if the policies are in place to change the school, and to enable inclusive education to be enabled throughout the school, it is no use at all if the school staff themselves are still have negative attitudes, maybe don't want to teach children with disabilities. They maybe don't have particularly positive and images of those children or feel that they can't learn. So these kinds of barriers are some of those that you will come across in a whole range of different places. And I just want to point it out that the picture here it -- the pictures aren't really showing barriers. They are showing a way of tackling those barriers. It is showing a march passed, it is taking place in Sierra Leone. Where there is a community-based march with singing and dancing and banners being held and people were talking about the rights of all children to go to school including children with disabilities and they were helped by having adults with disabilities come along to the march to be able to describe positive experiences of going to school and how it has helped them in their future life. So what I wanted to do is to finish on a case study. I am just wonder -- I realized that the Web cam is not working. Let's share the Web Camphor the last bit. I lost the screen. You can't see me. That's fine.

>> ALESSIA ROGAI: We can see both.

>> JULIA MCGEOWN: Oh, excellent. You can see me.

Perfect.

>> ALESSIA ROGAI: Now just your screen with the presentation.

>> JULIA MCGEOWN: I can't see both. You can see me later. I'll carry on. So the last point was about the Nepal case study. It is just a country sort of chosen because we happen to have a few projects there, no particular reason other than we wanted to share some barriers but also some solutions. Because that was another topic of this webinar. So I wanted to go back through those three groups, those groups of barriers. Just pick one or two. Just to highlight that for every situation you will generally find these types of barriers. So examples of barriers

for institutional or, you know, political level barriers would be maybe there is a lack of awareness about the issues amongst some of the mainstream education stakeholders, then the insufficient teacher training and that the IE policy is not yet implemented. Then at school and environment level we have issues of inaccessible school buildings and roads to school and you can see from the pictures on the right this -- these are taken from the far west region where it is very hilly and mountainous, very few roads and roads that exist are not accessible. It makes it very difficult for somebody to move to school if they are using a wheelchair, for example.

There is other school and environmental barriers, too. Such as the lack of mobility and assistive devices and other types of materials. And one other point, that's specific to Nepal, which resource classes which is a system that's being prevalent there for quite awhile which is more of a system of integration where the children are in separate classes, if they have different disability types, and they are in the same school as other children but they are taught separately. And in the past they have been very much segregated. The trend now is to become more inclusive. That's a barrier in terms of the segregation aspect. Attitudinal level, particularly when we did a study on this a couple of years ago we found that parental attitudes were quite strong in terms overprotection and there was a fear of sending children to school because of concerns of protection issues. And also teachers really believe that they could not teach children with disabilities in mainstream schools. So those are some of the barriers. And then if we move now to the solutions, we have a number of different solutions and many of these are in link with what's some of the strategies given within these UNCRPD that we mentioned earlier. And the general comment 4. So but the specific case of Nepal we can -- we can see that they are trying to improve collaboration between the different ministries involved. And something that Sian mentioned earlier in terms of SDGs trying to focus on different aspects, not just education, also health, also livelihoods in the same way. Ministries need to talk to each other. Ministry of Health, women, children, social welfare they often have their own separate budgets that might be applicable to supporting children with disabilities in attending a school. And that the -- there needs to be collaboration amongst these groups. Similarly there needs to be collective support from Civil Society to enable the ministries to be able to translate policies in to practice. Examples here at the moment, very recently and we were discussing developing their master plan on inclusive education, implementation of the recent policy, these types of issues, training, human resources, scaling up IE training. Everyone

brings together different parts that have been created by NGOs and different organizations, this can really help to move forward with the systematic change that we need to enable inclusive education. To really take off. So those are some sort of high level solutions so to speak and also a need to support the Ministry of Education, and the new center for education and human resource development to focus on inclusion. This is a point about different branches of the same ministry talking to each other and ensuring inclusion is imbedded throughout. Separate issues are also the need to scale up and screening activities in schools with clear follow-up and referral systems. Again this is a bit linked to Sian's point to inclusive health and the need to collaborate and the need to provide disability identity cards which enable families to access additional financial support.

I'm going a bit faster through this because I want to get to the practical poster at the end. So the additional solutions in terms of Nepal are really at the level of what's being taught at the school. So this first point here I think is a good description of what the general comment 4 is saying. Nepal wants a wholistic inclusion education system where schools are renovated to be more accessible, trained teachers are able to development inclusive cost streams and also additional support staff are brought in. They may be volunteers. They may be additional staff to support with sign language as Sian was mentioning. Those type of additional HR and that's prevalent in their policy. And then finally we can't forget about community awareness raising and mobilization through the strong DPO movement and there is a very strong DPO movement in Nepal, the national federation for the disabled is the big umbrella organization and they themselves have a campaign about inclusive education at the moment. So that also helps galvanize this and bring the issue to the floor. And the final point is about the curriculum for ECD classes being more inclusive. ECD means early childhood development and they have specific classes in Nepal for those younger children. But they weren't particularly inclusive and now there is a drive to make those inclusive now, too. And my final slide is one to show a practical solution. I'm -- I realize you won't be able to read the blue boxes. This slide is just to show in a visual way what we actually mean by an inclusive classroom. So I'll just pick out a few of the key points. You can also access this. We will put this on the resource list so that you can print out a PDF if you would like and also a French version of this as well. I want to highlight a couple of points. There are some accessibility features in the ideal inclusive classroom. You can see a ramp and some larger windows to bring in light, to enable people who may have

some visual impairments. But most of the features are to do with inclusive education and inclusive learning environment where you can see group learning taking place, concrete teaching and learning materials and then you can see buddy systems with children supporting each other. You can see the lower blackboard so that somebody who is using a wheelchair is able to reach the blackboard. There is also some visual supports around, you can see a visual timetable. And other visual supports on the desks. There is some assistive devices and somebody is using a communication board with a head pointer, somebody else is using Braille. And there is a sign language interpreter supporting a young boy using sign language in the main classroom and the other interesting feature is the resource room. It is the small room on the left which you can see. And this may not be right next door to the classroom but it is on this poster. But really this kind of place is ideal for small group teaching, maybe for catchup classes or more relaxing environment if children need a sort of timeout to be able to relax and get away from the main classroom for a short while. There is also a space to create low cost teaching and learning materials. You can see parents also being involved in that making beads and counters and different materials that could be used in the classroom. So that's the idea of bringing the community also and getting them involved in inclusive education. And I think that is the end of that section. So I'll ask for any questions both to myself or Sian. I will hand over to Alessia to try and work out how to share my webcam.

>> ALESSIA ROGAI: So -- well, thank you very much Julia and Sian for this really interesting presentation. So now we can start with some questions. I'm pretty sure that the audience will have some questions for you. So don't be shy. I invite you to text your question in the chat box or directly raise virtually your hand and making your question directly to Julia and Sian. So --

>> SIAN TESNI: May I make one other point?

>> ALESSIA ROGAI: Yeah.

>> SIAN TESNI: I feel there is something that we both missed in terms of our presentation and that was the emphasis of encouraging Persons with Disabilities to become teachers but also seeking and working with Persons with Disabilities and their families in terms of ensuring inclusion. That extra point at the end.

>> JULIA MCGEOWN: Rather than the DPO movement, you are right, in terms of teachers. That's a good point.

>> ALESSIA ROGAI: Well, if waiting just on question, honestly from the audience honestly I would like to make a reflection. Maybe I have some question. We also work as

bridging the gap in Ecuador on inclusive education. So for us it is really important and the topic that you put in place today the arguments are really interesting for everybody and for bridging the gap in the case of Ecuador. So the right to an inclusive education for Persons with Disabilities we said that is a fundamental Human Rights. As you mention at the beginning several international instruments express the link between the right to education and the needs of Persons with Disabilities.

We have the Convention and the 2030 Agenda for sustainable development. They offer I think an exceptional opportunity to build more inclusive than fair society. The Convention above all I think it is a unique tool at the moment that really calls explicitly for inclusive and quality education. To the other side Julia talked about barriers. So we are aware about barriers, not always honestly but barriers between the international tools to arrive to put in place policies and plans on the ground. So yes, I think that -- at the end my question is so how practically, of course, we can -- it is complicated but how we can really reduce this gap between the international tools that we have to arrive to build policies and plans on the ground. I mean there are like common strategies or especially practical tools and good practices which Actors should be involved in the process or if you have some example of successful processes put in place in some country that has drove to inclusive education. Sorry if I take time, but I'm really interested on that.

>> SIAN TESNI: You want to go first?

>> JULIA MCGEOWN: I'll say something short and then I will pass to you because I can't think of an example of a particular post but what I was going to say the general comment 4 that Sian mentioned I think that's been a bit of a turning point in terms of a practical tool and I agree that often the sort of broader frameworks can sometimes be a little bit, not getting down to what needs to change on the ground. And then maybe a bit general and too legalistic but the actual general comment 4 is really quite helpful in terms of practical suggestions. For example, I know that we have used -- I have used that on occasions of trying to convince ministries in different countries to do inclusive education rather than special needs education. Sort of separate special schools by showing them the examples and how it is set out in general comment 4. What needs to go, what is an inclusive -- individual education plan. It goes in to detail about some of the supports that need to happen in order to realize the UNCRPD. Article 24 which it previously didn't. And I think if you go to a meeting to try and convince people in ministries about how to actually develop their policies, if you go hand in hand with the comment 4, it is a

more useful tool to help than translate that in to their action plans because it does come up with some tangible suggestions. So I found that a particularly useful one. I can think of a few different countries where that's helped to go in to the IE policy as it is being developed. One example was Liberia we were using that. Think we were using it recently in -- I think even joining Nepal when they were developing the IE policy. We used some language from that to try and convince people that that was what they needed to do because they design the UNCRPD Article. That's my first comment. Over to Sian.

>> SIAN TESNI: I agree with Julia that general comment 4 is a general guideline we have now. I can quote some experiences in countries before general comment 4 was written. For example, one in Nicaragua, very close to Ecuador, the focus was on working from the community and developing community engagement as a cross departmental focus. So working with communities to raise awareness about inclusive education and the right of children to attend their community school. Working on developing the early childhood development education which was endorsed by the Ministry of Education and has now become a country wide program. And I believe and I understand that there is also in teacher education, I'm not sure if it is right across Nicaragua, I am suddenly aware of one program in Nicaragua where there are blind people are running inclusive teacher training. I think there are quite exciting examples. The other example I can think of is in Papua New Guinea, focusing on teacher level, where the program began with a demonstration of inclusion at early years level with 7 deaf children and 13 children who with some other disabilities or nondisabled children as well. It is 21 in a class to show how through using sign language as well as oral communication children without hearing impairments were able to communicate and learn a very sufficient level of signing even before going on to primary school. But this was then developed as a demonstration for the teacher training institution. This -- I won't go in to all the detail. I think it is quite a lot well documented but this then formed part of the policy on education for Papua New Guinea and part of that policy, inclusive education should be part of every preservice education. It is not to say there are no issues and that program has now developed I think around 20 resource centers which are run under the auspices of the Ministry of Education. Started outside as a demonstration but has become part of, the NGO if you like and the Government are working hand in hand in order to create a sort of nationwide inclusive education approach. I think there are some exciting country wide examples. And I'm sure that people listening today will have some to share of their own. I hope that helps to answer your

query Alessia.

>> ALESSIA ROGAI: Yes. Thank you very much for your answer, you both. We have now several comments and questions. I would like to read a comment made by Ruth Nargua, sorry if I don't pronounce well your name. But Ruth first of all thanks for Julia and Sian for the fantastic presentation. And Ruth says I like the world thought about solution but I feel we miss a very important component in this. Parents need to be kept in the cycle. We realize that most of them are not aware of their roles in education of their childrens with disabilities. Parents need to be trained about their role and how to monitor and set education goals for their children in -- and this needs to be done closely with the teachers. In Uganda we have realized a great impact involving parents alongside other stakeholders. I don't know if you both want to make some comments on Ruth's reflection.

>> SIAN TESNI: Thank you. I think that's absolutely we missed the opportunity there around thank you for the reminder. In fact, the program I was illustrating from Nicaragua. That was one of the key learnings to work with parents in accessible form mat. Parents could see and illustrate really well what they can do. Number of the parents involved in the program are now advocates and are now involved in helping other parents to support their children. So I think this approach is absolutely correct. Thank you.

>> JULIA MCGEOWN: I just add something to that. I completely agree. It is probably more of a logistical, a bad logistical error. I felt I already written a few solutions but they were not exhaustive. One of the things that we are working on, is to try and support the PTA so the parent teacher Associations to be more inclusive and to allow -- embrace parents of children with disabilities to be part of those organized groups because the PTAs often have a big, you know, influence within the school sector. So absolutely agree. And the other aspect as well as the sort of strengthening PTAs is also to strengthen as well as DPOs I should have highlighted the fact that within the umbrella group there are sometimes parents groups that kind of fall under that category because they are parents of children with disabilities and they form their own organizations. We will be working with those groups. We are including the parents groups as well. The community level work that can go on with parents is key. And in fact, when we were talking about the -- I think I showed some pictures of the community march passed and those community-based activities, that's one aspect but the other aspect is working alongside parent to themselves become more like peer to peer supports for other parents and also to take on the role of going in to

communities and supporting families of children with disabilities having also have that training and capacity building initially. So absolutely. Completely agree your point. I am glad you raised your point because we were able to talk about it since we missed it in the first part.

>> ALESSIA ROGAI: Thanks a lot. I have another question, another question from Milagu. How we can ensure inclusive education resources center usability. In most cases we see them inactive and closed. I don't know if you want to reply or maybe I can read another couple of questions and then you make comments.

>> JULIA MCGEOWN: Would you repeat just one more time? I'm not sure I got the whole thing.

>> ALESSIA ROGAI: How can we ensure inclusive education resources centers usability. In most cases we see them inactive and closed. I think that is talking about -- I don't know if Milagu wants to take the floor directly. I will allow you to talk. Yeah, just a second. I will try. Okay. Milagu you can talk.

>> Thank you so much. It was really wonderful presentation. Actually I just sent my questions via text. I am not sure if you got them. Milagu from the Ethiopian center for disability and development. I'm very glad that I see you both. My question is under inclusive education resource centers most often we see them inactive, you know, once we support them to schools, you know, providing them with all the necessary accumens. When you go there after some time you don't see them active. How can we keep them active and more useable for children with disabilities at school. That's my first question. The other one is related, I think it was Sian you mentioned when you talk about the Nepalic experience you mention about disabled identity card. We don't have that kind of card unfortunately here in Ethiopia. What would be also the role, having that kind of document, that help and facilitate the inclusive education approach. I would love to, you know, hear more in that area. My most important and really something which puzzles me all the time is the question on -- mainstream schools or inclusive schools which are in rural areas. In most cases the challenges are getting children with disabilities to the school from distant areas. Mostly the roads are bumpy, may not be accessible. Even if we have the capacity to provide them with assistive devices wheelchair, but the most important question is how can we get them from their home to the school. So I have been really trying to see options or solutions but if there is any good practice towards that I would be very happy to learn and thank you so much both for your time. It is really enlightening.

>> SIAN TESNI: Shall I take the resource center and you do the disability?

>> JULIA MCGEOWN: Yeah. I will add something.

>> SIAN TESNI: I was thinking on the resource center and each country has its own solution and I can't comment on your situation in Ethiopia but I would say that working with the DPOs and with other stakeholders such as parents groups and other each teachers groups that you need to advocate to the Government because it seems to me if the Government is involved in supporting the resource center if the first place, it is about monitoring and supervising how that works, needs to be a system in place that isn't just about developing resource but then how those resource centers are going to be financed, how they will function and have clear understanding of the roles resources centers and I have seen some interesting examples in Vietnam, for example, where the government has been quite specific around what roles and responsibilities are for resource centers. I am not saying it is the only solution but it is one of those. It is under the Ministry of Education's responsibility to provide to provide for the education of children, all children including children with disabilities. I don't know if that helps very much at all. But I do understand I have also seen in other countries where it is very challenging when investment has been made to resource centers. I know in Papua New Guinea, one of the solutions the staff in the resource center where the salaries and their roles and responsibilities their contract was under -- is under the Ministry of Education and because that has its own supervisory there is some responsibility from the schools and from the centers themselves to continue the function. Resource centers over to you.

>> JULIA MCGEOWN: I can continue on and then you can come back afterward the. On the issue of Ethiopia and resource centers we do have a project in Egypt. There are different ones across the country. I do understand the point where you absolutely rightly make that if, for example, NGOs help to set up resource center, I know a few that exist there, paramount the sustainability plan if they finish. Oftentimes NGOs might have a project for a few years and then hand over to the Government but if they -- there maybe isn't a sustainability plan that's why some of these would fall in to -- not necessarily being used. So that's one reason. They work hand in hand as the resource center has been developed and the other key thing is the training. The other thing I have seen even could have been where there was a sustainable plan, there wasn't enough training for the teachers to able use some of the equipment. High levels of technology in resource centers. I would recommend sticking to low tech solutions especially in terms of sustainability

outcomes. You might find you have got a lot of raft of new computers with different software that's available that may be not everyone is able to use or it might need a lot more maintenance whereas if you have more examples like you could get many more Braille flakes and stylists and more low tech resources that might then be easier to be -- still be used after the project ends without as much training. So it is an aspect of training and that's in the sustainability plan. And there is a sort of blessing in disguise or a mix blessing with overuse of technology if it can't be maintained. That's on the resource centers. And in terms of you mentioned the disability card, now I -- all I know that that exists but I mentioned it just to sort of highlight the wholistic approach to inclusive education and what -- all the different aspects of what is needed to allow a child to enable a child with disability to attend school. So while it is not specifically to do with inclusive education, the provision of those cards might help the families to have that bit of little extra financial means to enable them to support their children. For example, be it the transport, that you then highlighted was an issue. So the idea of disability card enables more financial resources to be available, just helps with those extra things that are needed which actually linked to your third point about the transport. I completely see your point. It is often an issue. And very vast distances to schools. In terms of solutions, there is obviously -- if there is some kind of bus system it depends on what's available in the area. There is some kind of transport, any kind of transport that is used in the area, be it collective transport, buses. In other areas I don't think it is Ethiopia but in other areas I have seen donkey carts being used. It depends on what's available and what's possible. I think that was in Kenya that I saw that where, you know, it is a donkey. Less of a challenge with fuel, fuel costs. Most solutions aside from the solutions such as buy cycles or donkey costs you wouldn't have the costs if the distances are too far. It is something that very much depends on the context. It is less to do with the distance but more to do with the protection, safety angle and in terms of the guidance angle there is the system of the types of walking taxi systems that are in place in some countries and in some settings. I know those that exist people get together on a router and they are -- adults decide who is going to be in charge of the walking taxi which basically means that they adult or a group of adults will go and collect up different children and support them to go to support as group and that adult in charge would vary. So it is not the same burden every day that same adult has to walk two miles which is difficult timewise if they have jobs. This would enable children who maybe need

escorting to school and they may need guidance because of visual impairment.

>> SIAN TESNI: There was the other thing that is important and again it is -- Julia said it in her presentation. Advocate with the Ministry of Transport and looking for again solutions within the country.

>> JULIA MCGEOWN: Yes, exactly that. You have the basically level solution but at the same time it is not acceptable that there is no transport to get people to school. We shouldn't accept the status quo and there has to be a way around that. In terms of provision.

>> ALESSIA ROGAI: Thank you very much. We have another question in the chat box. I also continue to invite our participants to raise the hand and take directly the floor and talk with our speakers. In the meantime I have another question from Isabel. She ask from -- she asks sorry some suggestions on how special schools can work with mainstream school to move towards a more inclusive system. Do you have some examples to share from your experience? Thanks a lot Isabel.

>> JULIA MCGEOWN: You need some thinking time. You might not need it. I have a good example of that in terms of use of itinerant teachers. In Togo, for example, we have worked with special schools to support the provision of itinerant teacher. Another word for an itinerant teacher is a mobile specialist teach who has a specialism or higher level of knowledge about a certain sector of teaching. So, for example, the teaching people who are deaf, teaching people who are blind and they may have specialist skills in sign language or use of Braille. There is a classic examples, for example, specialist skills in working with children with autism. So there is different types of specialisms and sometimes if we work with special schools who might have this expertise within their school, they might want to help support local nearby mainstream schools to become more inclusive by sharing some of their teachers to also become itinerant teachers maybe some part of the time. I don't know if I'm explaining it well. Those teachers from that expertise from that specialist setting would then be placed to sort of go between other mainstream schools in the area, to support children who have those specific disabilities in those mainstream schools. They are supporting the inclusion in nearby mainstream schools. It might be the case that those special schools probably have less children because they -- some of those children in those schools can actually be transferred to the mainstream schools in the area, provided they have those -- that specialism and supporting them and then -- so it is a gradual process and the end point you may find you have more of a resource center rather than a special school. We are

not saying -- the example I am thinking of they are not at a stage where the specialist school has completely closed. However it has changed its focus and it has less children in it. And those children have more sort of severe difficulties and they sort of changing the way that they function, so that it is with an inclusive lens. I don't know if that helps. That's one example I can think of.

>> SIAN TESNI: That's one way for sure. I have seen in some current partners and previous partners one I'm thinking of Burkina Faso, it is a school for auditory and sign language, what they did was start by including children without hearing loss. So hearing children in to the system and by now some years down the track it -- as Julia said, it didn't happen overnight. They have still have the expertise in terms of assessing hearing loss, they have very, very good audiology, auditory department still. They still have expertise in sign language. But what they have now is right from preschool level there is a sort of bilingual communication approach throughout the whole school but that means in that particular school is that, for example, it is a few years since I was there, but the last time I was there, right at the preschool level there was a deaf assistant working with a hearing teacher. So there was signed communication and oral communication going on in the classroom at the same time. Then throughout the school in each class there would be a number of deaf children being -- having been a specialist school for deaf children. Therefore he had educational interpreters in each of the classroom. There was specialist to provide support. For children who are late coming to school, there may be 7, 8, 9, 10, there are what you call -- infrastructure I've forgotten the name, there would be special classes taught by a teacher of the deaf, they would spend one or two years in that class to build their communication skill and language skills so they could be included in the mainstream in due course. So the goal is always to be inclusive education. That's one example where the specialist school is completely turned around and has a resource of it is a specialized resource, related to deaf children, to communication, and they are recognize as a school which assists in other schools, in other parts of the country to support on hearing audiometry, provision of hearing aids and sign language communication. But at other places I have seen that is a special school, again gradually may develop, for example, an inclusive or a specialized early years provision with at focus that this will go in to the local community schools after some time or they will have resources for assessment, for teacher training, maybe I have seen it also where they will -- that -- towards accelerated learning programs at a later

stage so that students who have never been to school or dropped out of school and have accelerated learning and then go in to mainstream or not, all livelihood. So it varies --

(Talking at the same time).

>> JULIA MCGEOWN: I was going to add to that Sian in that I think that transitory classes is kind of how you are describing, what you are describing I have seen that quite a lot where they become -- so even in the one I was mentioning it is not necessary there for the whole time. So it might be -- the initial two years of education or the first stage to maybe learn Braille or learn just get used to education and then gradually transition to the mainstream. So that's another way that I -- and they have called them transitory classes. This is very similar to the approach that you were mentioning there.

>> SIAN TESNI: Yeah, for a lot of children they are blind and they are temporary. And then they are fully included in mainstream. Depends on the disability and depends on their situation but it is a gradual approach. I hope that helps.

>> ALESSIA ROGAI: Thank you. Thank you very much, you both. It is five to 4. We have time for a last question. The question is from Florence. So question is how we can get a video clip of an inclusive classroom to use -- inclusive education is possible. Because some people believe that inclusive education means that children are in a different classroom and I think that it is really interesting, this -- this question. In a general way we can see -- we can say that Florence is asking for suggestions on awareness building tools I think how -- how to support it.

>> JULIA MCGEOWN: Can I just check your question? Did you say bigger clip? I wasn't sure I got you.

>> ALESSIA ROGAI: Yes. Florence I think she was really specific but I think that the meaning is just suggestion on how really building awareness, building awareness in some tools to build awareness.

>> JULIA MCGEOWN: Okay. Resources.

>> ALESSIA ROGAI: Some resources on how to show that is inclusive education it is really, it is possible.

>> JULIA MCGEOWN: Can I start? I was just thinking in terms of the poster, if you were thinking about that one, because that's quite a visual one, yeah, that was used as part of a report that we did a few years ago but it is available. We can put it on the resource list. So that's something you can print out. Not so useful resource. It has got the copyright on it I think and there is a French version should you need it. In terms of other resources, I would suggest e-net has a great resource library. E-net I don't know if you know it is the enabling education network. If you Google e-net you will come

across it. It is very useful for resources on inclusive education and they have a good library there of the good inclusive education videos and I think videos is one of the best methods to convince people who are recognize unconvinced about the benefits of inclusive education. There is resources we can share in terms of big reports and documents but I think you are thinking of short, sharp easily digestible resources. I would go there for the videos I should mention the IDDC website we have some resources on there in terms of more general inclusive education resources. But I think that in terms of the short short ones those would be the best places. I'd also source -- go to source.

>> ALESSIA ROGAI: I'm sorry if you interrupt you. Just because Florence raised their hand. Maybe she can explain better or I made some mistakes in interpreting her question. I will try to give you the floor.

>> Thank you.

>> ALESSIA ROGAI: You can talk.

>> Thanks very much. Thanks. You got what I am looking for, a video. A video to be able to convince many that inclusive education is possible. You find in Nigeria, especially the special teachers they don't want to hear about inclusive. They are very protective of the children. They don't want them to mix up and as you have all shared the parents sometimes they don't want their children to mix up with their children, with disabilities as if they are going to get contaminated or infected or something like that. That's my listing the video.

>> JULIA MCGEOWN: Great. We will send the link. We will make sure there is the link.

>> SIAN TESNI: If it is a video you are after you can look at these -- they are called training videos there are ten of them on e-net which would be -- you can choose the one that's perfect for you and your situation. I mean there are a lot of tools available. But I think we will have a pact together but I think from what you have said there, you have just asked I think that what you are looking for you should be able to find in that video clip. There is a very nice also a video on the end of cycle series. I think we should add that to the list and there is one that was actually filmed on a young -- young person, young woman from Nicaragua and saw how she was delayed in going to school because there was some concerns around how would she fit in and so on and so forth. She had a visual impairment and it is a story of her and how her parents delighted with how inclusive education has worked for her. So I think I can add that also, that link to that resource.

>> JULIA MCGEOWN: And I'm thinking if we find one of

Nigeria we can do that. And -- I have a good one from Ethiopia. The gentleman who was asking earlier we can maybe add that one. It talks about resource centers and how they can be used. That might be relevant to you as well. Yeah can add some. I agree that's the best way to convince people.

>> ALESSIA ROGAI: Well, thank you both. Unfortunately we are right at the end of this session. I have still some questions that we don't have time unfortunately to answer. So but I will take notes and I invite you to write to our e-mail and just send your questions and we will give you some -- an answer. We will try to give you an answer. So thank you very much Sian and Julia. This session was really interesting. This hour was really super fast.

>> JULIA MCGEOWN: Yeah.

>> ALESSIA ROGAI: So I leave you, also the participants and you both, but before I have just a couple of things to say, especially to our participants. As you know the webinar issues a certificate of attendance with only to those who will attend at least 75% of the webinars and response to section survey. I know that we had a problem with the satisfaction service last time. I think we fixed it. The one that we share after this session will work. No worry if you didn't the past one, we will consider it and we will take in to consideration this technical problem.

So you will receive the survey together with the webinar recordings and the learning materials in the follow-up e-mails at the end of this session. The next session will take place Wednesday 25 March at 2:30 p.m. Brussels time and it will be about universal access to employment. I really recommend you to not miss this session also because also the access to employment it is really important and practical topic to discuss. So take notes on your agendas. Also because we have another important international expert on talking about Steffan from the International Labour Organization. So thanks again to participants to our speakers today, Julia and Sian. Thank you very much. Continue to follow us and our activities on our communication channel. So thanks again. Have a nice afternoon. Bye.

>> Bye.

>> Thank you. Bye-bye.

>> Thank you for joining.

>> JULIA MCGEOWN: Bye.

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