Pacific Workshop on Inclusive Education

'Getting All Children into School and Helping Them Learn'

UNESCO Office for the Pacific States
UNESCO Asia and Pacific Regional Bureau for Education
UNESCO Paris

23-25 November 2005

Apia, Samoa

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Professor Slee, McGill University, Canada and Ms Teremoana Hodges, Principal, Cook Islands Teachers College
Group Work:
-Strengthening parent and community involvement and the role of civil society moderated by Mr Setareki S. Macanawai, Fiji National Council for Disabled Persons and Mr Nofo Mapusua, Nuanua o le Alofa, Samoa

LIST OF ANNEXES:

Pacific Workshop on Inclusive Education:
'Getting All Children into School and Helping Them Learn'
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I.   Background

Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalisation and exclusion. At the core of inclusive education is the fundamental right to education for all. The principle of inclusive education was adopted at the Salamanca World Conference on Special Needs Education held in Spain, 1994, and was reaffirmed at the World Education Forum, the challenge of getting all children into school has been put on the political agenda in many countries and is reflected in Education for All (EFA) national action plans. This has helped to focus attention on a much broader range of children who are not in school or may be marginalised within the education system.

The overall goal of inclusive education is to promote opportunities for all children to participate and be treated equally. Inclusive education is defined as a process of addressing and responding to the diversity of needs of all learners and of reducing exclusion to and within education system.[1]   Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs in both formal and non-formal educational settings. It advocates for changes and modifications in content, approaches, structures, policies and strategies. At the heart of inclusive education is the vision to transform the education system so it can provide improved quality education for all learners.

An important prerequisite for inclusive education is to know how many and which children are out-of-school and why. But providing access to people is only the first stage in overcoming exclusion. There needs to be a shift in perspectives and values so that diversity is appreciated and teachers are given skills to provide all children, including those with different learning needs, *quality education*. Inclusive education is seen by many as a matter of providing education for children with disabilities in a regular school setting. UNESCO is promoting a much broader view of inclusive education, which encompasses all children who are excluded on grounds of gender, ability, ethnicity, linguistic or poverty related reasons. Getting all children into school is just the first step in a long process towards ensuring learning, participation and completion of a full primary level education cycle. In many countries failure to increase retention rates and poor levels of achievement in low quality schooling environments continue to remind us that claims of improved access is insufficient as evidence of progress in the education system.

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1 Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and a Vision. Conceptual paper, UNESCO 2003.

In the Pacific region a wide range of activities have been carried out to implement inclusive education programmes, and much practical experience has been gained as a result. However, the opportunities to share these experiences have been very limited. In order to learn from each other and to develop the Pacific capacity for realizing the vision of inclusion for all, the Pacific regional workshop on inclusive education was jointly organized by the Samoan Ministry of Education, Sports and Culture and UNESCO from 23 to 25 November 2005 at UNESCO Office for the Pacific (Apia).

It was important that the Inclusive Education Workshop was scheduled to coincide with regional EFA Coordinators workshop, so as to enable shared sessions between the two workshop groups. By this strategy, Inclusive Education was seen to be an integral part of EFA strategies in Pacific small island states.

II.   Objectives

The purpose of the workshop was to share experiences of inclusive education practices in the Pacific region and develop recommendations on how to further promote *inclusive education* within the framework of EFA. The specific objectives were:

1)   To share innovative approaches and resources, and to learn from experiences of implementing inclusive education.

2)   To discuss the potential of inclusive approaches as a means to improve the overall quality of education in the Pacific.

3)   To develop recommendations on how to improve education systems to ensure inclusion for all.

III.   Organisers

- Ministry of Education, Sports and Culture, Samoa
- UNESCO (Bangkok, Paris and Apia)

IV.   Participants

Participants of the workshop included (Full list of participants – *Annex II*):

- Senior policy-makers from Ministries of Education in the Pacific region;
- Selected practitioners as resource persons from the Pacific region;
- Representatives of international organizations, International NGOS and donor agencies;
- Members of parent/family associations;
- Teachers and teacher educators; and
- International experts and academic researchers

V.   Procedures

The workshop activities included:

- Presentations
- Group sessions and plenaries to discuss findings
- Field visit

VI.   Opening: *Wednesday 23 November 2005*

A joint ceremony for both Inclusive Education and the EFA Coordinators workshops was held at UNESCO Office for the Pacific conference room. Ms Doreen Robeck-Tuala, Assistant Chief Executive Officer, Ministry of Education, Samoa, chaired the session. The meeting began with a short devotion by Lotu Uele (***Annex III***), followed by greetings and opening remarks by Dr Visesio Pongi, Director Office of the Pacific (Apia), on behalf of UNESCO. Dr Pongi also relayed the greeting of Hon. Fiame N. Mata'afa, Minister of Education, Sports and Culture in Samoa, who was not able to attend the opening. Dr Pongi welcomed participants of both Regional Workshops on Inclusive Education and the National EFA Coordinators.

Ms Yayoi Segi-Vltchek, UNESCO (Apia) Education Specialist highlighted the objectives, modalities and expected outcomes for the Inclusive Education workshop. Mr Ko-Chih Tung, Statistics Adviser for Asia-Pacific (Bangkok) then outlined the objectives and expected outcomes of the Regional EFA Coordinators Workshop especially the importance of data collection in achieving the EFA goals.

The participants were given the opportunity to introduce themselves. Note that both workshops remained together until Wednesday afternoon.

SESSION 1

Keynote Address by Prof. Roger Slee, McGill University, Canada *(Annex IV)*
International perspectives of inclusive education

This presentation focused on International Perspectives of Inclusive Education. Professor Slee started by asking participants to consider the language used as all acronyms such as SNE is confusing. He made the point that all children have a special need sometime so by labeling, we discriminate if we are not careful with the language. Professor Slee then processed to give historical background leading up to the Salamanca World conference in 1994, its statement and the international progress that has occurred since.   He summarized it by saying that the movement for inclusion was gaining momentum, closely linked to anti-discrimination and there has been a strong trend of resource material development to assist practice.

Professor Slee argued that an easy way to conceptualise inclusive education is by asking four questions: who is out of school, why are they not in school, where are they, and

what are we doing about it? Inclusive education challenges how we view schooling and should be seen as accommodating all learners and focusing on the weakest and the minority.

He concluded his presentation by saying that promoting inclusion is about reforming the education system. Inclusive education is much more cost effective than a segregated system, not only in terms of the running costs but also the long-term costs on the society.

SESSION 2

Keynote Address by Mr Ko-Chih Tung, UNESCO Bangkok *(Annex V)*
The importance of knowing your data

Discussion that followed focused on the importance of data in defining policies and monitoring the progress of Education for All (EFA). Discussion also emphasized the need to contextualize the definition of *inclusive* to suit each country.

SESSION 3

Presentation by Kenneth Eklindh, UNESCO Paris *(Annex VI)*
Conceptualizing inclusive education in relation to Education for All (EFA)

This presentation highlighted the problems in some education systems and possible strategies to address them. As pointed out by one of the participants, the issues were not new, participants needed to learn how the strategies are applied in trying to address them. Learning practical strategies was the key to supporting and encouraging inclusive practices in any school system.

SESSION 4

Presentation by Dr Helen Tavola, Pacific Islands Forum Secretariat *(Annex VII)*
Overview of the commitments to inclusive education made in the Pacific region

Dr Tavola's presentation outlined the commitments to Inclusive Education made in the August 2005 regional workshop for people with disabilities coordinated by the Pacific Islands Forum Secretariat held in Nadi, Fiji. It was noted that UNESCO Office for the Pacific (Apia) participated in this workshop.

SESSION 5

Group sessions:

Group exercises that created posters on the issue of contextualizing Inclusive Education. This was facilitated by Professor Roger Slee, displayed in the foyer and summarized below:

Some of the major constraints and barriers to Inclusive Education identified by the groups were:

- Financial constraints
- Integrating EFA goals in to countries' education strategic plans (although most countries in the Pacific have already done this)
- Translating EFA into local language, for example, Vanuatu, Samoan, etc. For countries like Vanuatu and PNG, this would mean almost or even more than a thousand translations due to multi-lingual existence
- Public awareness of Inclusive Education
- Development of policy on teacher training for specific disabilities
- Compulsory versus free education issues
- Lack of communication, due to geography (isolated and remoteness) especially in smaller island states
- Cultural taboos, especially for sending girls to school in the rural areas and in remote and isolated island countries
- Political leadership: if the plans are not accepted and fully supported by these leaders, they will never be enforced in communities
- Commitment from education authorities
- Traditional approaches to education
- Teachers' attitudes to include students with special needs in mainstream classrooms
- Capacity-building for teachers and also to train teachers on how to work with children with special needs
- EFA forums be strengthened for ongoing project development
- Conflicting policies, plans and funding. Too many plans, strategic plans – Ministers' plan, PRIDE, and EFA

Resources available to move policy and practice forward

- Children and students teaching and helping each other
- Early Intervention Programme (in some countries)
- Early Childhood Education (in most countries)
- Special Education Advisory Committee (for example in Samoa)
- Available institutions to enhance EFA implementation (in some countries)
- Committed human resources (in some countries)
- External/consultancy support
- Willingness of parents and communities (including NGOs and church organizations) to help
- Some committed teachers
- Land available for school buildings
- Local teachers for problem solving

SESSION 6
Sharing examples from the region on data collection:

- Rebekah McCullough, UNESCO Resource person
- Ko-Chih Tung, UNESCO Bangkok

Ms McCullough presented information about *Disability Surveys in the Pacific*[2] which was collaborated between Inclusion International, Asia Pacific Region, NZAID and participating Pacific countries. Inclusion International is a Human Rights worldwide agency of national non-government organization working in partnership at supporting, representing and advocating for and with children and adults with disabilities and their families, especially those with intellectual disabilities. Inclusion International promotes shared values of respect, diversity, solidarity, human rights and inclusion for all people with disabilities. The survey process was to establish a local advisory committee representing all key stakeholders (government and non-government), to identify and train enumerators and to conduct a door to door, individual survey to identify all those with disabilities in a number of Pacific countries. The data collected included information about age, gender, location, type and severity of disability(ies), schooling, work, family status, current treatment/support and their needs. All of the information was entered into a database and analysed.

Ms McCullough showed the survey results to date in each country and explained the various uses of the data, especially in terms of promoting inclusive education. In many countries the data can now identify the numbers of children with disability not attending school and the prevalence of disability categories which enabled Ministries of Education to plan more appropriately for teacher distribution as well as upgrade teacher training. Some countries were developing innovative approaches to begin to include children with disability(ies) by doing such things as waiving school fees, recruiting parents and others as volunteers and providing transport to school.

Ms McCullough explained that the "Disability Survey in the Pacific Project" has wide-ranging uses and implications and each country that participated reported positive results and many of these were shared via photos and stories. Other positive outcomes included:
- PWD more visible and some new groups for people with disabilities have formed
- Development of parents support groups
- Teachers, health workers etc. receive training on disability issues
- Cooperation between stakeholders to progress results
- Equipment needs identified and implemented where possible
- Inclusive Education being developed
- Work and vocational options being developed
- Advocacy work developing and dynamic

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2 McCullough, R., "Disability Surveys in the Pacific" Inclusion International, Asia Pacific region, NZAID and participating Pacific countries, 2001-2005.

Participating countries were now entering the second phase of this project and developing priorities and strategies to progress their plans.

Mr K. Tung also presented examples on data collection highlighting the data required for assessing progress towards achieving EFA goals. He also mentioned that important areas were neither clearly defined, nor codified and that there were variables for analysis of special needs target groups.

SESSION 7

Small Group work session on a case scenario moderated by Olof Sandkull, UNESCO Bangkok *(Annex VIII)*

After Mr Sandkull (UNESCO Bangkok) presented a case scenario on inclusive education, the participants discussed and reflected in pairs the following questions in relation to the case:

- Who is marginalized
- What barriers are evident, and
- What are the available resources?

The panel discussion was rich and enjoyable.

SESSION 8

Presentation by Jill Van den Brule, UNESCO Paris *(Annex IX)*
UNESCO's global level actions in the implementation of EFA

Ms Van den Brule (UNESCO Paris) presented the Policy Guidelines and how they could serve as a tool in the analysis of EFA Plans. In addition, UNESCO's role at the global level in terms of organising consultations and promoting the development of the United Nations Convention's Article on Education as well as the conclusions from the World Summit on Information Society in Tunis.

DAY 2   *Thursday 24 November 2005*

The Chairperson, Ms Doreen Roebeck-Tuala welcomed everyone back and introduced the day's program and sessions. Note that today's programme refers only to Inclusive Education.

SESSION 1

Introduction by Ms Donna Lene, Inclusion International, In-country Representative in Samoa: *Status of Women (15+) with disabilities in Samoa*

The document was especially to influence policy and planning. The study was funded by UNESCO (Apia Office) with support from Ina'ilau Women's Network Leadership (IWNL).

The status of women with disabilities has been unknown and not specifically addressed at a policy, planning or implementation stage. Samoa traditionally has placed the total responsibilities upon families to care and support women with disabilities. Within the families, problems and issues remain silent and unheard by the broader community.

The report assists the Samoan government and non-government agencies involved in developing inclusive explicit policy and practice for women with disabilities. Most women with disabilities in Samoa are among the poorest of the poor and are often living in vulnerable and at risk situations. Because of the historical lack of statistic information on the Status of Women with disabilities, their needs have become invisible and have not been addressed in development initiatives. A significant number of women with disabilities who perceive themselves as potential and willing contributors to family and national economic activity are instead referred to the margins of society where they maybe perceived as a burden. The result can be devastating, both to the individual and to the economy. The three main areas to address with women and disability are inclusion, participation and access. It is with these three general themes that the analysis of the data has specifically focused on.

In 2002, the National Council for People with Disabilities, Nuanua O le Alofa Inc., hosted the Adult Disability Identification Census, supported by Inclusion International. The Census identified 2,874 people with disabilities 15 years plus, 1,358 male and 1,516 female. A major need identified in the Census was the lack of opportunities for people with disabilities to learn skills to gain employment, generate income and or participate in community activities. The impact of the majority of the population residing in rural locations was also emphasized.

A Disability Action Task Force also functions as a catalyst and monitoring body for the realization of the census recommendations[3]. The census process involved a broad range

of government and non-government stakeholders. A strategic plan of recommendations was formulated and launched in March 2003. A database has now been established as a working tool for policy, service and support development for people with disabilities and further statistical desegregations.

SESSION 2

Systems models to support inclusive education practices by: *(Annex X)*
Ms Suzanne Carrington, Queensland University of Technology, Australia
Ms Julianne Moss, University of Melbourne, Australia
Ms Joanne Deppeler, Monash University, Australia

This presentation titled System Models to Support Inclusive practices: Learning Improves in Networking Communities (LINC) - three cases from Australian university academics working in partnership with their local education communities. The focus was on systems wide professional learning initiatives that network schools and teachers; and possibilities for making more schools inclusive enhanced: school-based research based on teacher priorities, focuses and links evidence-based practice and student learning.

LINC aims to eliminate exclusionary practices in education that arise because of assumptions and beliefs on diversity in ethnicity, gender, race and ability, and to improve the engagement and achievement of students.

SESSION 3

School Visit: Vaimoso Primary School

It was noted that in Samoa Inclusive Education is seen more as a focus on special needs. Participants and resource people were welcomed by Mrs Eleelesa Reti (a participant of the workshop), Principal of Vaimoso Primary School followed by a brief note on how her school became involved in Inclusive Education.

Inclusive education: it was not easy to prepare this Field Trip, as schools were nearing the end of the last school term (and the end of year as well). Programmes for the year were already set, however, Vaimoso Primary School managed to slot in Inclusive Education workshop field trip. The Principal attended a workshop on Inclusive Education facilitated by Ms Rebekah McCullough at the beginning of August 2005. At first she was confused, as she had no experience with teaching children with special needs. With the experience gained from the workshop, Mrs Reti felt more comfortable in teaching these children. She used the same skills and strategies that most teachers would use for slow learners. Although there was no funding, nor resources to start off, Mrs Reti mentioned that she went ahead and started with the help of her staff and school committee:

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3   The Status of Women (15 years+) with Disabilities in Samoa, UNESCO Apia Office, IWLN and McCullough, R., "Disability Surveys in the Pacific" Inclusion International, Asia Pacific region)

- She designed an action plan – a very simple one so goals can be easily achieved
- A meeting was called with her staff re teachers' attitudes as well as to discuss barriers that would prevent from letting special needs children attend school
- Parents were also invited to discuss having their children attend her school
- An awareness programme on attitudes and barriers was finalized
- The Special Needs Adviser, Mr Mailo Sio was also invited to support and assist her in encouraging and convincing parents that they could teach their children
- School fees for students were not an issue for Mrs Reti
- Two students attended classes and they were placed in classes according to their ages
- Their needs were identified and a lesson plan for each student was drafted for their teachers to follow

The teachers, school committee, parents and children work as a team to assist the two students, and to build a warm and supportive environment for all. In her view the two students are treated the same as other pupils. Although there is still a lack of resources at Vaimoso Primary School to fully cater for the needs of children with special needs, Mrs Reti hopes to have more children with special needs in the future. UNESCO's toolkit is helpful and is in use at the moment at Vaimoso Primary School.

SESSION 4

Brainstorming Session led by Mr Mailo Pesamino, Special Needs Adviser in Samoa.

The participants were asked whether Inclusive Education existed in their countries.

A question was raised by a participant from Fiji on what the target group would be, whether children already in schools or children who are out of school. She said that if we were to achieve EFA, the target group should be all children whether in schools already or not. She said that there were 17 special schools for the disabled in Fiji.

Pacific countries such as Tonga, Solomon Islands and Tuvalu, have no Inclusive Education. The Ministries of Education in these countries do not have set plans for the special needs. In Tonga, there are fears that Inclusive Education may slow down the regular students and fears of not knowing what and how to teach children with special needs. For some countries NGOs such as the Red Cross and parents are most helpful.

The final question is, 'Where to from here?' There is a need for more understanding on what Inclusive Education is and the establishment of some sort of network to help in enhancing further sharing of experiences.

SESSION 5

Moving inclusive practice forward using the ILFE Toolkit by Rebekah McCullough, UNESCO Resource person

Ms McCullough in collaboration with some of the school principals involved in this project, presented "Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments (ILFE) – the Samoan Example".

Ms McCullough explained that the Toolkit was a practical, holistic resource to assist schools to become more inclusive and learning-friendly. It was based on real experience gained over many years by families, schools, communities and others involved in developing inclusive schools and communities. It contains many activities and question to help us think about what we do in schools and activities to guide us through continuing to develop our skills. It is very user-friendly for teachers, parents and the community. In Samoa, four schools were identified to participate in using the Toolkit to identify ways to make their school more inclusive and child-friendly. The schools chosen were:

- Vaimoso Primary School (a visit was made to this school)
- Letogo Primary School
- Tutaga Primary School
- Lalomanu Primary School

The Special Needs Education Advisory Committee (SNEAC), which has representation from all key stakeholders involved in education (MESC, parents, NGOs, etc.) selected the booklets to be used from the Toolkit and developed a monitoring and support strategy for the project.

A three-day training course was conducted by Ms McCullough and the four pilot schools were assisted to develop goals and strategies after this training. Although it was nearing the end of the school year and there were many obstacles, all of the schools endeavoured to progress inclusive education in their schools and communities. Three of the participating principals of these schools explained some of the activities that they conducted which included:

- Professional development for all teachers
- Public awareness program for the community and families
- Home visits/identification of students needing to attend school
- School committee and village council providing subsidies for school fees for those children whose families cannot pay school fees
- Sharing "Toolkit" training with other schools in the district
- All "slow learners" moved into peer/age classes
- Teachers starting to use more "group" work and discovery learning methods
- Parents volunteering
- Database used to help "find" children
- Students achieving beyond expectation.

Three pilot schools have demonstrated ways the Toolkit has enabled them to understand and develop more inclusive education strategies. The Ministry of Education, Sports and Culture is committed to continuing this process in all schools in Samoa.

SESSION 6

Implementing the Child Friendly Schools approach in Vanuatu *by Mr Edgar Tari, Zone Curriculum Adviser, Vanuatu (Annex XI)*

Mr Tari's presentation was based on a joint Ministry of Education and UNICEF Basic Education project in one of the provinces in Vanuatu – TAFEA Province. The project focuses mainly on including every child; team work with parents, teachers and students; child friendly leadership and administration; gender responsive; effective learning through effective teaching; and having a healthy and protective environment.

SESSION 7

The day ended with the screening of a short film from the Maldives on child-centred learning in practice produced by UNICEF. This was particularly inspiring as there were interviews with all stakeholders who gave accounts of the benefits with an inclusive and child friendly school.

DAY 3 *Friday 25 November 2005*

Mr Sankull introduced the day by screening a video presentation by Professor Mel Ainscow from the University of Manchester on the development of inclusive schools: some lessons from international experiences. Professor Ainscow presented six significant lessons with examples from all over the world on how to arrange schools and classrooms so they respond to student's diversity. He summarized that the greatest barriers was to be found in our minds and ended his presentation by asking if we had the collective will to make it happen.

SESSION 1

GROUP WORK

Programme findings' was divided into four sections:

- Group work on key issues
- Case Scenario on Inclusive Education by Olof Sandkull
- Discussion of a EENET Pacific
- Discussion on workshop recommendations

Group 1: *Implications for teachers and teacher education moderated by:*

- Prof. Roger Slee, McGill University, Canada
- Mrs Teremoana Hodges, Principal, Cook Islands Teachers College

Aims for the Group:

- Gather evidence and analyze it to identify recommendations from the group
- Ensure, encourage and assist all to have a voice in the evidence pool

Process in gathering evidence:

- Group divided in to small groups for discussion
- Issues shared and discussed within the main group
- Group worked together to identify barriers experienced by different countries and to identify possible solutions or share the solutions that are in place

Barriers	Solutions
Defining "Inclusion"	- Awareness drive by the people who are experts in Fiji - Training teachers on Inclusive Education - Fund experts with expertise in the Pacific region to share ideas, experience, approaches and strategies for stakeholders
Provide <u>facilities</u> that support inclusion programmes in schools	- Seek funding through donor agencies - <u>Fundraise</u> to prove self-determination and strong will to overcome barrier(s)
Lack of <u>knowledge and skills</u> on the part of teachers to manage and deliver programmes using inclusive practices	Pre and in-service programmes utilizing specialist people to work together to build capacity of teachers and student teachers
Lack of <u>networking</u> between stakeholders (e.g., special education schools, Ministry of Education, etc.), they exist in isolation.	Increased networking, dialogue, to develop a communication platform on Inclusive Education
Lack of <u>commitment</u> to initiate policy decisions and no political will to prioritise finance for resources	More commitment (political will)
Waiving fees	Request the governments to include in their budget to provide <u>funding</u> of school fees

Changing attitudes toward a better understanding of inclusive education	Raise public awareness through: • Media coverage • Meeting with village councils and mayors • Change teachers' attitudes through professional development
Teacher attitudes	• Set up project focused on getting to know the child and raise awareness of all stakeholders
How we incorporate inclusive learner centred approaches into our teacher education courses. Some of teaching units have very large number of students in each unit, for example, 800 students in one unit (Canada and Australia)	• Trialing problem based learning and portfolio style of assessment • Trialing flexible student negotiated learning and moving away from teacher directed traditional style of lecturing

Recommendations identified:

Implication of Inclusive Education for Teachers and Teacher Education

1. State of "readiness" for different nations to implement inclusive education into their schools needs to be clearly identified and a relevant "package" to be designed accordingly?
2. Definition of Inclusion is problematic and needs Pacific definitions
3. Pacific nations need to localize Inclusion concepts and ideas into their own situations
4. ALL teachers and student teachers need professional development programmes and courses that are based on inclusive learner centred approaches
5. Changing attitudes of all stakeholders through conscious awareness programmes with the will and commitment to make things happen in positive ways

Group 2: *Strengthening parent and community involvement and the role of civil society moderated by:*

- Setareki S. Macanawai, Fiji National Council for Disabled Persons *(Annex XII)*
- Nofo Mapusua, Nuanua o le Alofa, Samoa

Major challenges for parents:

- Cultural attitudes and beliefs
- Some teachers are not prepared to cope – don't feel secured that they have the skills
- Economic poverty
- Lack of access and information
- Feelings of isolation

- Negative expectations
- Lack of support and understanding
- Lack of policy and legislation

Possible solutions

- Increase participation and advocacy
- Community involvement
- Awareness and advocacy
- Teacher training
- Regional network
- Early support
- Parental support – professional learning

Recommendations for above session:

(1) Family and parents' support groups established – love and caring for the disabled children
(2) Community support – acceptance, respect, trust. Ensure a non-competitive environment
(3) Church communities' support to encourage team spirit
(4) Rehabilitative support to empower team work
(5) Education system – lobbying knowledge, equality, leadership and continuous training
(6) Schools and teachers' support
(7) Peer support – sharing
(8) Government and non-government support – advocacy.

SESSION 2

ESTABLISHING EENET PACIFIKA *by Olof Sandkull, UNESCO Bangkok*

The Enabling Education Network (EENET) was introduced. The network (and augural issue of newsletter – Asia) is an initiative to encourage and support closer collaboration and the exchange of very essential information among those policy makers, programmers, and practitioners alike who are concerned with Inclusive Education.

The inaugural issue focuses not only on inclusive education or disability but also on enabling education programmes to be very context specific, and range from community-based education programmes, school-based teacher training, active learning, inclusive education policies and monitoring impact for the marginalized and excluded.

The purpose of this network is to share experiences on enabling education from different stances and approaches (mainly from the learners and teachers). The network is an ideal measure to share ideas and experiences between countries and it can enhance the capacity on how to deal with specific issues on education and it is available on www.eenet.org.uk.

The idea of establishing a regional EENET network for the Pacific was well received by the participants and a discussion followed on the practicalities of such an arrangement. It was collectively agreed to form the network and those who wanted to be part of the core group to develop it further signed up. UNESCO committed to pay for the printing costs of the first newsletter.

SESSION 3

DEVELOPING WORKSHOP RECOMMENDATIONS *by Ms Rebekah McCullough, UNESCO Resource Person*

The workshop was divided in to three groups to develop workshop recommendations using "cooperative learning strategies" which included appointing one group member to be the time-keeper, one as the scribe, one to report back, and another one to be the "enabler" ensuring that everyone had a chance to participate.

Results of the recommendations were presented and summarized below. There was general agreement that Ministries of Education, in collaboration with EFA, community and all key stakeholders should work towards developing and promoting inclusive education strategies by:

- Upgrading teacher training to ensure that teachers are prepared and skilled in dealing with a wide range of diverse learners
- Transforming any segregated special schools into resource and development centres (ensuring that specialized expertise is better utilized by moving it into the community rather than confining to a segregated setting)
- Allocating budget and resources for teacher aides, in-service training and equipment and resources for inclusive education
- Using the "Disability Surveys in the Pacific" databases and other resources (community health workers, etc) to identify those children not attending school and their unmet needs
- EFA National Coordinators promote and collaborate with key stakeholders to ensure that inclusive education as a measurement to achieving EFA goals
- Utilise the UNESCO ILFE Toolkit as a method for further developing inclusive education – pilots set up in each country
- Review legislation to enforce inclusive education practices
- Encourage public awareness in all levels of communities and work with UNESCO to promote this
- To include Early Intervention as a vital part of Inclusive Education
- To develop appropriate language of inclusive education concepts and practices so that it is easily understood and meaningful in all contexts and cultures
- Exchange programs be established to promote training and development in inclusive education
- Share information between countries to promote good practices, good ideas, good advocacy and steps towards becoming inclusive
- Develop a process for monitoring, evaluating and reporting progress and successes

- UNESCO in collaboration with the Ministries of Education to conduct a follow-up workshop with more presentations by Pacific people.

The workshop officially closed at 5.00pm by Dr Visesio Pongi, Director of UNESCO Office for the Pacific.

RESULTS BASED ON EVALUATION EXERCISE *(ANNEX XII)*

Out of the 28 participants who completed the evaluation most of them believed all the workshop objectives were partially achieved, a few believed the objectives were fully achieved. About 11 participants indicated their expectations were met. For some people the third objective of the workshop was thinly touched on and felt there should have been more time spent on it.

Some of the comments were:

- Uncertainty about completion of recommendations
- Worthwhile
- Knowledge and experience from other societies was important in enlightening achievements and problems experienced in handling inclusive concepts, however, some felt they needed to focus more on the Pacific context
- The workshop was particularly useful for the four pilot schools in Samoa
- More interaction and group work was recommended
- More time was also recommended and a few people felt that the programme was too intensive and even more time would have enabled more in depth discussion and understanding
- Video presentations were helpful
- Big ideas need to be contextualised and the issue of funding is still a question mark
- More sharing from teachers perspectives required
- UNESCO although is not a funding agency, should fund the first year at least to start off; etc.

Most participants came to fully understand Inclusive Education. It is about including and educating all children or everyone regardless of disabilities (and gender, ethnicity or location), learner centred, considering values diversity and human rights. The curriculum must be flexible, teachers to be creative and those we must respect the realities and know this is a "journey".

In order for us to fully understand children with disabilities, we need to identify different needs and establish mechanisms on how to best handle problems or even increase awareness and experience for different types of disabilities.

ANNEX I

United Nations
Educational, Scientific and
Cultural Organization

Pacific Workshop on Inclusive Education
'Getting All Children into School and Helping Them Learn'
23-25 November 2005
UNESCO Conference Room
Apia, Samoa

Agenda

<u>**Wednesday, 23 November 2005**</u> *(Joint day with Pacific EFA Coordinators)*

8:30 – 9:00am	**Official Opening**

	Opening Prayer: Rev. Lotu Uele
	Welcome:
	Greetings: Visesio Pongi Director, UNESCO Office for the Pacific States
	Opening remarks: Honorable Fiame Naomi Mataafa, Minister of Education, Samoa
	Workshop photograph

9:00 – 9:30	*Introduction to the two workshops: objectives, modalities and expected outcomes*

- For Inclusive Education Workshop by Yayoi Segi-Vltchek, UNESCO Office for the Pacific States

- For Pacific EFA Coordinators Workshop by Ko-Chih Tung, UNESCO Bangkok

9:30 – 9:45	Self-introductions
9:45 – 10:00am	Tea break
10:00 – 10:30am	Keynote address by Prof. Roger Slee, McGill University, Canada *International perspectives of inclusive education*

10:30 – 11:00am	Keynote address by Ko-Chih Tung, UNESCO Bangkok *The importance of knowing your data*
11:00 – 11:40pm	*Conceptualizing inclusive education in relation to Education for All (EFA)* by Kenneth Eklindh, UNESCO Paris
11:40 – 12:00pm	*Overview of the commitments to inclusive education made in the Pacific region* by Dr Helen Tavola, Pacific Islands Forum Secretariat
12:00 – 1:30pm	*Lunch*
1:30 – 2:15pm	*Contextualizing inclusive education with poster analysis* by Prof. Roger Slee McGill University, Canada
2:15 – 3:00 pm	*Sharing examples from the region on data collection:*

- Rebekah McCullough, UNESCO Resource Person

- Ko-Chih Tung, UNESCO Bangkok

3:00 – 3:30pm	Afternoon tea
3:30 – 4:00pm	*Small group work session on a case scenario* moderated by Olof Sandkull, UNESCO Bangkok
4:00 – 5:00pm	*UNESCO's global level actions in the implementation of EFA* by Jill Van den Brule, UNESCO Paris

Evening

Welcome reception and dinner hosted by UNESCO for Inclusive Education and EFA Coordinators workshops participants and on the occasion of the 60th Anniversary of UNESCO

Thursday 24 November 2005

8:30 – 8:45am	Introduction to the day Doreen Tuala, Ministry of Education, Samoa
8:45 – 10:30am	*Systems models to support inclusive education practices* moderated by:

- Suzanne Carrington, Queensland University of Technology, Australia

- Julianne Moss, University of Melbourne, Australia

- Joanne Deppeler, Monash University, Australia

10:30 – 11:00am	Tea break and transportation to Vaimoso Primary School

School Visit:

11:00 – 11:30am	*Presentation of the ILFE Toolkit pilot project* by Mrs Eleelesa Reti, Vaimoso Primary School
11:30 – 12:30pm	Classroom observation
12:30 – 1:30pm	Lunch at Vaimoso Primary School

Afternoon

2:00 – 3:00pm	*Moving inclusive practice forward using the ILFE Toolkit* by Rebekah McCullough, UNESCO Resource Person
3:00 – 3:30pm	Tea break
3:30 – 4:30pm	*Implementing the Child Friendly Schools approach in Vanuatu* by Edgar Tari Zone Curriculum Adviser, Vanuatu
4:30 – 5:00pm	Film showing an inclusive and child friendly school in action

Friday 25 November 2005

8:30 – 9:00am	Introduction to the day Olof Sandkull, UNESCO Bangkok
9:00 – 10:00am	Parallel sessions:

1. *Implications for teachers and teacher education (at UNESCO Conference Room)* moderated by:

   - Mrs Teremoana Hodges, Cook Islands Teachers College

   - Prof. Roger Slee, McGill University, Canada

   - Tili Afamasaga, National University of Samoa

2. *Strengthening parent and community involvement and the role of civil society (at UNESCO Library)* moderated by:

   - Setareki S Macanawai, Fiji National Council for Disabled Persons

   - Nofo Mapasua, Nuanua o le Alofa, Samoa

10:00 – 10:30am	Tea break
10:30 – 12:00pm	Parallel sessions, cont'd
12:00 – 1:30pm	Lunch
1:30 – 2:00pm	Reporting back from the morning parallel sessions:

- For Group 1 by Teremoana Hodges, Cook Islands Teachers College

- For Group 2 by Setareki S Macanawai, National Council for Disabled Persons, Fiji

2:00 – 2:30pm	*Establishing EENET Pacifika* by Olof Sandkull, UNESCO Bangkok
3:00 – 3:30pm	Tea break *(Joint Sessions with Pacific EFA Coordinators)*
3:30 – 5:00pm	*Developing workshop recommendations* moderated by Rebekah McCullough, UNESCO Resource Person
5:00pm	Closing Ceremony

ANNEX II
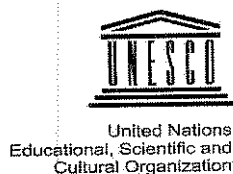
Pacific Workshop on Inclusive Education
'Getting All Children into School and Helping Them Learn'
23-25 November 2005
UNESCO Conference Room
Apia, Samoa

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ANNEX III

UNESCO Inclusive Education Workshop, 23 to 25 November 2005
(by Rev. Lotu Uele)

Bible Reading: Jeremiah 29:11 "For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future".

Theme: *God has a plan for us all*

It is a fitting testimony to the decency that is always thought to exist innately among men of goodwill, that they will continue to quest, for the advancement of the human race. We witness today, that sense of obligation. Some of the world's heavyweights on social policy will try to overcome extraordinary odds and benign ridicule, to help better the lots of the defenceless and the downtrodden of humanity.

Mother Teresa is known to have gone to considerable troubles to convince others of the worthiness of salvaging some form of pride for the poorest of the poor from the gutters of Calcutta. Many others have taken the same journey in time, to save mankind, but not no one has paid the ultimate sacrifice, so that others could enjoy life and salvation forever, than our Lord Jesus Christ himself. He saved us all from eternal damnation by giving up his life to forgive our sins. His message is as relevant today as it was yesterday, and no doubting that it will continue to spread forever more.

I have read your plan for this workshop. You are trying to redeem and address a global problem that seemed irretrievable that the children of God should all share in the opportunities that he did, so that all who believe in Him could enjoy and God's plan is the best one for all. It is a plan that directs us to a future that exists forever. Prophet Isaiah said "For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future". Yes, God has already planned our future. It's a good future. The Psalmist said, "the Lord will work out plans for our lives..., your faithful love endures forever". Forever means it will never end. What incredible faithfulness.

Today, you can absolutely count on him to be doing just that. Your work could be richly rewarded if your goal to have Education for All (EFA) is achieved. For far too long, the world has appeared to be paying just lip service to this issue. The fact that you are addressing it today in this forum is good news to us.

It is our hope that any plans that materialize out of this workshop, will be implemented as soon as possible, so that those who urgently need them most, will be able to share its spoils during their life times.

God be with you in your deliberations. AMEN.

Getting All Children into School and Helping Them Learn: International Perspectives.

Pacific Workshop on Inclusive
Education
23 – 25 November 2005
Apia, Samoa

International Perspectives: Terms for Productive Engagements

- *Understanding and respecting the specificity of the Local and relationships between the Local and the Global;*
- *Inclusive Education as an enabling and disabling policy script;*
- *"... and Helping Them Learn" – reasserting the insurrectionary value of inclusive education.*

From Salamanca to Samoa

- Salamanca Statement & Framework for Action for Action on Special Education Needs (June 1994, UNESCO) 92 governments and 25 organizations as signatories! World Education Forum Dakar, Senegal 2000.
- 2003 Commonwealth Heads of Government Conference, Edinburgh, Scotland.

International Progress

- *Canadian Teachers' Federation Conference – Building Inclusive Schools, Ottawa 2005.*
- *Disability Discrimination Legislation (Special Educational Needs and Disability Act 2001 (SENDA) & Special Educational Needs Code of Practice 2001 - UK; Disability Standards – Aus; IDEA ...)*
- *International Uptake and Adaptation of 'The Index' and the expansion of situated stories.*

Some Issues With 'Inclusive Education'

- Students with disabilities have access to & can participate & succeed in schooling.
- Some have interpreted this as an application of new vocabulary to describe:
  - The 5 box approach
  - Identify – diagnose – label – place - program
  - The school becomes an adapted cascade – the trajectories always flow away from the centre of the classroom and school.

Old Thinking # 1:

Inclusive education is the application of special education in regular schools.

INTEGRATION IN VICTORIAN EDUCATION

Report of the Ministerial Review
of Educational Services
for the Disabled

INTEGRATION Unit
LOAN COPY

The Cost of Integration

Segregated Special Schooling.		Integrated Schooling.	
		1984	zip
1984	4900	1993	5000
1993	5100		

Source: Lewis, 1993

The Awful Party
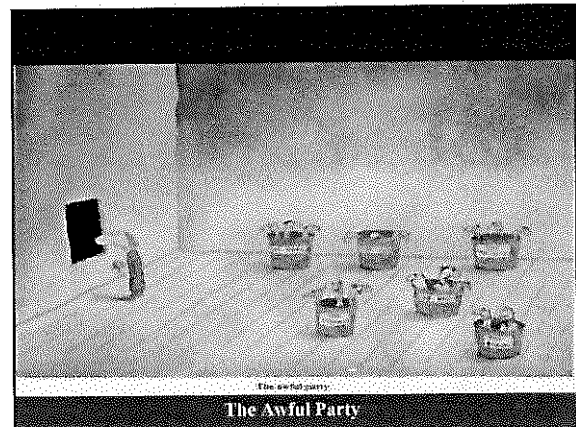
Keeping the Insurrectionary Clarity

- Retaining analytic vigilance – what's happening? How come? What are we going to do about it?

- Recognizing education legislation and policy as multi-dimensional; a field for contradictory aims and practices – importing high stakes testing agenda within a context of inclusion!

- Recognition of the unhelpful application of terminologies:
  - Special education
  - Regular education
  - Special educational needs

Old Thinking # 2:

Inclusion as the Accommodation of Minorities (assimilation).

Students with Disabilities (U.S.)

- 96% of general education teachers have students with disabilities in their classrooms

- On average, there are at least 3-4 students with IEPs in each classroom.

- Three of four students with disabilities spend 40% or more of their time in general education classrooms.
(US Dept. of Education [2001] 23rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Act (IDEA). Washington DC: US Government Printing Office)

Diversity in US Classrooms

- In 1970,12% of the US population was non-white.
- In 2000, 30% were of non-white, non-Anglo-European ancestry.
- In the period from 1980 – 2000, the white, non-Hispanic population grew by 7.9%
- The population that identified itself as non-white or Hispanic grew by 88%.

(Lynch & Hanson (2004) cited by Tomlinson (2005)

English Language Learners in US Schools

- More immigrants arrived in the 1990s than any other decade on record.
- Today, students in our schools speak more than 450 languages.
- More than 12% of all pre-K-12 students are considered English language learners.
- By the year 2015, more than 50% of all students in K-12 public schools across the US will not speak English as their first language.

(Gray, T. & Fleischman, S. (2004) Successful Strategies for English Language Learners. Educational Leadership, 62(4).84-85)

THE CHALLENGE

- To see the full range of learners as a part of – and not apart from – "normal" academic diversity.
- To teach and construct programs and services as though we truly believe learners from all subsets of the school population – including among students from low economic backgrounds, English language learners, students from all ethnic groups, students with disabilities, advanced learners, and "typical learners" are entitled to a quality education with an emphasis on maximizing individual potential. (Carol Ann Tomlinson, 2005)

Old Thinking # 3:

Education Reform is about writing new policies & improving performance by "weighing the cow more frequently".
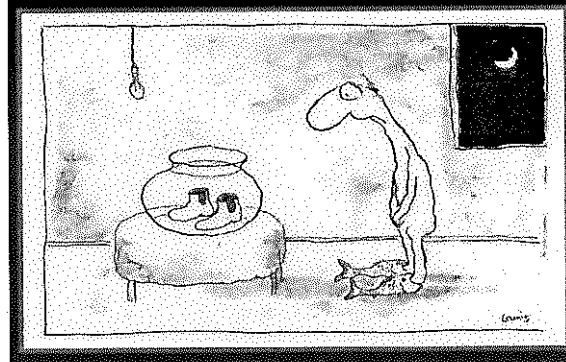
Three Dimensions of Reform

1. Policy Dimension – identifying the tensions within policy ensembles

2. School Site – rethinking curriculum as knowledge creation and pedagogy as differentiation.

3. A Theory of Value – Respect: do all students count? Recognizing teaching as a series of complex relationships.

High Quality Curriculum & Instruction Is ...

- IMPORTANT
- FOCUSED
- ENGAGING
- DEMANDING
- AUTHENTIC
- SCAFFOLDED

(Carol Ann Tomlinson (2005) Achieving Equity & Excellence through Differentiated Instruction, CTF Ottawa, November 18th.)

A Pedagogy of Poverty

- Giving information
- Asking right answer questions
- Giving directions
- Giving low level tasks
- Monitoring seatwork
- Reviewing
- Giving tests
- Going over tests
- Assigning homework
- Going over homework
- Settling disputes
- Punishing noncompliance
- Grading papers
- Giving grades

(Haberman, M. (1991) The Pedagogy of Poverty vs. Good Teaching, Phi Delta Kappan, 290 -294.)

A Pedagogy of Plenty
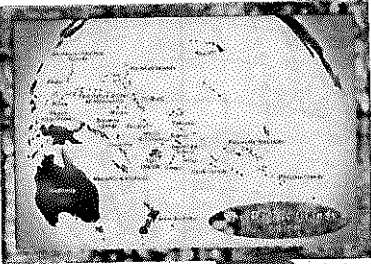
- Authentic tasks
- Meaning-driven curriculum
- Literacy-rich environment
- Quality resources
- Connecting school with home, culture and community
- Problem focused learning
- Cognitive and metacognition in the context of purposeful activities
- Collaborative work on issues of deep concern to the students
- Varied social configuration
- Engagement in substantive dialogue, discussion, debate about the substance of content
- Making meaning

(Hodges, H. (2001) Overcoming a Pedagogy of Poverty, in R. Cole (Ed.) More Strategies for Educating Everybody's Children, ASCD, 1 – 9.)
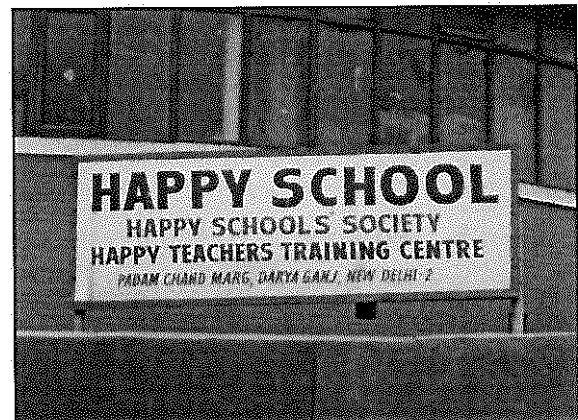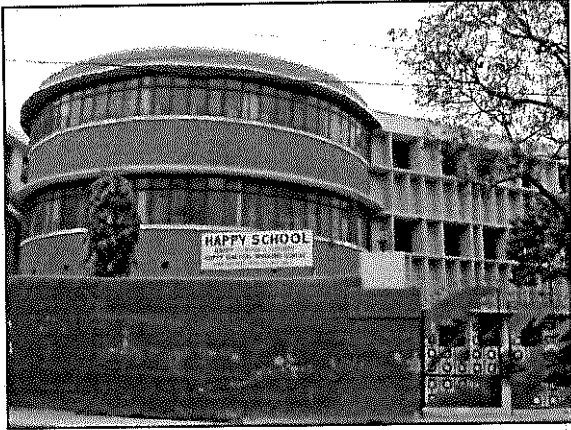
Statistical Capacity Building Workshop
Topic x: 2005-2006 SCB for EFA Assessment and Review
31 January – 11 February 2004
APIA, SAMOA

Lessons of the EFA Decade:
Education for whose needs?
Relevance and Quality

Monitor and Evaluate Dakar EFA Objectives
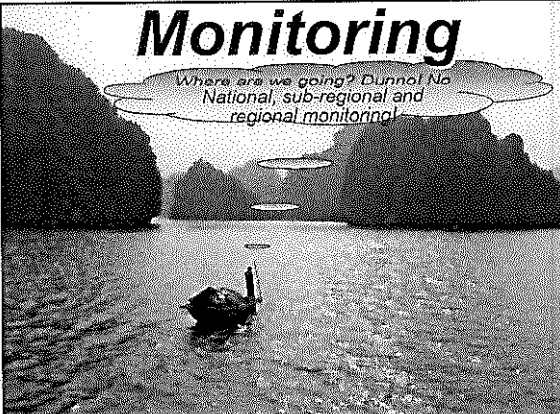
1. Expand & improve ECCE
2. Ensure all to have access and complete education that is free, compulsory and of good quality
3. Ensure learning needs of all youth and adults are met through equitable access to appropriate learning and life skills prgrammes
4. Achieve 50% improvement in adult literacy
5. Eliminate gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015
6. Improve quality of education and ensure excellence, so that all learners achieve recognized and measurable learning outcomes

EFA National Action Plans should contain

- Realistic monitoring strategy closely related to national EFA priorities
- EFA monitoring and assessment work plan
- Capacity building for EFA monitoring and assessment

Monitoring

Where are we going? Dunno! No
National, sub-regional and
regional monitoring!

Expanded EFA: data gaps and indicators inadequacies

- Vital areas not yet clearly defined and codified,
- absence of standards like the ISCED
- with a standardized data collection methodology
  - Early Childhood,
  - Literacy,
  - Non-formal education for adults and youth
  - General skills and essential life skills
- No variables for analysis of special needs target groups

Pacific Island Regional Workshop on Education Statistics, Papua New Guinea, 19-23 May 2003

The status of EFA planning and implementation in Asia and the Pacific Region

Source: Report on EFA Implementation 2004.

Central Asia
East Asia
South and West Asia
Pacific

Availability of education statistics (Pacific)

Participating countries to identify regional and national Capacity Building priorities

Number of countries able to collect data and produce EFA indicators
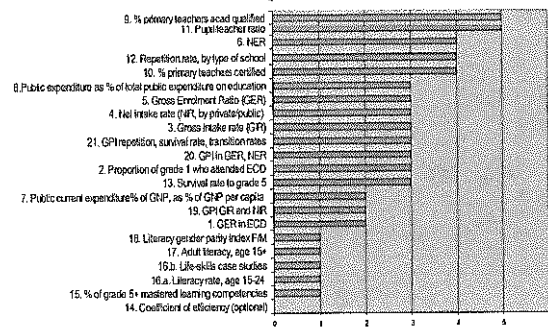
Pacific Education Statistics 2003

Cook Islands, Palau (absent)

Fiji has produced indicators for all EFA Goals for the EFA 2000 assessment

Kiribati did not produce any indicators for EFA 2000 assessment, but produced recently some indicators based on school survey data (i.e., no literacy, no financial statistics).

Marshall Islands has no capacity to produce any of the EFA indicators

Nauru has no statistics function, since there are only two primary and one secondary schools

Niue has no statistics function; there are only one primary and one secondary schools;

Papua New Guinea has no capacity for EFA indicators, need capacity building in all aspects of statistics and EMIS.

Samoa has adequate capacity (one person in data collection and producing indicators based on government school survey

Solomon Islands (present but no response)

Tonga can only report financial data from its administrative information, not collect data on any other statistics

Tuvalu produced only GER and teachers qualification for EFA 2000 assessment,

Vanuatu was able to report financial data from their own administration

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National Stats. Capacity Building priorities for EFA PMEA

: Essential and urgent
: Essential but not urgent
: Adequate/ no need
: No answer given

* Data are collected from various regions EFA Coordinator meetings and Capacity Building Workshops

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Aloha!
What shall the Assessment Assess and Data from Where?
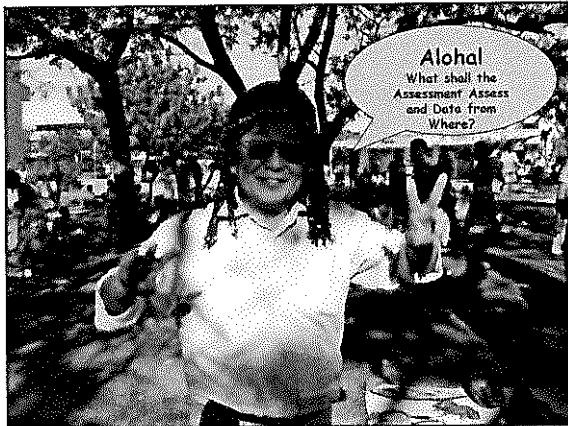
EFA is about the Right to education

- 140 000 000 children are left without education
- Countless others are being marginalized within the education system

CLOSED

The Scene of Exclusion

- Poverty, ethnicity, religion, disability, gender, minorities

- Identify barriers

Abused children
Refugees or displaced children
Religious Minorities
Child-domestic workers
Ethnic minorities Street children
Children in conflict zones/child soldiers
Children with Disabilities Nomadic children
HIV/AIDS orphans
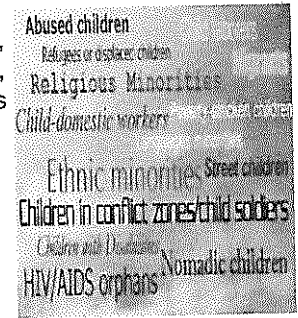
What are the main excuses?

Lack of:
- Financing
- Teacher training
- Accessibility
- Transports
- Books and materials
- Technical assistance
However, if there is a will there is a way!
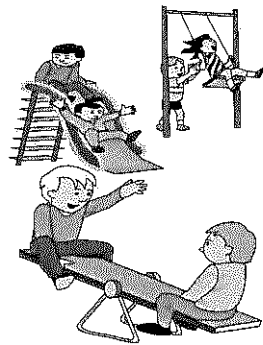
So what are the main obstacles?

Lack of will!

Why?

Attitudes!
Expectations!
Prejudices!
Presumptions!

From Exclusion to Participation

- Denial
- Acceptance
  - 1948 Declaration of Human Rights
  - 1989 UN Convention (Rights of the Child)
- Understanding
  - 1993 UN Standard Rules
  - 1994 Salamanca Statement
- Knowledge
  - 2006? UN Disability Convention

- Exclusion
- Segregation
  - Special Education
- Integration
  - Special Needs Ed.
- Inclusion
  - Inclusive Education
- True EFA
  - Participation
  - Equality
  - Community

EFA has been reached when everybody is at school

100%

Nothing

less!
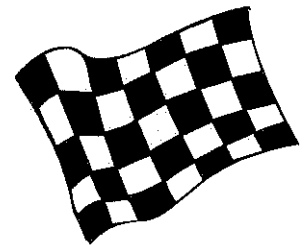
Schools are inclusive when they are working towards full participation, community and equality through:

- Respect for differences
- Respect for different learning "styles"
- Variations in methods
- Open and flexible curricula
- Welcoming every-body
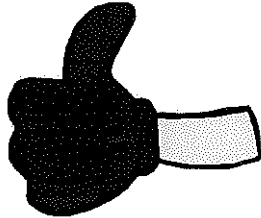
Inclusive Classrooms are established through:

- Open and flexible curricula
- Problem oriented teaching
- Team teaching
- Peer-teaching
- Positive groupings
- Individual Educational Planning
- Support when needed
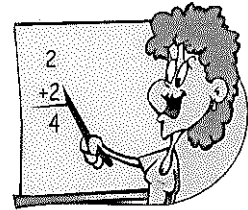
Development requires CHANGE AGENTS with:

- Knowledge about realities
- Goal orientation
- A strong focus
- Knowledge about
  – goals
  – means
  – methods
  – tools and techniques

Let's make a difference together

- -All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education system that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children" (B. Lindqvist former UN rapporteur on UN Standard rules)

And yet she flies .....

All you need is ...

- **L**eaders who communicate strong support
- **O**pen minds
- **V**igorous attitude
- **E**nergy
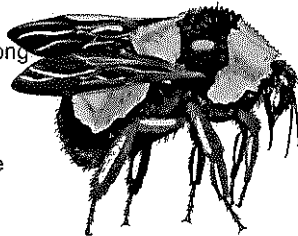
Want to share ideas?

ie@unesco.org
or write to:
UNESCO
ED/BAS/EIE
7, place de Fontenoy
75352 Paris 07 SP
FRANCE
- or fax to:
+33 (1)45685623
- or visit our web site at:
www.unesco.org/education/inclusive

A new UN Convention on the right of persons with disabilities is being elaborated

Article 24 on Education

State Parties shall ensure:

- an inclusive education at all levels...
- That persons with disabilities can access inclusive, quality, free primary and secondary education to the extent possible in the communities in which they live

Aiming towards?

- Open
- Free
- Welcoming
- Professional

School Systems working towards full:

Participation,

Community and

Equality for

ALL CHILDREN
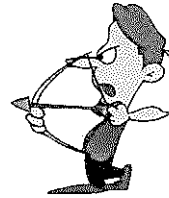
UNESCO Workshop on Inclusive Education

Apia, Samoa
23-25 November 2005

Pacific Islands Forum Secretariat's
engagement with disability

Pacific Islands Forum
Secretariat

1

Disability and PIFS

❖ The Vanuatu PM brought the issue to the attention of Leaders at the 2002 Forum

❖ It was discussed fully at the 2003 Forum and various recommendations made, including endorsing the Biwako Millenium Framework

Pacific Islands Forum
Secretariat

2

And...

❖ The 2002 Forum Ministers of Education meeting discussed education of children with disabilities and made several recommendations that were added to the Forum Basic Education Action Plan

Pacific Islands Forum
Secretariat

3

Report on Pacific Regional Workshop on Disability
held in Nadi, Fiji, 1-4 August 2005

Pacific Islands Forum
Secretariat

4

Objectives of the workshop

❖ Review progress in the implementation of the Biwako Millennium Framework and the recommendations relating to education for children with disabilities arising from the Forum Basic Education Action Plan and the 2003 Pacific Island Forum Leaders meeting.

❖ Discuss the draft Convention On The Protection And Promotion Of The Rights And Dignity Of Persons With Disabilities and its implementation.

❖ Develop policy and programme capacity within governments and national NGOs

❖ Assess employment opportunities and rehabilitation issues.

❖ Strengthen government and NSA partnerships at the national level

Pacific Islands Forum
Secretariat

5

Who was there?

❖ Representatives from governments and disability NGOs from 13 Forum Island Countries

❖ A first for the Pacific

Pacific Islands Forum
Secretariat

6

23 agreed areas on a range of topics - some relevant ones:

❖ Affirmation of the "rights-based" approach to disability

❖ Disability is both a cause and an effect of poverty in the Pacific as elsewhere. Poverty is mitigated by the protection of fundamental human rights and social inclusion.

❖ Inequalities can be reduced when people with disabilities are empowered to take part in all levels of decision making

❖ Partnerships between governments and Disabled Peoples Organisations (DPOs), and other relevant non-state actors including churches are essential for policy development and the sustainable delivery of services.

❖ Disability inclusive approaches are the preferred option to ensure that disability issues are mainstreamed into all areas, including education and employment. However, it is acknowledged that there are times where a "twin track approach" is necessary when disability needs to be seen as a stand-alone issue when people with disabilities need specialised assistance.

❖ The importance of education cannot be overstated, as it is a fundamental human right incorporated in various international commitments. It provides for lifeskills and creates sustainable lifestyle opportunities. Inclusive education, early intervention, and teacher education were recognised as priorities. It was further recognised that the education of children and adults with disabilities and there need to be policy, plans and budgetary allocations for the education of children with disabilities. While inclusive education is ideal, there are cases which require specialised education. The Forum Basic Education Action Plan (FBEAP) provides a further regional mandate for progressing this issue.

Some other areas covered:

❖ The right to work
❖ Legislation and policy development
❖ Importance of national focal points
❖ Data and research
❖ Women with disabilities
❖ Potential of ICT
❖ Possible regional Ministerial meeting on disability

A likely outcome

❖ The establishment of a regional disability coordination position at the Forum Secretariat
❖ This should move the disability agenda forward in the Pacific

The Forum Secretariat has also...

❖ Negotiated with USP to start a degree level (BEd) programme in special education as part of implementing the Forum Basic Education Action Plan

❖ This should commence in 2007 and will be for in-service teachers, both on campus and through distance education

And in conclusion....

❖ Please remember that regionalism is an advantage not a burden!

Case Scenario on Inclusive Education

Angel lives in a poor community. She is 8 years old and has three younger siblings aged 6, 3, and 1 and one older brother aged 10. Their parents are both involved in earning a living for the family, but due to her father being quite often sick lately, the burden mainly falls on the mother. The father used to be a fisherman being away days at the time. Angel has an old grandmother who lives with them and usually helps looking after the children, but her mother still relies quite heavily on Angel to help out.

The nearest city is 30 km away. The population in the city's surroundings is concentrated in small and some larger villages, with the nearest village to where Angel lives being 3 km away. As the population is rather scattered, the nearest school to Angel is in that village. Walking the distance to school is feasible during the dry season, but during the rainy season it is often impossible due to a flooded river. Both Angel and her brother go to school as often as they can. Their parents did not have the opportunity to go to school and are very determined that their children should get better opportunities in life than themselves. Both parents are functional illiterate, but the mother attended some literacy classes before her husband started getting sick.

In Angel's class there are 31 boys and 22 girls. The oldest is 11 and the youngest is 5 being a younger sibling of another classmate. There is a few that are repeating the grade as they have failed the end of year exam before. 6 of the children are from an ethnic minority, having a different mother tongue. These children picked upon by the other children.

Most of the children in class live in poor families and are helping out home with income generating activities, looking after younger siblings or with household tasks. Written tests the students are taking show that some students are learning quickly, while others have learning difficulties fulfilling the requirements. The students also perform differently on homework. The homework is regular and the students either have to show written homework or answer questions to prove that they have done their home work. If the teacher is not satisfied, the student is told to stand in the corner for a certain amount of time. This happens even if the student has an excuse like not having the book or had to help out at home etc. Out of the 53 students registered in the class, the general attendance is around 40 each day.

The teacher is a female herself having finished 8th grade as well as attended a 1 year basic teacher training course. Her own children are attending a private school and she

is supplementing her income with extra tutoring. She is originally from the city. All lessons are structured with the teacher presenting the subject on the blackboard, then asking the students questions to see if they have grasped the content. It is seldom they work individually or in group assignments. There is a very strict discipline in the classroom and the children never speak without being spoken to or given permission to speak. All subjects are taught in the classrooms, except physical education.

The national curriculum is quite rigid and does not leave much room for local adaptation. The national end of year exams requires that most of the topics in the curriculum are taught. The teacher occasionally consults colleagues on matters related to her teaching, but there are no organised professional development activities organised by the school. As there is a teacher shortage in the area all classes are larger than prescribed in the education act. Another burden for the teachers is teacher absenteeism. When a teacher is sick or away, the others have to stand in making the class even larger or teacher less.
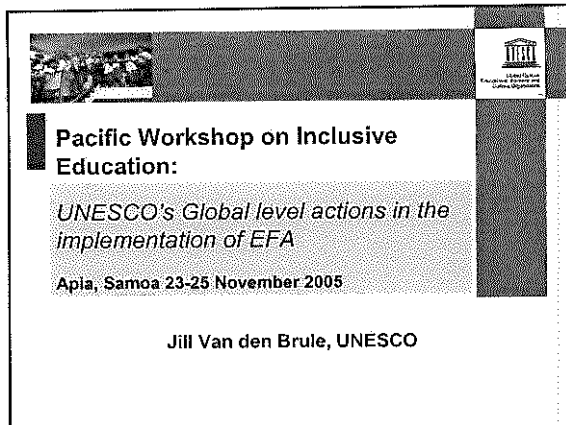
In the school there are 300 students altogether. The building is two storeys tall and the classrooms are generally crowded. The students sit behind desks which are shared between two or three students. There is no glass in the windows, but they can be closed by shutters. The toilet facilities are in one of the corners in the school yard.

Another girl in Angel's village also wants to go to school. She is Angel's age. The school has however not accepted her as she is hearing impaired. The administration at the school says that they do not have teachers qualified to teach hearing impaired children. There are no schools for special needs education in the district. Angel also knows of other children in the village who is not in school. One has cerebral palsy and is by most people in the community considered incapable of learning. There are also a couple of children who used to go to school but dropped out. They are now helping their families. One of them works in the field with his father and the other is only occasionally in the village. He has travelled to the city where he is trying to make a living from shoe shining.

Questions for reflection:

1. *Who experiences marginalisation in this story?*

2. *What are the barriers to participation in education that are evident?*

3. *What are the available resources for overcoming these barriers?*
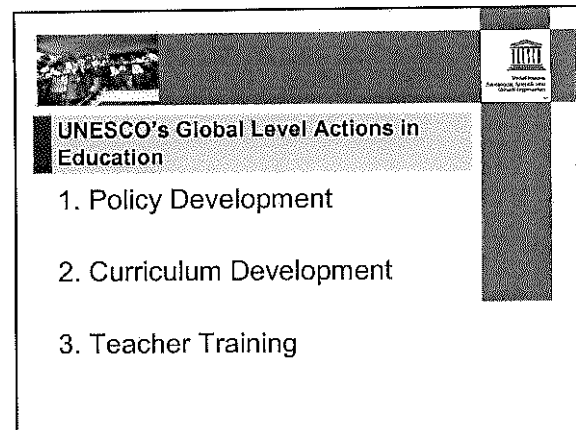
Pacific Workshop on Inclusive Education:

UNESCO's Global level actions in the implementation of EFA
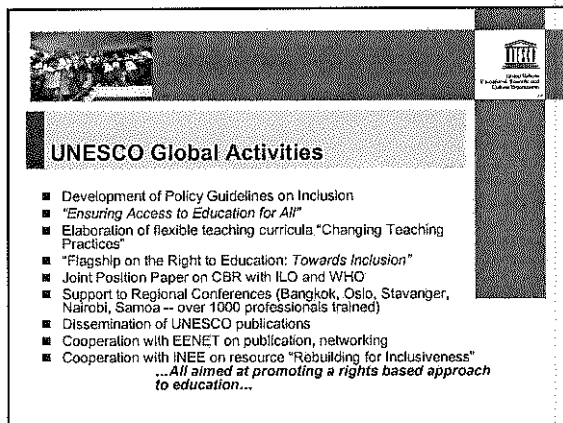
Apia, Samoa 23-25 November 2005

Jill Van den Brule, UNESCO

UNESCO's Global Level Actions in Education
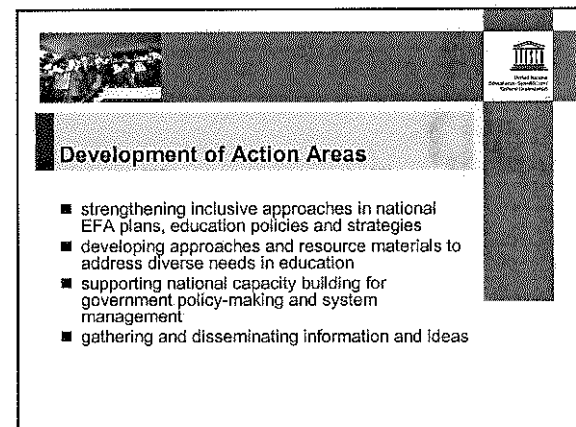
1. Policy Development

2. Curriculum Development

3. Teacher Training

UNESCO Global Activities
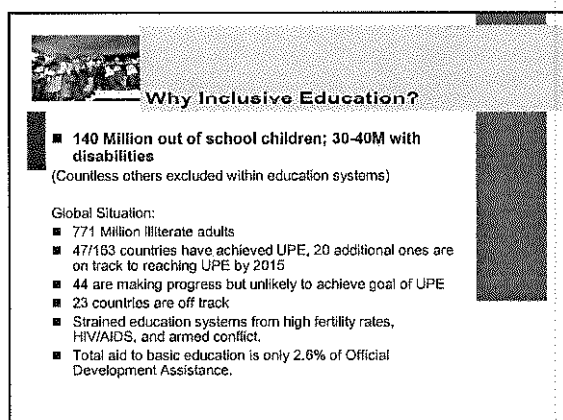
- Development of Policy Guidelines on Inclusion
- *"Ensuring Access to Education for All"*
- Elaboration of flexible teaching curricula "Changing Teaching Practices"
- "Flagship on the Right to Education: *Towards Inclusion*"
- Joint Position Paper on CBR with ILO and WHO
- Support to Regional Conferences (Bangkok, Oslo, Stavanger, Nairobi, Samoa -- over 1000 professionals trained)
- Dissemination of UNESCO publications
- Cooperation with EENET on publication, networking
- Cooperation with INEE on resource "Rebuilding for Inclusiveness"
    ...All aimed at promoting a rights based approach to education...

Development of Action Areas

- strengthening inclusive approaches in national EFA plans, education policies and strategies
- developing approaches and resource materials to address diverse needs in education
- supporting national capacity building for government policy-making and system management
- gathering and disseminating information and ideas
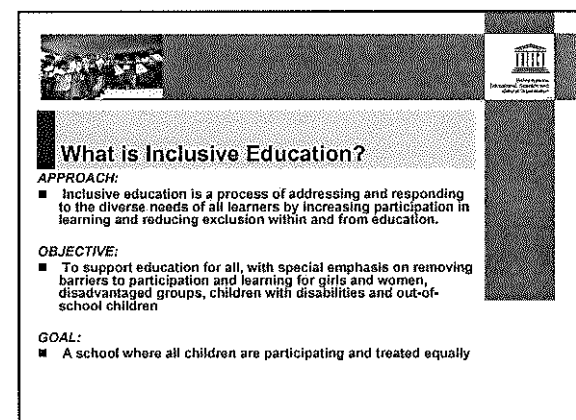
Why Inclusive Education?

- 140 Million out of school children; 30-40M with disabilities
(Countless others excluded within education systems)

Global Situation:
- 771 Million illiterate adults
- 47/163 countries have achieved UPE, 20 additional ones are on track to reaching UPE by 2015
- 44 are making progress but unlikely to achieve goal of UPE
- 23 countries are off track
- Strained education systems from high fertility rates, HIV/AIDS, and armed conflict.
- Total aid to basic education is only 2.6% of Official Development Assistance.

What is Inclusive Education?

APPROACH:
- Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education.

OBJECTIVE:
- To support education for all, with special emphasis on removing barriers to participation and learning for girls and women, disadvantaged groups, children with disabilities and out-of-school children

GOAL:
- A school where all children are participating and treated equally

Defining Inclusive Education (cont'd)

- Concerned with providing appropriate responses to the broad spectrum of learning needs

- *not* a about how some learners can be integrated into the mainstream education system, but an approach of *transforming the system* so it will respond to the diversity of all learners

- Involves changes and modifications in content, structures, processes, policies and strategies

- The principle was adopted at the Salamanca World Conference on Special Needs Education in Spain, 1994.

Defining the Right to Education*

INSTRUMENTS	YEAR	REF
Universal Declaration of Human Rights	1948	Art. 28
UNESCO Convention Against Discrimination in Education	1960	
International Convention on the Elimination of All Forms of Racial Discrimination	1965	Art. 5
International Covenant on Economic, Social and Cultural Rights	1966	Art. 13
ILO Convention on the Minimum Age for Employment	1973	Art. 7
Convention on the Elimination of All Forms of Discrimination Against Women	1979	Art. 10
Convention on the Rights of the Child	1989	28&29
Draft Convention on the Rights of Persons with Disabilities	?	Art. 24

*The above are all legal-binding instruments

The Global Commitment to EFA

- codified in the international human rights instruments (above) and in action-oriented statements and frameworks which comprise the EFA movement:
- The World Declaration for Education for All (1990)
- The Standard Rules on the Equalisation of Opportunities for Persons with Disability (1993)
- The Salamanca Statement and Framework for Action (1994)
- The Dakar Framework for Action (2000)

Education as Empowerment

Education has proven to have a positive impact on **economic development** at both the individual and societal levels

Education also has a demonstrated capacity to **impact social development**, through, for instance, increased health

Education is seen as central to the process of building of social capital and **social cohesion**

UNESCO's Partners in Inclusive Education

- UNESCO works through « *Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion* »

- Cooperates with disability organisations, Specialised agencies such as UNICEF, ILO, WHO, OECD, the WB and independent experts

- *All of you!*

Rights of Persons with Disabilities: Our Collective Role

The purpose of this Convention is to:

"...provide a building block for the development of truly inclusive societies, in which the voices of all are heard, including persons with disabilities."

Secretary-General Kofi Annan

Education Article 24

- ensure **an inclusive education** at all levels and life-long learning
- full development of human potential ... strengthening of respect for human rights, ...and human diversity;
- enable persons with disabilities to participate effectively in a free society.

Article 24 (cont'd)...

States Parties shall ensure that persons with disabilities:

- are not excluded from the general education system on the basis of their disability,
- can access inclusive, quality, free primary and secondary education to the extent possible in the communities in which they live; reasonable accommodation of the individual's requirements;
- receive the support required, within the general education system, to facilitate their effective education.

UNESCO & The World Summit of the Information Society

- New Opportunities: Inclusive Learning through ICTs
- A project aimed at increasing the access to educational software programs for schools and educational institutions around the world
- Launched at the WSIS Summit in Tunis Nov. 16-18, 2005

ICTS & Education: Some Concrete Examples

Promoting the use of ICTs across action areas:

Eg: 1. Policy Development
- -Technology/accessibility WSIS Plan (RI/ICTA)
2. Curriculum Development
- -CD project "New Opportunities"
3. Teacher Training
- -Collaboration w/ Microsoft on
« Inclusive Classroom »

UNESCO ICT Project:
New Opportunities: Inclusive Learning through ICTs

- **Goal:**
  - Increase the access to educational software in various countries
- **Product:**
  - A CD containing 30 educational software programs
  - In 4 languages: Arabic, French, English and Swahili
  - Will be distributed for free to schools in the targeted area in the beginning of 2006
  - 20 of the programs will also be made accessible on the internet
  - Potential for adaptation in other languages

Potential of ICTs in Education

- ICTs can contribute to achieving universal education worldwide.
- ICT can revolutionize delivery of education and teacher training for all children,
- *ICTs can also widen the digital divide unless combined with appropriate pedagogy*
- **Overall goal is to create challenging, flexible, learning environments**

"Accessibility for All" : UNESCO's Portal

- "Accessibility for All"
- Interface network to optimize access to UNESCO portal users with disabilities
- Deploying optimized text version on all existing web pages
- Working with partners of the Flagship (IDA, DPI, WFB etc) to test and improve and test accessibility features

Reaching EFA together: local level actions

Create schools and school systems that are:

- ✓ child-seeking
- ✓ child-centred
- ✓ environments of good quality

Building Understanding....

« I hear and I forget, I see and I remember, I do and I understand »

-Confucius

Contact Information

Thank you for your kind attention!

- Jill Van den Brule
- UNESCO Paris
- E-mail: j.vandenbrule@unesco.org
- le@uneco.org
- Website: www.unesco/education/inclusive

Systems models to support inclusive education practices

Suzanne Carrington: Queensland University of Technology
The 'Index process' in Queensland

Joanne Deppeler: Monash University
Learning Improves in Networking Communities (LINC): Catholic
education Commission, Victoria

Julianne Moss: The University of Melbourne
The Principles of Learning and Teaching (PoLT)
Victoria

Overview of the presentation

- Three cases from Australian university academics working in partnership with their local education communities
- All began in some way with a link the Index for Inclusion (Booth, Ainscow, Black-Hawkins,Vaughn & Shaw 2000; Booth, Ainscow, Black-Hawkins, Vaughn & Shaw 2002).

The 'Index process' in Queensland

Suzanne Carrington - Queensland University of
Technology

Pacific Workshop on Inclusive Education 23-25 Nov 2005

Analyzing schools using the Index with examples and exercises

Suzanne Carrington
Queensland University of Technology
Julianne Moss
University of Melbourne
Joanne Deppeler
Monash University

Education Queensland Values

- High quality education
- Treating others with
  Respect and dignity
- Partnership
- Inclusiveness and Diversity
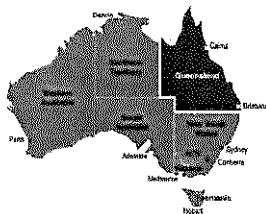
Suzanne Carrington
Queensland University of Technology Australia

Queensland Education System

- State Schooling
  - Approximately 1,300 government schools
  - 480,000 students and 35,000 teachers
  - 773 preschools and early education classes
  - 977 primary schools (Years 1-7)
  - 181 secondary schools
  - 74 schools offering primary & secondary (P-10; P-12)
  - Almost one half of government schools and one third of students are in rural and remote areas

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learning to learn together Staff College
Inclusive Education

- coordinates learning and development of school and community to support student learning

---

The Staff College, Inclusive Education aims to:

- Identify and address staff learning needs relating to inclusive education.

- Identify and share stories of good practice in inclusive education.

- Strengthen established networks for inclusive education.

- Cultivate, strengthen, connect and shape communities of learning.

Index for Inclusion

- Disturbs what is

- Questions the status quo

- Provokes thoughts on issues

- Creates opportunities to consider what could be

Purposes of using the Index

- Building community

- Informing school planning and review

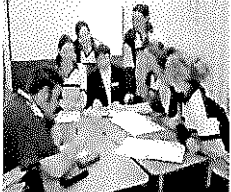- Reflecting on school/ class practices

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- Our most recent project focuses on students' participation and influence in school development

- Student Voice

- Study informed by the Index for Inclusion

Student Management Team Forum Stage 1

Facilitated forum

10 statements drawn from the Index for Inclusion.

Students identify strengths/concerns and proposed action.

Information and planning included in the school review process and future plans for the school

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Statements

- In most lessons, students and teachers behave well towards each other.
- Opinions of students are sought about how the school might be improved.
- Students are confident that their difficulties will be dealt with effectively.
- Students share responsibility for helping to overcome the difficulties experienced by some students in lessons.
- When you first joined this school you were helped to feel settled.

- Students worry about being bullied at this school.
- Students are taught to appreciate people who have different backgrounds to their own.
- Teachers try to help all students do their best.
- At lunchtime there are places in the school where students can go to be comfortable.
- When students have problems with their work they ask the teacher for help.
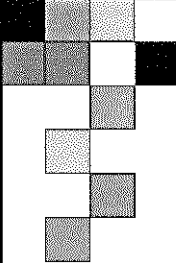
Student Forum Process

- Students in groups decide
  - Yes we agree
  - We are not sure
  - No we do not agree

  - Students record notes of discussion

- Students record their vote on large chart and include their comments

- As a whole group students decide which issues are of concern or strength and what action they wish to take.

Reference

- Carrington, S. and Holm, K. (2005) Students direct inclusive school development in an Australian secondary school: An example of student empowerment. *Australasian Journal of Special Education. 29 (2), p....*
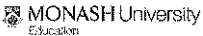
Learning Improves in Networking Communities (LINC): Catholic education Commission, Victoria
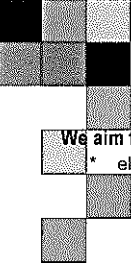
Joanne Deppeler: Monash University

SYSTEM MODELS TO SUPPORT
INCLUSIVE PRACTICES:
Learning Improves in Networking
Communities (LINC)

Pacific Workshop on Inclusive Education
23-25 November 2005

Joanne Deppeler

MONASH University
Education

Melbourne
Australia

Learning Improves in   Networking
Communities (LINC)
A collaborative project between the Catholic
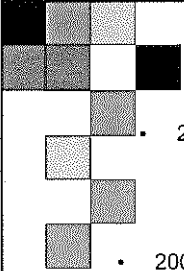Education Office + Monash University

We aim to:
* eliminate exclusionary practices in education that arise because of assumptions + beliefs about diversity in:ethnicity, gender, race, + ability

* improve the engagement +achievement of students

We work with leadership teams in:
supporting their examination of evidence to improve practices in areas selected by themselves.
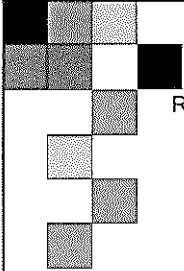
One size Does Not Fit All

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LINC SCHOOLS

- 2001-2003 LINC involved 5 primary and 3 secondary schools and approximately 45 teachers in 8 leadership teams

- 2004-2005 - 5 secondary schools and 47 teachers in 5 leadership teams
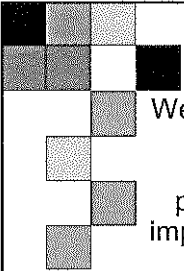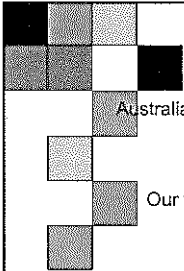
Networked Schools

Leadership Teams

Reported to the school community + represented the whole school in implementing a program of school improvement.

Senior members of the school's leadership were represented along with other teachers from various areas of the school.

Parent or other community members were optional.

We began by working with the leadership teams in each school to develop a school profile and to identify foci for improvement and professional learning.
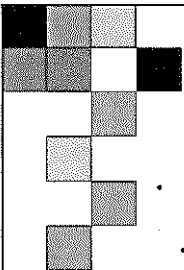
LINC Surveys

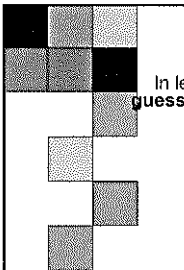Australian validated versions of the British Index of Inclusion (Booth, Ainscow, Black-Hawkins, Vaughn & Shaw, 2000).

Our focus on teacher learning and professional community contributed to the addition of a number of items asking teachers about: collaboration, leadership, + the use of evidence for reviewing teaching; student learning + curriculum.

LINC Surveys were used to:

- **Promote discussion about school practices and beliefs**

- **Act as a catalyst for further evidence gathering**

- **Develop an initial school profile of inclusive practices**

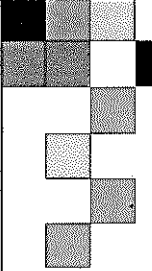- **Set priorities for school improvement**

The Process

In leadership teams teachers stated their **best guesses** about barriers to & supports for student learning & participation & then tested their propositions.
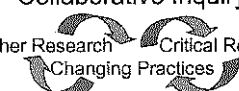
Best Guesses could be about: individual students, classroom practices or School-wide practices.
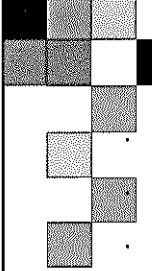
Collecting, Analysing & Interpreting Evidence

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Collaborative Inquiry

Teacher Research → Critical Reflection
Changing Practices

- Teachers use evidence-based methods for observing &
- critically analysing school practices & examining the beliefs + assumptions upon which practices are based.
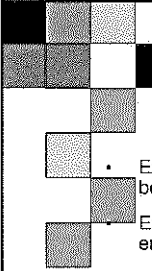
The process is collaborative linking reflection with evidence, learning and improvement.

Are Barriers to Student Learning viewed as problems that reside in the student?

- *Danny is not completing class work because he has a language disability.*
- *Anna doesn't participate because she is a behaviour problem?*
- *This kid is aggressive - he has no friends and no social skills*
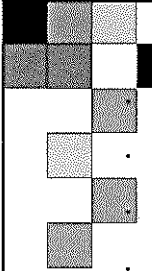- *He can't do the work at level 4 so we give him work at level 2.*

Teachers' expectations influence teaching interactions & student achievement

What are the teaching & assessment practices that support our students to be engaged & challenged?

- Examination of student achievement against benchmarks.
- Examination of pedagogy & student engagement & performance
- Audit of the type & number of writing tasks given to students by teachers
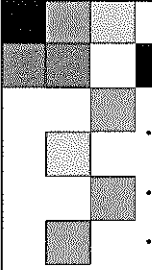- Examination of assessment criteria

Aligning practices with Curriculum & Learning Intentions

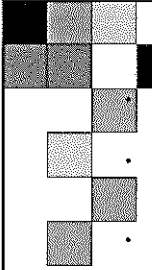## Monitoring the impact of changes to teaching

- Are the criteria for judging student performance made explicit to students? To teachers?
- What teaching scaffolds are most effective in supporting student learning?
- Are links made with students' prior knowledge made explicit?
- How can we improve feedback & dialogue between students and teachers?
- How do teacher questions support student learning?

Moving From Implicit to Explicit

Information from students about learning & participation

- **Student construction of rubrics to assess their work**
- **Student self-assessment**
- **Student evaluations on the effectiveness of various teaching approaches on their learning**
- **Visual images of inclusive and exclusion**

Using evidence to drive curriculum decisions?

- Is there a focus on identifying and solving real-world problems?
- Is the curriculum connected to the world beyond the classroom, building on student experiences?
- Is knowledge integrated across subject domains?
- Are principles of active citizenship & inclusion modeled and valued?

Connectedness

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Learning Improves in Networking
Communities (LINC) Pacific Workshop
on Inclusive Education 23-25 Nov 2005

Changed Expectations

After I had completed my first assignment and observed the students and collected samples and actually reflected on that [data] I was actually getting such a lot out of it (...) and seeing things and changing things that I had not even contemplated before. I found out there is a better way to do things. I just couldn't believe what they could achieve

*I was a bit of a bunny when I started off in this project. I didn't really know a lot about students with special needs, but I can now say with confidence, I would be able to teach **any** student who comes into my classroom [underlined: emphasis].*

We need to believe that what we do will have an impact

Shifting the Focus

We used to get together and discuss what we were finding hard in the classroom and what programs we were using and when they didn't work for this one or that - and you would end up spending a lot of time talking about their backgrounds or their families and problems. Now we remind one another to get the focus back on to what is the evidence telling us? What do we know and what can we change or try out? Before you just didn't know what to do so you would try something else or give up. Now there is always a way forward.

We Can Make a Difference

Using evidence to support teachers?

How does this school support teachers to collaborate?

- Does this school timetable opportunities for teachers to meet to discuss the effectiveness of their teaching?

Do leadership practices involve shared decision-making with teachers?

- Is evidence used as regular part of practices to support teaching & student learning?

- Is evidence used to promote professional learning, and not to blame teachers?

Effective teachers need effective leaders

Never enough time

Meetings are seen as the principal's platform for lectures. There is little staff input and little or no staff discussion. The new ideas and the enthusiasm of LINC have created a catalyst for change in some quarters but created tension in others. A myriad of pieces of evidence highlighted the need to change the College timetable structure to allow for the ideas of LINC to spread within the College, and to allow for new modes of professional development.
Solution:
New staff meeting structure encouraging collaboration
New leadership role: *Professional Learning Coordinator* **to coordinate and support action research teams**
New timetable to allow for staff professional development and collaboration time for teachers in small groups
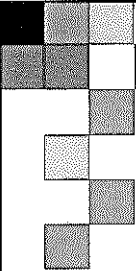
Using evidenced based learning conversations for teacher professional learning?

- Mutual respect
- Collecting & analysing relevant and quality evidence
- Attitude of inquiry
- Developing a common language
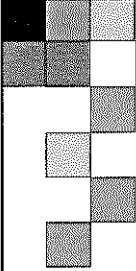- Working together

Challenge and support

Extending & improving professional collaboration

- Establishing protocols for giving critical feedback to colleagues

- Questions to enhance reflections on student writing

- Enhancing processes of collaborative problem-solving

- Organisational structures to increase team-teaching & opportunities to meet

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We must create a school environment where both teachers and students learn that difficulty is part of the learning process and where there is no fear of failure.
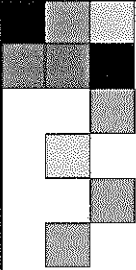
No Blame No Shame

Providing Support

The team needed the mutual support of each other to help maintain focus and enthusiasm, to listen and talk to one another and discuss students' work.

There were times when LINC meetings are essential to maintain the momentum -- even if the meeting itself was an occasion to let off steam.
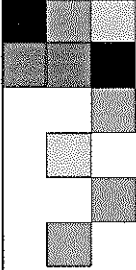
Because we met regularly and worked as a team we gained a better understanding of one another's roles. The support we get from one another makes a big difference to an overall much stronger school.
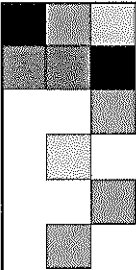
We Work Together

Improving inclusive practices

LINC has given us the tool to say yes we are truly an inclusive school –yes we could say that previously we were [inclusive] in theory but hang on we can now be more inclusive in practice. The LINC project enabled special education, if you like, I'll use that term.... to be part of the whole learning environment of the school and not be separate from the school...it gives a structure to those [teachers] who are involved in special education to go to teachers and have a framework around which they can have a common discussion as to how to improve student learning and tools to answer questions: What is actually happening in your learning environment? What does this student understand? How can we change what's happening in the classroom.

Improving inclusive practices

We have the confidence to pursue our own direction and philosophy without constantly being distracted by the current flavour of the month trend.
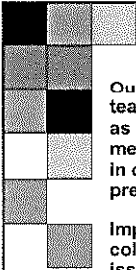
Improving inclusive practices

Outcome 1: WAYS OF THINKING-Beliefs & Assumptions

Many barriers to the participation & learning of students stems from teachers' misplaced assumptions about what their students can & cannot do & how best to teach them.

Implication: Overcoming barriers requires more than a different way of working - individual and teams of teachers need to question their accepted ways of thinking.

Improving inclusive practices

Outcome 2: Engagement & learning for teachers- Learning occurs for teachers as well as students when what is learned is relevant & meaningful and the learner is actively engaged in connecting what is being learned with previous knowledge & experience.

Implication:Establishing a focus for collaborative inquiry in schools on specific issues of concern is a productive way to interrupt established practices & understandings - teams of teachers engage with evidence about students responses to practice.

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Improving inclusive practices

Outcome 3: Understanding what students need to learn & how expertise develops can have positive effects on student achievement

Implication: Teachers need an in-depth understanding of what individual students have to learn within a curriculum area, the general pattern of progress and how best to teach it.

What did I learn to guide future efforts?

It's through this process of analyzing the evidence that I have systematically collected and discussing it with my colleagues that I learn about my students and myself. It is through the process of asking new questions and collecting further evidence to answer my questions that I solve the real problems of teaching and learning.

Improving Inclusive Practices

The Principles of Learning and
Teaching (PoLT)
Victoria
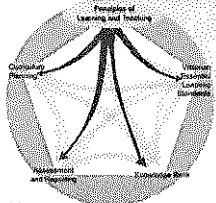
STUDENT LEARNING

Blueprint for
**GOVERNMENT
SCHOOLS**

BLUEPRINT

**Principles of
Learning and
Teaching P-12**

Sources: SOFweb Department of Education and Training

STUDENT LEARNING

FLAGSHIP STRATEGY 1

STUDENT LEARNING

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STUDENT LEARNING

POLT INITIATIVE

Web-based resources for all schools:
- Background paper
- Principles of Learning and Teaching P-12
- Principles Unpacked
- 2006 Open professional web based resource

PoLT training program:
- Leading Change Program
- Professional Development Program
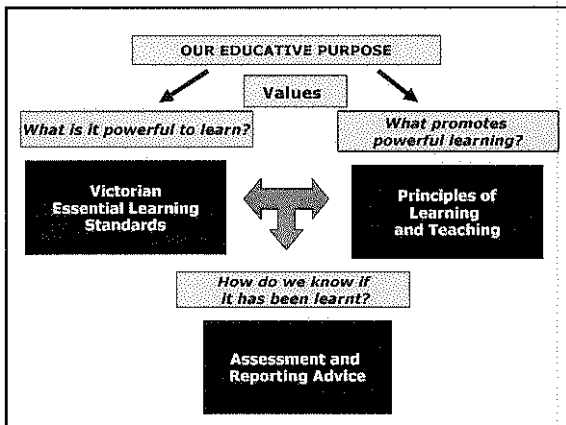- Consultancy support

Office of Learning and Teaching

STUDENT LEARNING

Lessons from others
- Sustainable curriculum change takes 5-7 years
- Research is essential to achieve change
- Values, thinking skills etc as much a product of pedagogy as curriculum content
- Assessment strongly influences teacher behaviour
- ICT – digital curriculum design a must
- A cross-discipline/transdisciplinary approach produces higher student learning outcomes

Office of Learning and Teaching

OUR EDUCATIVE PURPOSE

Values

What is it powerful to learn?   What promotes powerful learning?

Victorian Essential Learning Standards   Principles of Learning and Teaching

How do we know if it has been learnt?

Assessment and Reporting Advice

STUDENT LEARNING

What is essential for our students to learn?

Victorian Essential Learning Standards

Strands
- Physical, Personal and Social Learning
- Discipline Based learning
- Interdisciplinary learning

Domains

Dimensions

Office of Learning and Teaching

Two distinct features of PoLT

PoLT is a research based model by which schools and clusters can improve their teaching and learning across P-12 and monitor their progress. It has two distinct features:
- The Principles of Learning and Teaching - a focus on pedagogy
- The PoLT Innovation Strategy, which involves:
  – Leadership training
  – Audit instruments
  – An action planning and implementation process
  – Professional Development
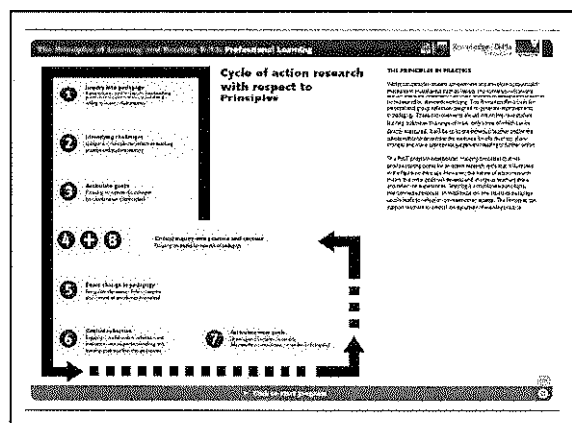
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STUDENT LEARNING

THE PRINCIPLES

Students learn best when:

1. The learning environment is supportive and productive
2. The learning environment promotes independence, interdependence and self-motivation
3. Their needs, backgrounds, perspectives and interests are reflected in the learning program
4. They are challenged and supported to develop deep levels of thinking and application
5. Assessment practices are an integral part of teaching and learning
6. Learning connects strongly with communities and practice beyond the classroom

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PoLT - History

- Developed from MYPRAD & SIS
- PoLT pilot May – October 2004 in 7 clusters involving 45 schools:
- The experience was used to evaluate and refine all aspects of PoLT
- PoLT 2005, all regions of Victoria
- E.g. University of Melbourne 1 of 3 providers 170 schools, 28 clusters, 260 teachers

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PoLT 2005: participation

Provider	Participants	Schools	Govt	Cath	IND
Melbourne University	263	170	165	3	2
Deakin University	384	255	245	9	1
Victoria University	182	111	106	4	1
Total	831	535	516	15	4
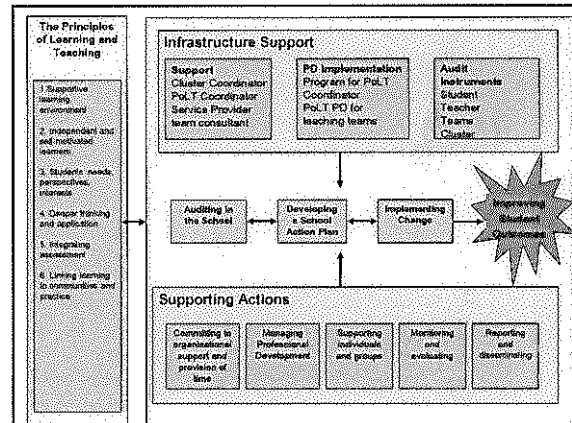
Cluster structure

- Educator
- In school cluster consultants the PoLT coordinator
- Cluster include all school types, primary, secondary and special

- Special schools have participated as a school in the cluster
- In the trail in 2004, one special school
- UniMelb cohort X special schools
- Half-day session validation of instruments & principles

Implementing PoLT P-12

- School or cluster?
- Breadth of focus?
- Which teams?
- Who would use PoLT?

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STUDENT LEARNING

THE AUDIT INSTRUMENTS

- Teacher questionnaire and Component Mapping
- Student perceptions
- Student preferences
- Professional Learning Team processes
- Curriculum audit instrument
- School audit
- Cluster communication

STUDENT LEARNING

COMPONENTS OF PRINCIPLE 4:

Students are challenged and supported to develop deep levels of thinking and application

In learning environments that reflect this principle the teacher:

4.1 plans sequences to promote sustained learning that builds over time and emphasizes connections between ideas
4.2 promotes substantive discussion of ideas
4.3 emphasises the quality of learning with high expectations of achievement
4.4 uses strategies that challenge and support students to question and reflect
4.5 uses strategies to develop investigating and problem-solving skills
4.6 uses strategies to foster imagination and creativity

STUDENT LEARNING

THE PRINCIPLES UNPACKED

4.4 The teacher uses strategies that challenge and support students to question and reflect

This component is demonstrated by teachers:
- introducing ideas by using interesting and challenging activities
- using short, group-based challenging activities to raise questions
- challenging students to reflect on their responses to tasks
- asking students to represent their understandings in a variety of ways
- encouraging students to see knowledge as a construction and to examine critically and even challenge information provided by the teacher, a textbook, a newspaper, etc.

STUDENT LEARNING

COMPONENT MAPPING

4. Students are challenged and supported to develop deep levels of thinking and application
   4.4 The teacher uses strategies that challenge and support students to question and reflect
   In my practice:

5: I consistently design tasks that are structured to challenge and support students to engage with deeper levels of understanding and practice through questioning, interpreting, and reflecting.	4: Between these	3: I tend to use tasks involving standard procedures and interpretations, but occasionally use challenging tasks that engage students with deeper levels of questioning and interpretation.	2: Between these	1: I almost always use tasks involving standard procedures with fixed response formats. I rarely use tasks that require deeper level questioning and interpretation.	Comment

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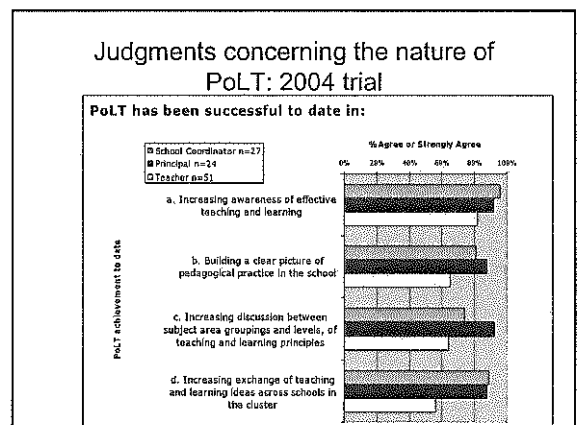## STUDENT LEARNING

Planning for student learning

Curriculum Planning Guidelines

- Victorian Essential Learning Standards
- Principles of Learning and Teaching P-12
- Assessment and Reporting
- The Knowledge Bank

Judgments concerning the nature of PoLT: 2004 trial

PoLT has been successful to date in:

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Principal comments: trial 2004

- 'An excellent initiative to ... assist teachers to identify and improve their effectiveness. We need to be careful that we don't overload teachers at a time of more structural change'.

- 'The layered support from our cluster coordinator and DET and Deakin consultants worked extremely well'

- 'Despite the stress it has generated, it has provided a great opportunity for staff across our cluster to share ideas and their enthusiasm. It has generated a wider level of sharing ideas also across the whole staff of our college'.

Deakin University Russell Tytler, 2004

Principal comments 2006

- 'PoLT has opened our eyes - particularly to Principle 6 and what it involves' In response to where do you see PoLT in 3 yrs 'teaching and learning is never going to go away, why would PoLT? It fits into our culture . performance. PoLT - a framework to be reflective'.

Principal Primary, small rural location

School Coordinator comments

- 'It provided us with a grassroots reflection/action'.
- 'The concept is good. But reality in a small one teacher school is workload, isolation which makes much of this work difficult to do'.
- 'I enjoyed doing POLT. It gave me a beginning to draft an action plan and a school audit'.
- 'Whilst the program is sound in its approach, it is proving difficult to get teachers on board. Most staff at our school see it as threatening the way they teach (and have taught for 20 years or more)'.

Deakin University Russell Tytler, 2004

Cluster Educator 2005

- 'So that is where people are at. No-one has produced a school action plan and as [colleague] says 'we don't need to because we know we are fine'.
- '[Colleague] at DW Secondary is closest but he is progressing through things as it comes, rather than planning'.

remote Hume location, near NSW border

The PoLT PD aims to:

- develop a shared language of pedagogy based around the Principles;
- develop insights into the classroom strategies and activities appropriate to each Principle;
- discuss instances of the particular Principle in their current practice; and
- develop a process or plan to extend the Principle in their school, as a potential initiative or set of initiatives.
  - "The PD was magnificent, with a really good leadership group involved. The inclusion of staff outside the middle years introduced a new type of sharing across traditional school boundaries. This cross year level approach created some issues but also brought benefits to the program".

Rural Secondary PoLT School Coordinator 2005

- 'the consultant keeps us on track - email about visits often stimulates action (not that not doing anything but...) things can go on the backburner - the consultant helps bring it forward again'.

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Comment on the PD module by Cluster Educator

- 'Module 3 was presented by [Colleagues, 2] who modelled a lot of different approaches to demonstrate to staff how the tool would look in a classroom. Their feedback was terrific and the chatter overheard was enthusiastic and positive. I was really pleased for them all as they put a lot of effort into their preparation. Staff across the schools all indicated that they would try some of the strategies back n class'.

Summary of findings Trial 2004

- The Principles of Learning and Teaching were universally praised as a clear and a valid framework that captures the essence of quality pedagogy and provides a strong basis for a discussion of learning and teaching.
- The component mapping instrument was strongly endorsed as a professional development experience and as providing impetus for change.
- The handbook was strongly endorsed as useful in guiding the process of auditing and action planning.
- The Professional Development modules were generally well regarded.
- The role of Professional Learning Teams was strongly endorsed.

- The role of the cluster educator was critical in driving the initiative.
- There was an underlying issue concerning whether the focus should be at the school, or the cluster level.
- A number of coordinators talked of the difficulty of getting teachers involved and committed to the initiative.
- The issue of time release and the need for provision of resources to support PoLT was a universal theme.
- The open comments by principals particularly, and by school coordinators, were very positive. Their comments might be summed up as 'great initiative and potentially very powerful, but the workload issue needs to be carefully managed'.
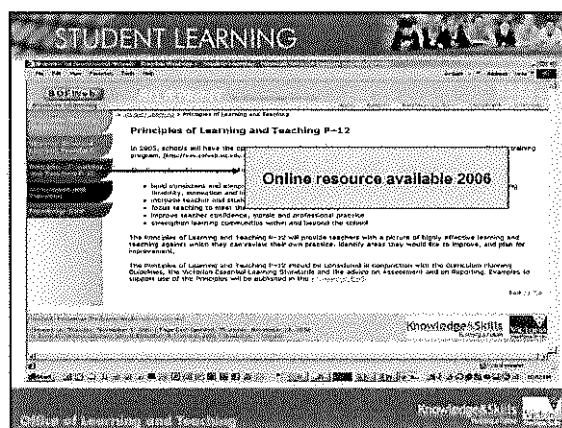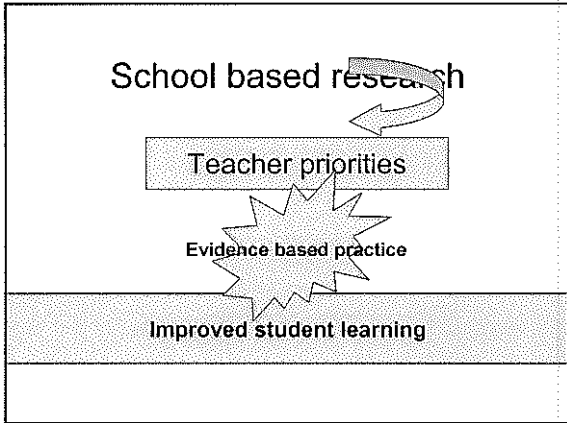 - *Deakin University Russell Tytler, 2004*

Issues for PoLT

- The conditions under which schools commit to PoLT
- The relationship between schools and the cluster
- The constitution and focus of professional learning teams
- The support structures (time, resources, consultancy support ..)

Role of the leadership team in the school

- Explicit commitment to the project
- Selection of PoLT Coordinator
- Moral support for Coordinator
- Tangible support: time release, timetabling, reports to council ....
- Strategic advice
- Liaison within cluster and support for management structure

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School based research

Teacher priorities

Evidence based practice

Improved student learning
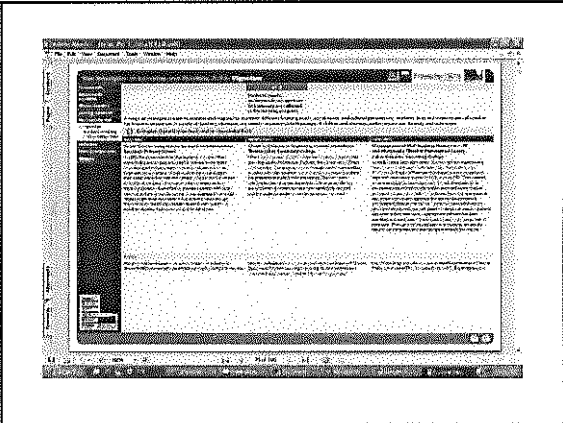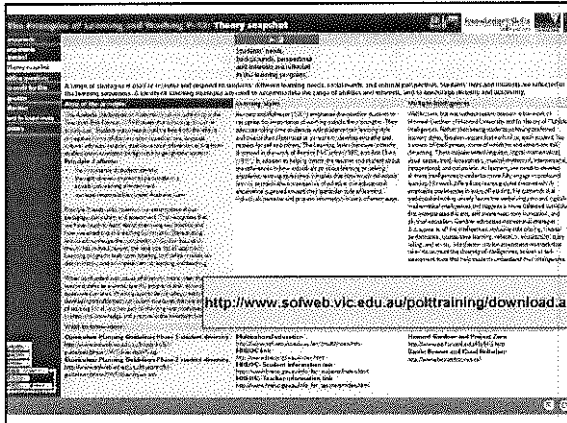
Child Friendly School's
Project
TAFEA Province
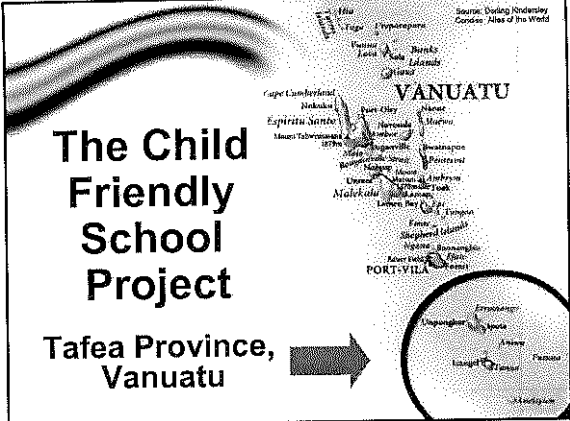
A joint Ministry of Education/
UNICEF Basic Education
Project

Edgar Tari
Vanuatu

**The Child
Friendly
School
Project**

**Tafea Province,
Vanuatu**

VANUATU

PORT-VILA

Source: Dorling Kindersley
Concise Atlas of the World

Overview of presentation

■ Introduction to CFS

■ Inclusive Education

■ CFS and Inclusive Education

CFS Aim #1

■ **To strengthen Early Childhood Development
(ECD) and links between ECE and Primary
Education.**

Aim # 2

■ **To develop and
sustain 12 CFSs.**

Aim #3

■ **To establish a reliable
information system
and a student
tracking system at the
provincial level and
classroom levels
respectively to enable
effective monitoring
of quality issues in
the education system.
(BEIST and SMIS).**

Aim #4

- To develop and sustain effective CF leadership and planning practices at the community, school, Provincial and Ministry levels.

Aim #5

- To evaluate the effectiveness of the Project intervention strategies and facilities expansion as requested

Aim #6

- Promote and encourage further training of teachers in school.

Aim # 7

- Maintain a CFS program office in the Provincial Education on Tafea

The Six Pillars

Six Pillars were identified as being crucial to developing child friendly schools:
- Including every child (IE)
- Team work with parents, teachers and students
- Child friendly leadership and administration
- Gender responsive (IE)
- Effective learning through effective teaching
- Healthy and protective environment

Using a rubric as a school self assessment. Each school identifies areas from each pillar that need addressing at their school.

These are then developed into an action plan for the school community to work on.

Example of the rubric: Including every child

1	2	3	4	5
•Children with differences are encouraged to attend the school (e.g. disability, ethnicity) •School is close enough to walk to (50%) •drop outs are tracked and less than 30% •School has a Model Kindy attached	•Children with differences attend the school (disability, ethnicity) •School is close enough to walk to (60%) •85% of students pass to next year (classes 1–8) •Model Kindy is being demonstrated to school not within CFS. •Teachers with "special" students are trained and develop a programme to fit their needs	•Children with differences attend the school (disability, ethnicity) & have a program that fits their learning needs •School is close enough to walk to (70%) •85% of students pass to next year (classes 1–9) •drop outs are tracked and less than 15% •Model Kindy helping support with development of Kindys in other schools.	•Children with differences attend the school (disability, ethnicity) & have progress that fits their learning needs •School is close enough to walk to (80%) •90% of students pass to next year (classes 1–5) •drop outs are tracked and less than 10% •Further training for teachers for disable students. •School has data on out of school children	•Children with differences attend the school (disability, ethnicity) & are mainstreamed. •School is close enough to walk to (95%) •90% of students pass to next year (classes 1–5) •drop outs are tracked and less than 4% • Kindies in all villages on Tafea. •School has data on out of school children •School is free for Kindy in Gr. 3

CFS methodology

- To make sure the child is the centre of the teaching/learning process –
  - Previously – "sock buying"
  - Guiding teachers to be aware and adjust their teaching methods to needs of students (eg. Group work)
- Making the parents, community leaders etc aware of their responsibilities in a child centred education.
- These advocacy are done through workshops and visitations (schools, communities, homes)
- It is in line with government development strategies – sustainability
- Results –
  - Schools are more child friendly at the level of students, teachers and communities.
  - Schools cleaner
  - Parents and communities taking more responsibilities and ownership for the schools in their villages

---

The project has had success in a number of areas since its establishment in 2002:

- Schools across the province are now aware of the concept and the key principals behind child friendly schools.
- Many school communities have assumed ownership and responsibility for their schools.
- Many provincial and zone workshops have been held which have helped increase the skill level of all teachers in the province.

Success cont..

- Since the project started to concentrate on just 12 pilot schools, those schools have shown improvement in their physical environment.
- Parents are now much more aware of their responsibility in their child's education.
- The Tafea Community Radio station is up and covers 85% of the province taking educational, cultural, health and other programs to the people of Tafea.

Relationship of CFS, PEO and Government Aims
Government Aims, Provincial Aims fit under Government aims, CFS aims fit under Provincial aims.

1. Achieve the expansion of Basic Education to year 8 and access for all young children, and work towards the longer term EFA target of expanding Basic Education to year 1-
2. Works towards the provision of free access to Basic Education, initially to year 8 level

   A. To ensure access to students with disabilities and out of school students, by providing facilities, resources and staffing to increase enrolment in the formal and informal systems by 10%.
   B. To promote and track quality throughout the system from the individual student to all aspects of the system itself.

   Child friendly leadership and administration
   Including every child
   Teamwork with parents, students, community and school

---

3. Improve the relevance and quality of Basic Education

   C. To improve efficiency throughout the system by careful planning and transparent monitoring of all activities.
   Healthy and Protective environment
   Gender responsive
   Effective learning through effective teaching
   Teamwork with parents, students, communities and schools

4. Improve the accessibility to preschool education for all children
   D. To strengthen POE partnerships with parents, communities, NGOs, other Government departments and private organizations to ensure maximized use of resources and improved quality throughout each sector.
   Including every child
   Gender responsive
   Effective learning through effective teaching
   Model Kindy approach
   Teamwork with parents, students, community and school

5. Promote and improve the quality of Vanuatu's Vernacular program for Pre and Basic Education

E. To ensure that the education provided is relevant to our cultural and environmental backgrounds and meets our future needs

Effective learning through effective teaching
Teamwork with parents, students, communities and schools

Inclusive Education

- **Within CFS** on Tafea, the ZCAs and teachers work hard to bring children who don't access, into schools – problems of access are identified and solutions found eg fees (pay in kind), distances to travel to school (flexi-time), dropouts coming back to school, girls etc.
- Emphasis on local cultural activities and aspirations – John Frun
- Working with NGO volunteer to cater for needs of disable students
- Increased access to school are being addressed in workshops and visitation (counselling) awareness programs.

Disability Issues on Tafea

As part of the including every child pillar, schools need to address the issue of disabled students.

Location/island - population	People identified	Disabilities identified
Aneityum - 821	9	12
Aniwa - 424	6	7
Erromango - 1560	19	22
Futuna - 402	14	19
Tanna - 25840	375	499

Types of disability

Types of disability	0 -5	6 -14	15 -20	21 -30	31 -39	40 -49	50+	Total	% of total
Autism	0	4	3	1	0	0	0	8	1.4
Blind/ low vision	2	19	9	10	5	14	42	101	18
Cerebral Palsy	1	3	2	0	2	0	1	9	1.6
Deaf / hearing impaired	6	38	31	28	10	6	19	138	25
Epilepsy	0	9	17	8	1	5	1	41	7.3
Intellectual	1	29	19	9	9	4	3	74	13
Physical	11	35	19	25	19	24	40	173	31
Psychiatric	0	1	1	4	3	2	4	15	2.7
Total	21	138	101	85	49	55	110	559	
% of total	3.75	25	18	15	8.75	9.7	19.8		100

Source: personnal communication with volunteer, 2005

Age Distribution of disabilities
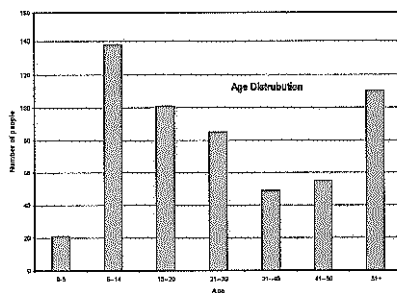
What internal and external factors have had impact on IE within CFS?

Internal Factors
- The new project officer placed more emphasis on IE.
- Lack of awareness of ZCAs, teachers in responding to the disable.
- Need for more training for ZCAs and teachers on addressing these issues. E.g identifying disabilities before they affect learning, learn approaches for catering for needs of the various types of disabilities (lack of data has made trainng priorities more difficult)

External Factors
- Lack of data on disable persons on Tafea
- Natural disasters have impacted on the project e.g. In 2004 cyclone Ivy destroyed many schools. The focus moved to operationalising school and IE was neglected.
- Staff changes also have a great impact on the project. New teachers, ZCA, PEO and office staff has meant that many new staff are not aware of the CFS project.
- Lack of resources at the schools have made it hard for some schools to implement new methodologies on "normal" children let alone disable ones.

What are some of the strengths of the programme?

- Schools and communities are being encouraged to work together, with communities supplying lots of support to the school. Parents are now aware of their responsibilities.

- A new MOE position, ZCA coordinator has been appointed this person is working closely with the CFS PO, and will be responsible for the CFS program after 2006.

- The Zone Curriculum Advisors leadership meeting once a month have developed their understanding of leadership. They are also able to share and help each other solve problems.

What are some of the weaknesses?

- The reorganisation from all schools in the province to just 12 schools, has been hard and it is difficult for people to understand. The schools who were not chosen as pilot schools feel like they are missing out.

- Lack of basic facilities in schools. Teachers are faced with inadequate classrooms, very few materials, inadequate housing and have little time or energy to develop new teaching skills.

- There is very little money in the Provincial Education Office to ensure schools have adequate materials to run efficiently. This often impacts on introducing new pedagogy.

- Lack of communication between Stakeholders makes it difficult to have full commitment.

- The ZCAs are expected to carry out every new initiative making balanced planning of activities difficult within inadequate support.

LESSON LEARNED

Collection of baseline data is required at the start of the project if changes are to be monitored.

Sustainability issues need to be considered from the outset and worked towards.

Start small then expand.

We need contribution from every stakeholder through effective communication. We need good links with other organizations.

Concluding Remarks

- UNICEF, communities, PEO and National Government will continue to work for child-centred education which embraces IE.
- Thus it is important that more emphasis is given to sustainability of the CFS methodology after UNICEF's funding period. Including things such as (2006/7):
  - Continuing the leadership meetings
  - Maintenance of the CFS truck
  - A CFS position
  - Expansion to other schools
  - Continuing support for the radio station

Tank yu tumas long yu fella

EVALUATION FORM

1) Do you think that we have achieved the following workshop objectives:

   - To share innovative approaches and resources, and to learn from experiences of implementing inclusive education;
   - To discuss the potential of inclusive approaches as a means to improve the overall quality of education;
   - To develop recommendations on how3 to improve systems to ensure inclusion for all.

2) Did the workshop meet your expectations?

3) How did you find the modalities of the workshop, i.e. presentations, group work, school visit, etc.?

4) What is your understanding of inclusive education now?

5) Which sessions did you find most useful and relevant? Please explain your answer.

6) Is there any session you would have wanted to focus more on? Please explain your answer.

7) Was the workshop well organised?

8) Do you have any recommendations or suggestions for a future workshop?

9) Any additional comments.