

International Conference

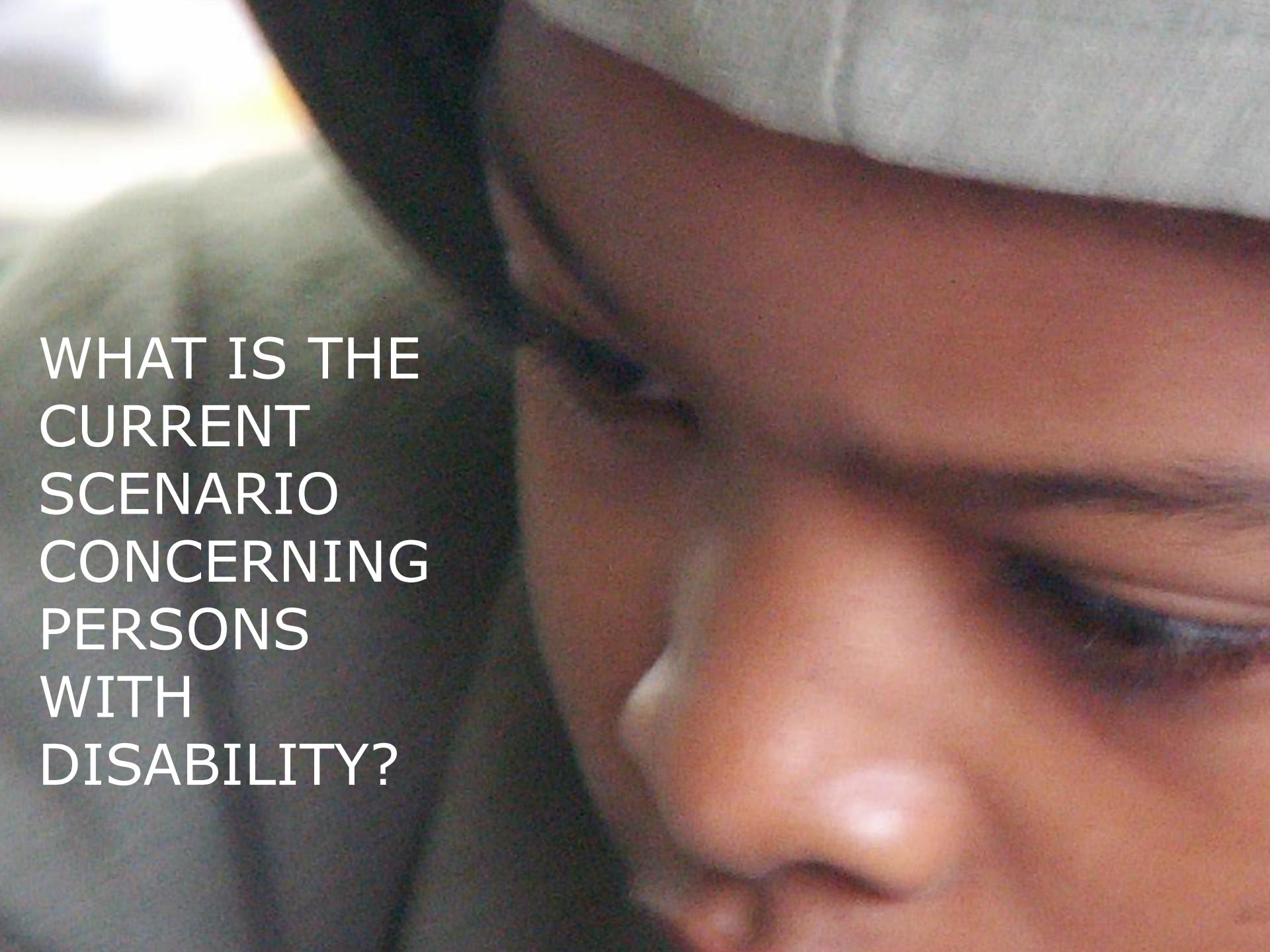
On the way to achieving Education for ALL

Development of Inclusive Education Systems: what are the decisive criteria to make it a success

Professora Windyz B. Ferreira, PhD

Universidade Federal da Paraiba-Brazil

windyz_ferreira@hotmail.com



WHAT IS THE
CURRENT
SCENARIO
CONCERNING
PERSONS
WITH
DISABILITY?

Current Scenario

'framework for thinking about how to move policy and practice forward, and the Framework for Action, is arguably the most significant international document that has ever appeared (.) It argues that regular schools with an inclusive orientation are: ...the most effective means of *combating discriminatory attitudes, building an inclusive society and achieving education for all.*'

(Guidelines for Inclusion, UNESCO 2005, p. 09)

Current Scenario

Now governments must (!)

'recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning'

(United Nations Convention on the Rights and Dignity of Persons with Disabilities, 2006 - Article 24)

Current Scenario



"PwD remain **invisible** in the social net, they are seen as a 'problem' for those who do not have disability. [they] have been prevented from having access to learning opportunities on behalf of the unfounded belief that [people with disability] are *incapable of learning*. The list of impossibilities is too long, and beneath every single issue on this list, there is the understanding that a person with disability is not a *person of rights*".

(FERREIRA, 2008, p 134)

Current Scenario - Invisibility

The **invisibility** begins in childhood and results of:

- segregation and institutionalization
- traditional beliefs and superstition
- lack of support, information and opportunities for families
- priority given to specialized treatments, therapies and rehabilitation programs instead of schooling and opportunities to live together.

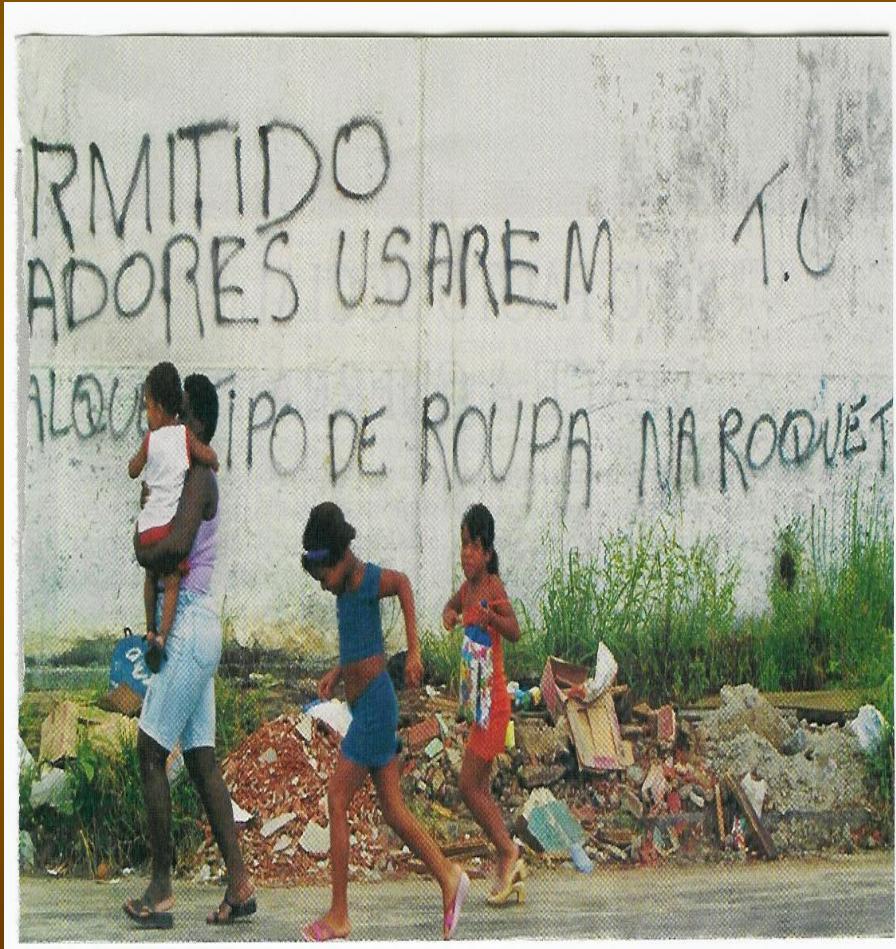
Current Scenario Result of the Medical Model of Disability

many generations of people with disability segregated, isolated, oppressed, silenced, dependent and disempowered.

Hence, chances in life are still out of reach for these human beings that makes around 650 million people all over the world.



Current Scenario Poverty and Disability



'in developing countries, as in more developed areas, disabled people (and their families) are more likely than the rest of the population to live in poverty. It is a two-way relationship: disability adds to the risk of poverty, and conditions of poverty increases the risk of disability. Disability in developing countries stems largely from preventable impairments associated with communicable, maternal and perinatal disease and injuries.'

(Survey of the Literature on Poverty and Disability, (World Bank 1999, p. 3)

Current Scenario - Education

‘in today’s increasingly globalized world, with the raising disparities in income distribution where 60% of the world’s population live on only 6% of the world’s income, half of the world’s population live on two dollars a day and over 1 billion people live on less than one dollar a day, ‘poverty is a threat to peace’(.) Today 75 million children of primary school age are not enrolled in school, more than half of these are girls. Around 70% of them live in countries of the South, particularly Africa and Asia. When we look at children with disabilities, the tragedy is even worse (!) they account for one third of all out-of-school children’, that is, around 25 million of children with disabilities.

(Policy Guideline on Inclusive Education, 2009)
BEZEV_GERMANY_2009

Is Inclusive Education Possible?



If inclusive education is to become a reality...

education systems and schools, all over the planet, must become a place where no one will ever be oppressed or discriminated against, where differences will be cherished and human diversity valued and where people with disability will be part of the school community 'on equal basis with others.'

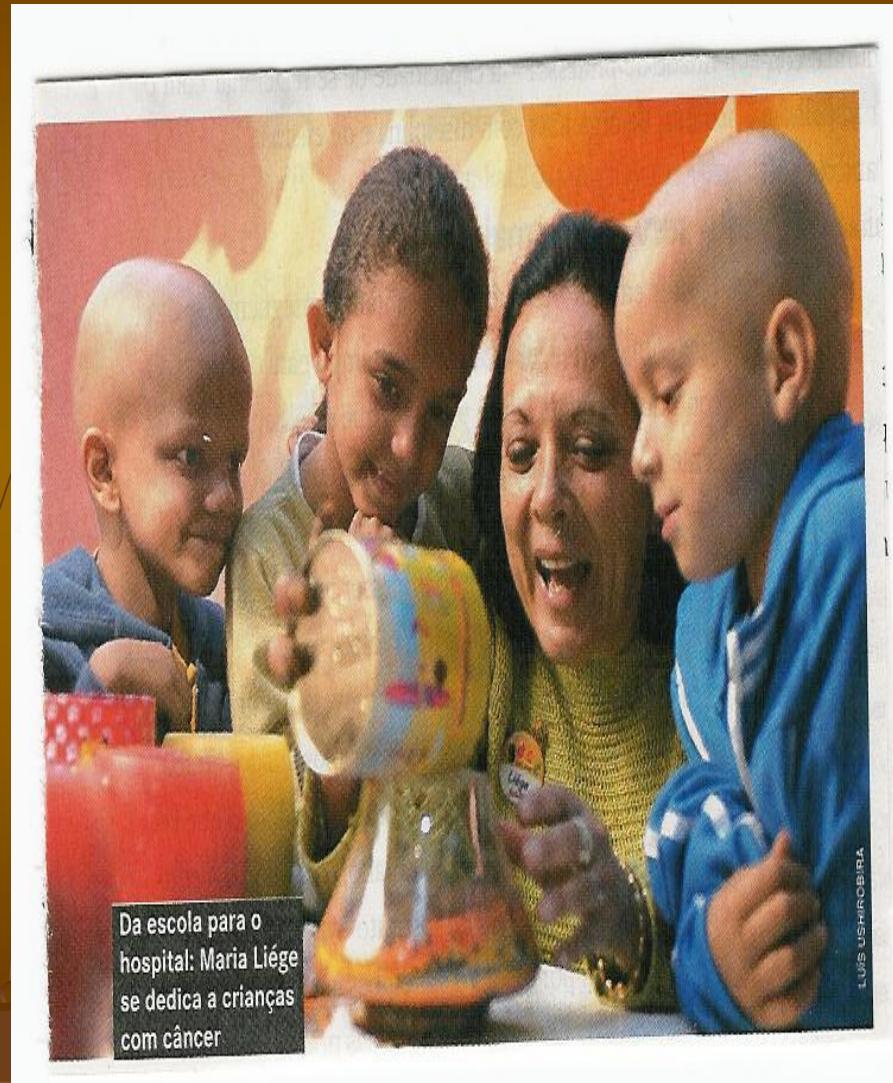
How can education systems move towards IE?

- Current Scenario -

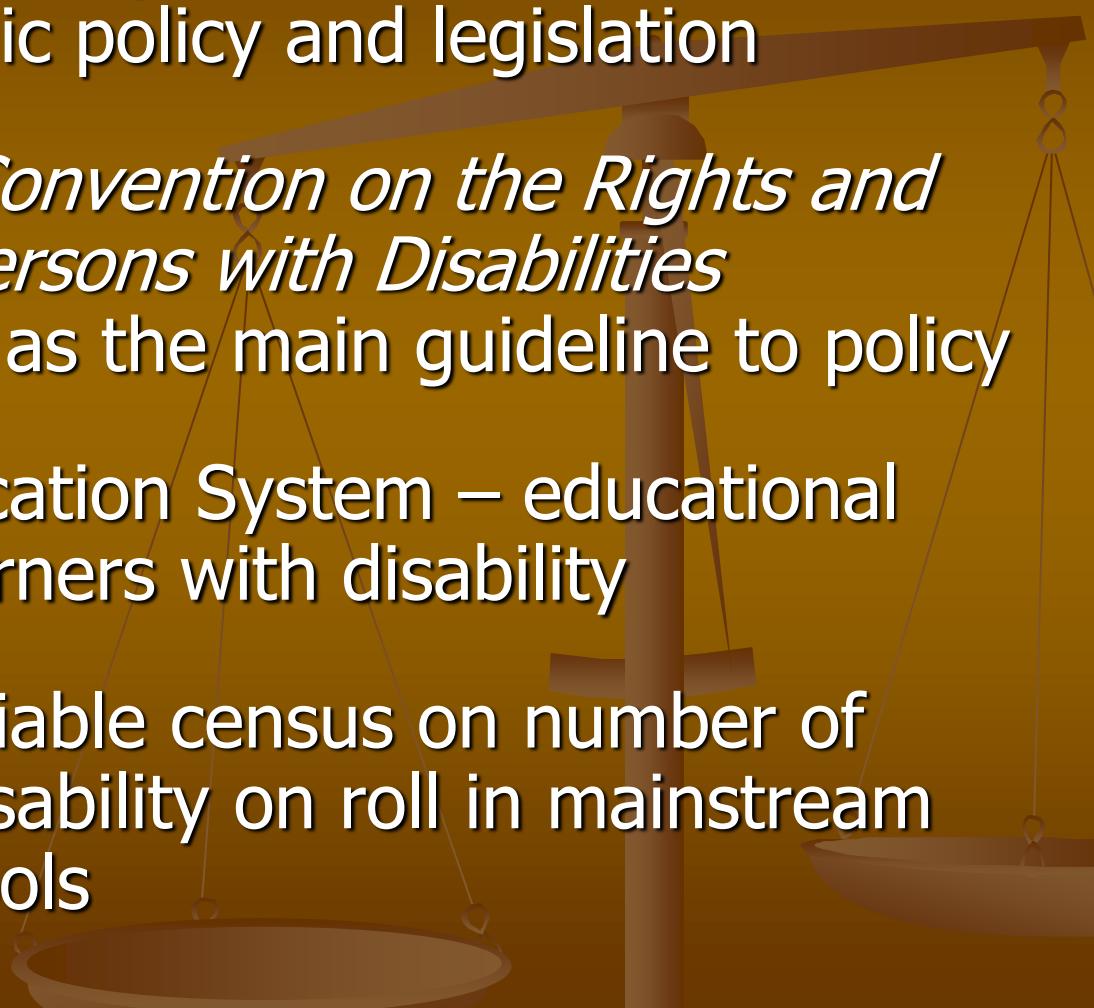
- current strategies and programmes have largely been insufficient or inappropriate with regard to needs of children and youth who are vulnerable to marginalisation and exclusion.
- where programmes targeting various marginalized and excluded groups do exist, they have functioned outside the mainstream – special programmes, specialized institutions, and specialist educators.
- Too often the result has been exclusion: 'second-rate' educational opportunities differentiation becoming a form of discrimination, leaving children with various needs outside the mainstream school life and later, as adults, outside community social and cultural life in general

Principle of Inclusion

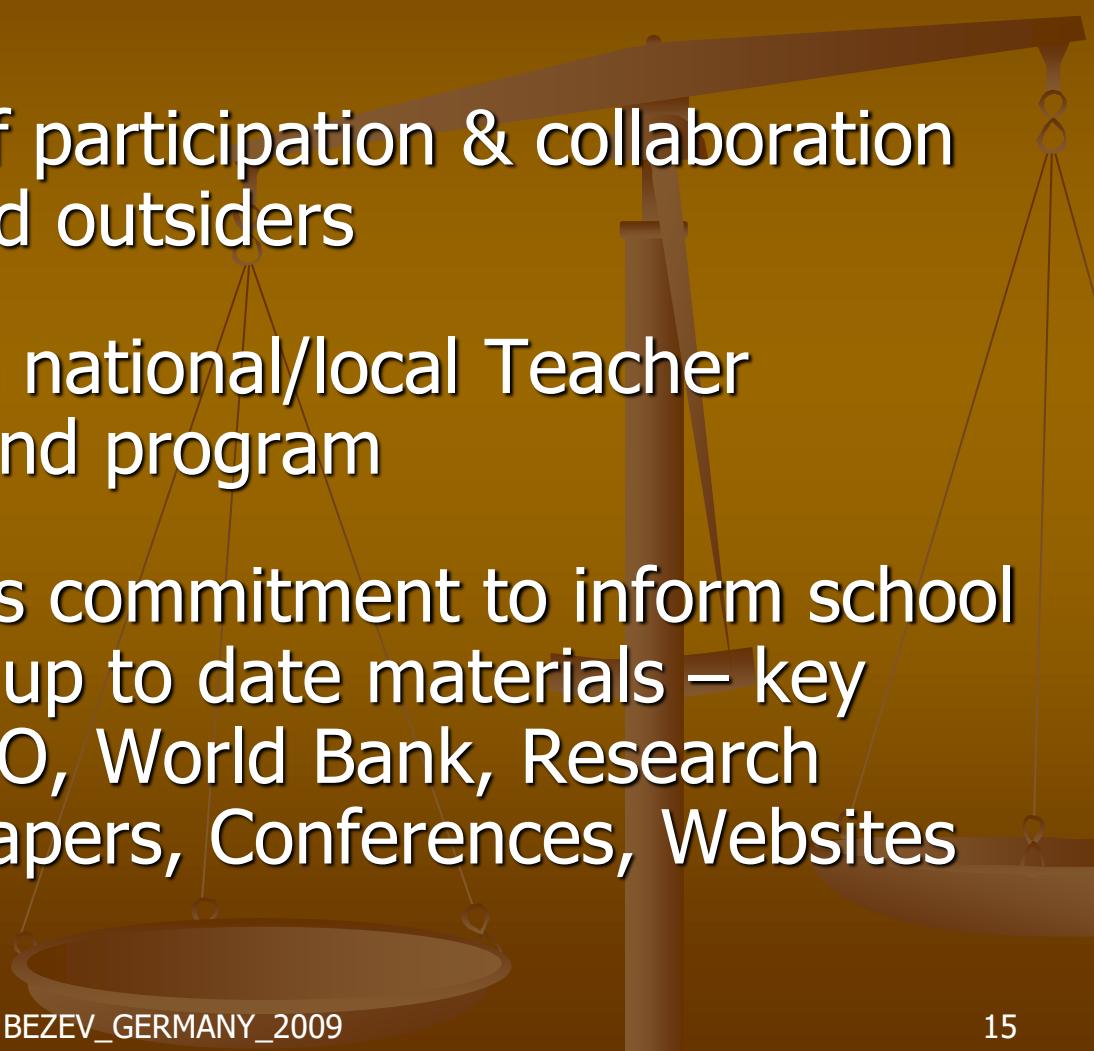
The *principle of inclusion* conceives schools as learning organizations, whose communities nurture a welcoming culture for all, where no discrimination is accepted. It also values and fosters collaboration, mutual support, closeness and bonds between members of the school community, so that everyone is responsible for each others' learning and achievement. Individual differences, in an inclusive school, are understood as both nourishment and as a means for enrichment of all.



Decisive criteria to make IE a success?

- 
1. Adoption of the Principle of Inclusion in educational public policy and legislation
 2. Adoption of the *Convention on the Rights and Dignity of the Persons with Disabilities* (UNESCO 2006) as the main guideline to policy
 3. Mapping the Education System – educational provision for learners with disability
 4. Carrying out a reliable census on number of students with disability on roll in mainstream and special schools

Decisive criteria to make IE a success?

- 
5. Partnership with local researchers or research institutions
 6. Ensure equality of participation & collaboration between locals and outsiders
 7. Development of a national/local Teacher Education policy and program
 8. Education systems commitment to inform school communities with up to date materials – key resources (UNESCO, World Bank, Research Reports, Books, Papers, Conferences, Websites and networks)





Fear, pity, overprotection, segregation, oppression and others social and educational mechanisms do not lead to a full and productive citizenship. These experiences, therefore, must be eliminated from PwD day to day lives and replaced by empowerment, support, voice, participation and power to take decisions about themselves, in accordance with their slogan:

**NOTHING ABOUT US
WITHOUT US**