



New Redland
Frenchay Campus
Coldharbour Lane
Bristol, BS16 1QU
United Kingdom
Tel: +44 117 344 4007
Fax +44 117 344 4005

The Centre for Studies on Inclusive Education (CSIE) was set up in 1982 to promote the education of disabled and non-disabled children together in mainstream schools and to end the practice of educating disabled children separately in 'special' schools.

UN Disability Convention

BRIEFING (2) July 2005

Ending segregation and developing inclusive education– a worldwide movement

'The rights of students with disabilities to be educated in their local mainstream school is becoming more and more accepted in most countries and many reforms are being put in place to achieve this goal. Further, there is no reason to segregate disabled students in public education systems. Instead education systems need to be reconsidered to meet the needs of all students.' (Organisation for Economic Co-operation and Development, OECD, 1999)

Examples of inclusive education from countries across the world are available on the websites of the following organisations:

1. Centre for Special Needs and Studies in Inclusive Education

(www.ied.edu.hk/csnsie) Hong Kong, an organisation committed to implementing inclusive education through local applied research and case studies on inclusive practices. Includes the following papers:

- 'Integration in Hong Kong: where are we now and what do we need to do? A review of the Hong Kong Government's Pilot Project' (1999). A discussion paper on the Government's 2 year Pilot Project on Integration set up in 1997, by the end of which 48 pupils were included in 7 primary and 2 secondary schools; includes information based on interviews with students.
- 'The Education of Children with Special Needs: Barriers and Opportunities in Central and Eastern Europe' (www.ied.edu.hk/csnsie/info/res2.pdf), by Mel Ainscow and Memmenasha Haile-Giorgis, published by UNICEF. Includes a discussion of barriers and possible ways forward, and discussion of progress towards inclusion in the Czech Republic, Hungary, Slovakia, Poland, Slovenia, Romania, Latvia and Lithuania.

2. Disability World (www.disabilityworld.org), a web-zine dedicated to the exchange of information and research about the international independent living movement of people with disabilities. Articles on inclusive education around the world include:

- 'The Process of Inclusion in Brazil and in Latin America' (2000) (www.disabilityworld.org/March2000/English/VamprepaperINCLUSIONENG.htm), by Maria Amelia Vampre Xavier
- 'UNESCO supports an inclusion development project in Nicaraguan schools' (www.disabilityworld.org/06-08_02/children/nicaragua.shtml)
- 'Russia: Young disabled activists tackle attitudes in mainstream schools' (www.disabilityworld.org/12-02_05/children/russia.shtml), by Denise Roza+

3. International Disability and Development Consortium (IDDC)

(www.iddc.org.uk/), a group of 16 international NGOs supporting inclusive disability and development work in over 100 countries globally. Examples of inclusive education developments include:

- 'Disability development in education in the urban community: A study in education for children with disability' (2001) (www.iddc.org.uk/dis_dev/strategies/research_berdo.pdf), by Md. Saidul Huq of BERDO (Blind Education and Rehabilitation Development Organisation), which looks at how to include disabled children in mainstream schooling in Bangladesh. Includes case study of a visually impaired girl.
- 'A critical review of the literature relating to the education of disabled children in developing countries' (www.iddc.org.uk/dis_dev/strategies/critical_review.doc) (1994), by Sue Stubbs. An overview of issues arising when westerners begin to research disability in 'developing' countries, with a particular focus on Africa.

4. Enabling Education Network (EENET) (www.eenet.org.uk), an

information-sharing network aimed at supporting and promoting the inclusion of marginalised groups in education worldwide. The website contains information on EENET's action learning project, funded by the UK Department for International Development, documenting experiences of promoting inclusive education in communities in Zambia and Tanzania

(www.eenet.org.uk/action/action.shtml) and extensive information on inclusion of deaf learners

(www.eenet.org.uk/deaf/deafness.shtml). Examples of inclusion across the world include:

- 'Researching our Experience' (2003) (www.eenet.org.uk/action/rsrching_experience.pdf). A collection of writings by teachers from schools in Zambia including a chapter on inclusion of disabled students in mainstream education, with case studies. Examples relate to learning difficulties; communication between hearing and hearing impaired children; physical disability.
- 'Learning from Difference: Understanding community initiatives to improve access to education' (2003) (www.eenet.org.uk/action/learning_from_diff_yes.pdf).

- Accounts of inclusive education at 19 primary schools in Tanzania and Zambia. Primary schools in Tanzania include a residential special school for physically disabled children offering its resources and expertise to the inclusion initiatives, a primary school with a special unit, and a primary school resource base for itinerant teachers of visually impaired children. In Zambia, two schools have special units attached, one for deaf children and the other for children with learning difficulties.
- 'Including deaf learners in Zambia' (www.eenet.org.uk/deaf/inclusion_deaf_learners.shtml).
- 'Case Study: Papua New Guinea – The provision for children with hearing impairment and deafness in an "inclusive" system' (www.eenet.org.uk/deaf/incdeafrep/pngsian.shtml), by Sian Tesni.
- 'Inclusion and Deafness – Families as essential stakeholders' (www.eenet.org.uk/deaf/incdeafrep/elina.shtml), by Elina Lehtomaki.
- 'International experience in including children with disabilities in ordinary schools' (www.eenet.org.uk/theory_practice/internat_exp.shtml), by Prof. Peter Mittler, Manchester, England. A summary of the experiences of implementation of inclusive policies, focusing on countries in the Middle East and North Africa and other French or Arabic speaking countries. Draws heavily on UNESCO documents. Countries included are Uganda, Lesotho, Vietnam, Lao, Jordan, Palestine, Morocco, Egypt and Yemen. Also looks at obstacles to inclusion and how these might be overcome, with particular reference to Brazil, India and South Africa. Includes a useful summary of UNESCO resources.
- 'Inclusion and deafness' (www.eenet.org.uk/deaf/incdeafrep/repindex.shtml). Report of a seminar at the University of Manchester in 1999, including papers on Uganda, China, Papua New Guinea and Afghanistan.
- 'Challenging the exclusion of blind students in Rwanda' (www.eenet.org.uk/newsletters/news7/page4.shtml), by Evariste Karangwa, reporting on the inclusion of visually impaired and blind students in their local secondary school.
- 'Including deafblind children' (www.eenet.org.uk/newsletters/news8/page13.shtml), by Sumitra Mishra and Ben Simms, on the involvement of Sense International in Brazil, Romania, India and Bolivia.
- 'Developing learning and participation in countries of the South – the role of an Index for Inclusion' (2001, revised 2005), by Tony Booth and Kristine Black-Hawkins (soon to be

- available on EENET's website, but until then available via email at tjb4@canterbury.ac.uk). The *Index for Inclusion*, a tool to support inclusive development in schools written by Tony Booth and Mel Ainscow and published by the Centre for Studies on Inclusive Education (CSIE), has been used in many countries worldwide. This paper discusses its use in India (Mumbai and Chennai), Brazil and South Africa.

There are other articles on experiences in the UK, Macedonia, Ethiopia, South Asia, India, Australia and Lesotho, and a number of useful, short articles in EENET's latest newsletter, June 2005 (www.eenet.org.uk/newsletters/news9/eenet_news9.pdf).

5. Inclusion International (www.inclusion-international.org/en/), a global federation of family-based organisations advocating for the human rights of people with intellectual disabilities and their families. One of the priority areas is inclusive education. Key articles include:

- 'The right to education for persons with disabilities: Towards inclusion – conceptual paper' (2004) (www.inclusion-international.org/site_uploads/1113910819151774467.pdf). Contains some examples of recent and current initiatives in Brazil, Bosnia & Herzegovina, South Africa and Uganda, as well as a discussion of the major issues and proposals for a practical framework for action.

6. UNESCO (www.unesco.org). Inclusive education is one of UNESCO's 'key concepts', and the website contains a wealth of examples of inclusive education worldwide, including the following:

- 'Including the excluded: Meeting diversity in education – Example from Romania' (<http://unesdoc.unesco.org/images/0012/001231/123165eo.pdf>) (children with HIV, children with disabilities, Roma children).
- 'Including the excluded: Meeting diversity in education – Example from Uganda' (<http://unesdoc.unesco.org/images/0012/001226/122613eo.pdf>) (children affected by armed conflict, children with special educational needs)
- 'Students with disabilities in regular schools: Welcoming schools' (1999) (<http://unesdoc.unesco.org/images/0011/001184/118455eo.pdf>). Examples from Ghana, Palestine, Peru (physical disability), Uganda (visual impairments), South Africa (hearing impairment), Mongolia, Germany (Down's syndrome, cerebral palsy), Hungary (hearing impairment), Australia (Down's syndrome), China (visual impairment, blind), Portugal, India (visual impairment), Lesotho, Chile (Down's syndrome, motor impairment, special educational needs), Canada (visual impairment and others).

- 'Inclusion in Education: The Participation of Disabled Learners' (2001) (http://portal.unesco.org/education/en/ev.php-URL_ID=28460&URL_DO=DO_TOPIC&URL_SECTION=201.html), by James Lynch. A thematic analysis of country reports relating to the Education for All 2000 assessment of progress, interspersed with examples of instructive practice from across the world which highlight barriers and how they might be overcome. Includes brief examples from Italy, Switzerland, South Africa (deaf child), Ireland, Vietnam (physical disabilities), Madagascar, China (visual impairments), India, Romania, Uganda, Philippines (hearing impaired and blind), South Africa, Ireland, Lesotho, Madagascar, Portugal, Brazil, Kenya (blind and visually impaired), Mexico. Detailed individual country reports are available at <http://www2.unesco.org/wef/countryreports/home.html>.
- 'First steps – stories on inclusion in early childhood education' (1997) (<http://unesdoc.unesco.org/images/0011/001102/110238eo.pdf>). Includes examples from Australia (ethnicity issues and disabilities), Chile, Denmark (severe disabilities), France, Greece (visually impaired), Guyana, India, Lao (children with disabilities in mainstream but deaf and blind in separate school), Lebanon, Mauritius, Portugal (socially disadvantaged children), South Africa, US.
- 'Making it happen: Examples of good practice in special needs education and community-based programmes' (<http://unesdoc.unesco.org/images/0009/000968/096884ev.pdf>). Examples from Austria, China (mild learning difficulties), Ghana, Guyana, India, Jamaica, Jordan (deaf, learning difficulties), Holy Land (institute for the deaf role in community based rehabilitation), Netherlands (children with Down's syndrome), Norway, and a separate chapter on international initiatives for deaf education in developing countries.

8. UNICEF (www.unicef.org). Examples of inclusive education from around the world include:

- 'Disabled children join mainstream' (www.unicef.org/bhutan/disable.htm) – Bhutan
- 'Government of India announces plan to make education disabled-friendly by 2020' (www.unicef.org/india/media_610.htm)
- 'Childhood under threat' at www.unicef.org/uzbekistan/protection_1696.html – the establishment of a Resource Centre on Inclusive Education in Uzbekistan

- 'External Evaluation of the Project *Special Classrooms for Children with Disabilities in Bosnia and Herzegovina 1997-2000*' (www.unicef.org/evaldatabase/files/BHG_2000_007.pdf) (2000), by Martyn Rouse et al.
- *Education Update* vol. 2, issue 4, October 1999 (www.unicef.org/girlseducation/files/vol2disabileng.pdf) is concerned children with disabilities and includes a number of articles on inclusive developments across the world, including in Greece (visually impaired); Brazil, Armenia, Cote d'Ivoire, China (visually impaired) Jamaica.

9. World Bank (www.worldbank.org/disability)

- 'Inclusive Education – Early Lessons Learned from Senegal' (<http://info.worldbank.org/etools/docs/voddocs/494/967/senegal.doc>) (2003), by Carlton Aslett-Rydberg. Reports on a study in Senegal funded by the Nordic Development Fund as part of the Quality Education for All Programme, led by the World Bank. Part of the development of inclusive education in Senegal, looking at how to build on existing resources within the country.
- 'Disability and Education: Toward an Inclusive Approach' (www.iadb.org/sds/doc/Rev2bEditedDisability%2DEducationPorter.pdf), by Gordon Porter of the Inter-American Development Bank, working paper. Includes a section on country experiences – looks at successful inclusive education developments in Jamaica (slow learners) and Brazil (mental disabilities), and includes a chapter on the conditions for success. These two countries also feature in 'Disability and Inclusive Education: A paper prepared for the Inter-American Development Bank', 2001, by Gordon L. Porter. Available via Inclusion International website (www.inclusion-international.org/site_uploads/111900800114467256.pdf).
- 'Inclusive Education: An EFA Strategy for All Children' (http://www1.worldbank.org/education/pdf/InclusiveEdu_efa_strategy_for_children.pdf) (2004), by Susan Peters of Michigan State University. Includes 'best practice' examples from the US, Canada, Europe and other OECD countries and a chapter on lessons that can be learned from experiences in countries of the South (particularly in relation to physical impairments, blindness, deafness and cognitive impairments). Also contains a useful section on sources for information on disability, inclusive education and human rights.

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Email: Linda Shaw, Co-Director, CSIE on: lindashaw@blueyonder.co.uk
or CSIE on: csie@markvaughan.demon.co.uk