1

QUIZ

Wat is volgens jou het beste antwoord?

Verplaats je in de ruimte naar de letter van het juiste antwoord.

Wees bereid – als gevraagd - je antwoord toe te lichten.

2

I. Is dit juist?

A. 90% van alle handicaps is onzichtbaar.
B. De meeste handicaps zijn mild of matig (niet ernstig of zeer ernstig).
C. 80% tot 85% kinderen met een handicap kunnen met success onderwijs genieten in een reguliere school met naar verhouding kleine aanpassingen.
D. Alle antwoorden zijn juist.

3

II. Een inclusieve klas is een klas:

A. met cultureel diverse leerlingen.
B. waarin iedere leerling betekenisvol en actief meedoet.
C. waar leerlingen met en zonder een handicap samen leren.
D. waar meerdere leerkrachten tegelijk lesgeven.

4

III. Een goede inclusieve leerkracht moet:

A. ervaring hebben als speciaal onderwijs docent.
B. weten hoe op verschillende manieren les te geven aan kinderen die verschillend leren.
C. strict zijn en goed orde kunnen houden.
D. weten hoe een individueel les plan te maken voor leerlingen met een handicap.

5

IV. Is inclusief onderwijs een recht en wettelijke verplichting?

A. **Nee**: inclusief onderwijs is alleen mogelijk als er voldoende financiële ondersteuning is.
B. **Ja**: want dit staat in het VN Kinderrechten Verdrag dat, afgezien van 1 land, door de hele wereld is geratificeerd.
C. **Nee**: ieder land bepaalt dit voor zichzelf.
D. **Ja**: als een land het Verdrag inzake de Rechten van Personen met een Handicap heeft geratificeerd.

6

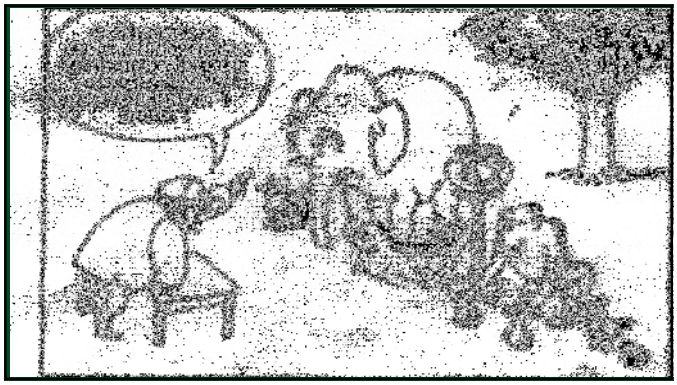
7

What is inclusive education?

- No (internationally) agreed definition
- Responding to individual strengths /weaknesses
- Beyond academic learning, also focusing on social-emotional learning
- A philosophy and a process
- Learner-centred
- Applies to all children
- Accepts as normal that children do not learn the same things during the same time with the same results
- Accepts as normal that some children have more learning support needs than others

8

8



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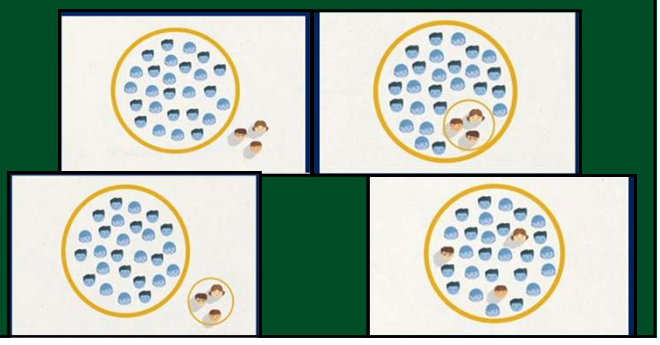
A sample definitions

Inclusive education means that **all** children, irrespective of gender, language, ability, religion, nationality or other characteristics, learn **together** to their full potential with **support** for their **individual** needs (Save the Children International)

10

10

Inclusion? Integration? Segregation? Exclusion?



11

Convention on the Rights of Persons with Disabilities (CRPD) – recognizing children with disabilities as subjects with rights

CRPD Article 24: right to inclusive education

Education at all levels must be inclusive, and children with disabilities have an equal entitlement to general education. Inclusive education requires provision of all necessary support and technical aids, including respect for linguistic identity, and facilitating the learning of Braille, orientation and mobility skills, and training of teachers.

12

How to implement what has been internationally agreed?

What are some of the obstacles?

13

WORLD CAFÈ

1. What difficulties do countries in the South experience in order to make education ACCESSIBLE for all? [think of e.g. facilities, teachers, materials, distance to school]
2. What obstacles do countries in the South experience to get adequate FINANCIAL SUPPORT? [think of e.g. government, fees, poverty]
3. What obstacles do countries in the South experience with regard to ATTITUDES? [think of e.g. stigma, low expectations]

14

Words matter!

What language/terminology do we use? Is it respectful? Who decides?

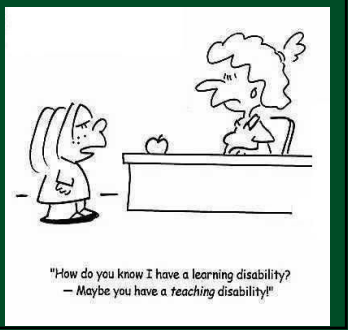
Slow learner / autistic child / special needs child / …….

Use person first language such as: a child with a disability not disabled child / a child with epilepsy not an epileptic.

Do not use words like 'normal' children or 'normal' schools, when talking about 'typical' children or their schools.

15

THINK BEFORE YOU LABEL A PERSON!



16

All children are different, and all can learn!

- Children learn best when they are actively involved,
- when they work in pairs or small groups and learn from each other,
- when learning is motivating and enjoyable,
- when their support needs are addressed,
- When teaching approaches respect different ways of learning

17

Simple, no cost, adaptations

The importance of observation skills

18

Key inclusive education strategies

1. **EMOTIONALLY: make classrooms emotionally safe learning environments where children are kind to each other and not afraid to make a mistake.**

2. **ACADEMICALLY: explain concepts and let students work in different ways, keeping in mind that every child learns best in his or her own unique manner.**

19

19

Our Classroom Code of Conduct

1. I have a right to be happy, and to be treated with **kindness** (this means that nobody will shout at me, laugh at me, ignore me, or hurt my feelings).

2. I have a right to be **myself** (this means that nobody will treat me unfairly because I am fat or thin, learn well or have learning difficulties, am a boy or girl).

3. I have a right to be **safe** (this means that nobody will hit me, kick me, push me or pinch me).

4. I have a right to **learn about myself** (this means that I will be free to express my feelings and opinions without being interrupted of punished).

20

20

Indications that inclusive education (IE) makes a difference

- Have disaggregated data been collected as baseline?
- How does the current education system deal with diversity issues?
- Have policies become inclusive policies?
- Is MoE responsible for the education of all children?
- Has MoE developed an IE implementation strategy?
- Is IE an integral part of regular teacher education & not only theoretical!
- Do children, irrespective of learning support needs, increasingly go together to the same regular community school?
- Do teachers believe in & are professionally supported in IE?
- Have discriminatory attitudes decreased/disappeared? According to who?
- Can we learn from other countries?

21

1. Save the Children International: Inclusive Education Resources and toolkit: https://resourcecentre.savethechildren.net/document/inclusive-education-resources-and-toolkit-tools/

2. UNESCO: Understanding and responding to children's needs in inclusive classrooms – A guide for teachers
https://unesdoc.unesco.org/ark:/48223/pf0000124394

3. UNESCO: Embracing diversity: toolkit for creating inclusive learning-friendly environments
https://unesdoc.unesco.org/ark:/48223/pf0000137522

4.CBM: Inclusive Education Teacher Training
https://www.cbm.org/fileadmin/user_upload/Inclusive_Education_Training_Guide__Accessible.pdf

5. Implementing inclusive education: indicators for success
https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf

22

Feel free to contact for additional Inclusive education support or practical tools:

els@niketan.nl

23

23