

Are We There Yet?

Education Unions Assess the Bumpy Road to Inclusive Education



The survey was conducted and analysed
by Education International
in collaboration with Tania Principe.

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About the survey:

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Education International

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty-two million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.

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List of Abbreviations

CRPD	UN Convention on the Rights of Persons with Disabilities
ECE	Early Childhood Education
EI	Education International
ESP	Education Support Personnel
TVET	Technical and Vocational Education and Training
UDHR	Universal Declaration of Human Rights
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women

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Foreword

In 2015, the United Nations (UN) adopted the 2030 Agenda for Sustainable Development, committing to leave no one behind and to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This, and previous global commitments found in numerous UN normative frameworks, as outlined in this study, make it clear that all children, youth and adults, including those with disabilities, have the right to free quality education.

Education International and its member organisations are committed to contributing to the fulfilment of this right. This right can only be fulfilled if governments enact and implement inclusive education policies; remove all physical, cultural, social, economic and other barriers to inclusive education; and ensure that all children and youth with disabilities are in school and taught by highly-trained, professionally-qualified, motivated and supported teachers. Schools, and indeed, all education institutions, should be well-resourced and equipped to cater for the specific needs of children and students with disabilities. Teachers and education support personnel with disabilities should receive the necessary support for them to support their students to achieve their maximum potential. This study, *Are We There Yet? Education Unions Assess the Bumpy Road to Inclusive Education*, presents the results of a global survey of education unions conducted by Education International in 2017-18. The survey results show a mixed picture of progress and lack of it; challenges and opportunities. It is a wake up call to governments around the world, not only to develop inclusive education policies, but to also ensure that such policies are properly financed and fully implemented. We invite you to take a look at the survey results and use the evidence in this study to make your own contribution, big or small, to the cause of inclusive quality education for all.



David Edwards

General Secretary
Education International



Introduction

As stated in the *Universal Declaration of Human Rights* (United Nations, 1948) and the *United Nations Convention on the Rights of the Child* (United Nations, 1989), every child has the right to free quality education. In addition, the *Convention on the Rights of Persons with Disabilities (CRPD)* (United Nations, 2006) requires governments to ensure “inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live” (Article 24 (2)). Yet, globally, persons with disabilities remain amongst the most marginalised groups in education. They are less likely to attend education institutions and often have higher drop-out rates. In Cambodia, for instance, every second child with a disability is likely to be out of school (UNESCO Institute for Statistics, 2017). In addition, “poverty and marginalisation are compounded when gender and disability intersect” which creates multiple barriers for women and girls with disabilities in enjoying basic human rights (United Nations Entity for Gender Equality and the Empowerment of Women [UN Women], 2017, p.1).

A founding principle of Education International’s (EI) is “to promote the right to education for all persons in the world, without discrimination” (EI, 2015a, Article 2 (f)). Furthermore, EI recognises the need to accelerate the realization of rights to quality inclusive education as recently reaffirmed in Sustainable Development Goal 4 Quality Education and advocates for decent working conditions in inclusive and accessible education institutions. For EI:

“Inclusive education means that all students should be educated together, to the same high standards, in so far as possible in the same education institution, irrespective of their gender, faith, ethnic, cultural or economic background or physical or intellectual capacities” (EI, 2105b, Article III (21)).

To assess the state of inclusive education through an education union lens, EI conducted an online survey of its affiliated unions in January 2018. The survey focused on government as well as union practices and policies on disability and inclusive quality education in the respondents’ countries and jurisdictions. This brief reports on the survey results which complements a more-detailed study on inclusive education that was commissioned by EI entitled: ‘Rethinking Disability: A Primer for Educators and Education Unions’.

The Survey

Fifty (50) education unions from 43 countries in Latin America (three), Africa (11), Asia-Pacific (12), Europe (20) and North America and the Caribbean (four) participated in the survey. This represents about 13 percent of the total EI membership.¹ Of the 50 respondents, 34 completed the survey in its entirety, and 16 completed it partially. The actual number of respondents to the survey will be indicated for each question discussed below.

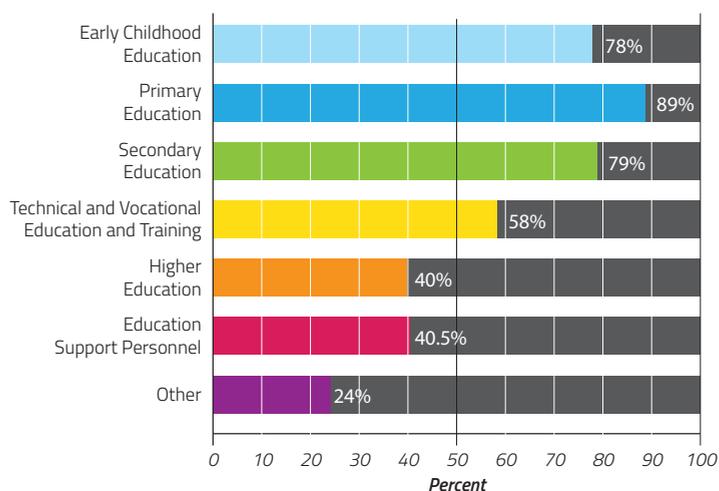


Figure 1. Union representation in the survey

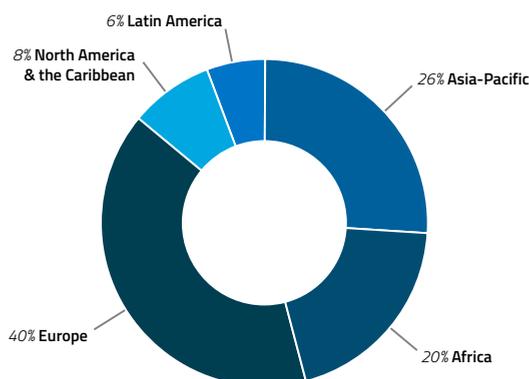


Figure 2. Regional representation of unions in the survey

¹ In many countries around the world, EI has more than one member organisation; when countries are referred to in this brief, this indicates that at least one EI member organisation has responded to the survey, and not necessarily all EI member organisations in that country.



In all survey areas the answers varied greatly between and within countries. Within countries - with the exception of Finland and New Zealand - attendance, accessibility of education institutions (e.g. buildings, curriculum, assessment, pedagogy), teacher professional development and training, and government and union policies regarding disability and inclusive education differed between better resourced and less well-resourced areas (i.e. urban and rural areas). Across regions the differences in answers were not significant in range, however, bigger challenges to implementing inclusive education were prevalent in Asia-Pacific and Africa.

The survey also showed that much less support seems to be available for persons with disabilities in higher education institutions. Representatives of higher education and technical and vocational education and training (TVET) unions felt they had less information available to them to answer some subsets of questions within the survey. It is unclear whether there is less data available on inclusion practices and policies (with a focus on disabilities) in higher education institutions, or if this information is not as readily accessed by union representatives in these sectors.

Legislation and Attendance

The Majority of Countries have Legislation that Guarantees Children and Youth with Disabilities the Right to Free Quality Education

Evidence from the data provided by the 50 respondents indicates that the majority of their countries had legislation to guarantee free education for children and youth with disabilities: primary education (90 percent), secondary education (82 percent), early childhood education (ECE) (74 percent). For TVET (55 percent) and higher education (41 percent) the results were significantly lower, with a higher number of respondents stating that they did not have or find the data needed to respond to the question. Despite the existence of legislation on disability and/or inclusive education, the majority of education institutions were not inclusive in practice, as discussed in the sections below.

Is Article 24 of the Convention for the Rights of Persons with Disabilities implemented?

Under Article 24 (1) of the CRPD (United Nations, 1989) “State Parties shall ensure an inclusive education system at all levels and lifelong learning”. This goes beyond the right to free education and adds a specific reference to the need to develop inclusive education. While respondents answered that the right to free education is widely integrated into national/sub-national laws, the implementation of Article 24 has been slow. Fifty-three percent of the 36 respondents who answered this question in the survey said that their governments integrated the provisions of Article 24 into their country’s enabling legislation. However, 39 percent of the respondents did not know whether that was the case and eight percent of the respondent unions stated that their countries did not have legislation making Article 24 part of national/sub-national law. Respondents from the Asia-Pacific region expressed concern about the failure to apply the relevant legislation as well as issues related to the inaccurate translation of the CRPD text into other languages (see text box).



“When Japan ratified the CRPD, the concept of ‘reasonable accommodation’ (appropriate modifications to the environment to ensure that persons with disabilities enjoy equal rights as others) was translated to ‘reasonable care’, which implied that persons with disabilities required care and were not equal to those without disabilities- tilting more towards a medical model of disability rather than the social one.” - Japan

Too Many Children and Youth with Disabilities are Denied Their Right to Education, in spite of Existing Legislation

Even though legislation in many countries guarantees children and youth the right to free education, learners with disabilities are often denied this right. Only 17 (35 percent) out of 49 respondents answered that children and youth with disabilities ‘mostly attend’ primary school, 15 (31 percent) said this was the case for secondary school and 10 (20 percent) for ECE. The data for higher education and TVET was often not known or unavailable (43 percent and 36 percent of 47 respondents, respectively). Eleven (23 percent) out of 47 respondents noted that students ‘mostly attend’ TVET, and 21 percent stated that students with disabilities ‘sometimes’ attended higher education.

“Though guaranteed by law, the (un)availability of schools is the problem. Schools are far away from the students especially in rural areas.” - The Philippines

The Majority of Education Institutions are not Inclusive and Students are Segregated

In primary education, for instance, only seven (18 percent) out of 39 respondents indicated that children and youth were ‘always’ taught in fully inclusive primary schools. The situation is worse in all other grade levels. Many children and youth still attend mainstream classrooms without

adequate support, are put into special education classes within mainstream education institutions, or are in segregated or specialised institutions. Hence, inclusive education seems to be a reality for only a minority of children and youth with disabilities in the countries of the responding unions.

“Education institutions strive to be inclusive and to provide adequate support for all children with disabilities but due to austerity budgeting and cuts to local authority funding (local authorities being the provider of state schools), there are serious systemic issues, e.g. too few teachers, too little support for teachers, too few educational psychologists, and not enough resources for equipment, training, personnel etc.” - Scotland

Overall Barriers to Attendance and Quality Education

Across sectors the hierarchy of barriers was similar. The majority of the 47 respondents who answered this question identified insufficient support for specific types of disability, fear of discrimination, bullying and violence, inadequate education facilities, and insufficient support for parents as the main obstacles to children and youth with disabilities fully enjoying the right to education (see Figure 3). Respondents from African countries specifically highlighted 'poor educational quality' as well as 'costs' as major barriers to educational attendance.

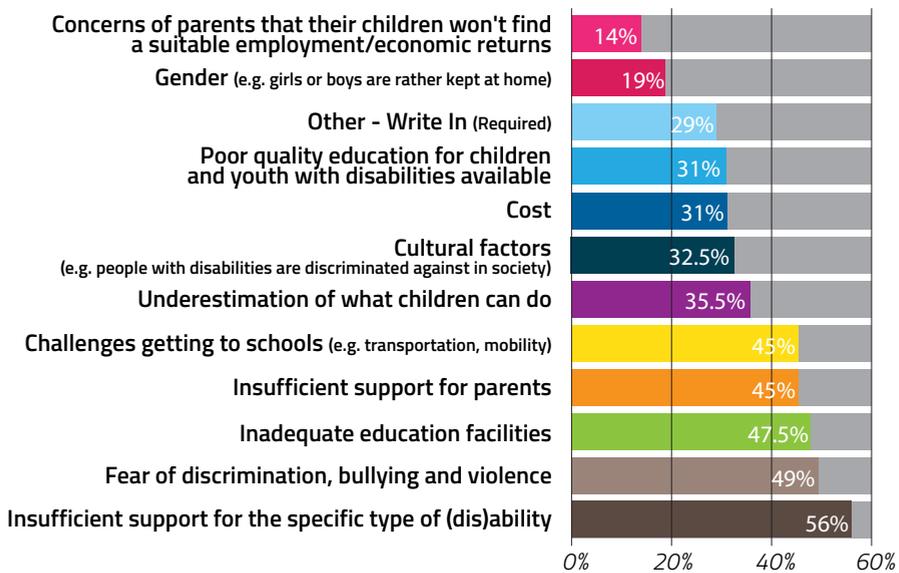


Figure 3. What are the major barriers to attendance in education?

Gender and Disability

The survey showed also that 19 percent of 47 respondents said that children and youth were kept at home specifically because of their gender. Eight out of ten unions stated that girls were kept at home more often than boys. This confirms the findings of many other studies that raise concerns that girls with disabilities are disproportionately represented within the category of

marginalised students with disabilities (UN Women, 2017; United Nations Girls' Education Initiative, 2017).

"In reality, many programs are focused on how to deal with what had happened, not for prevention." – Republic of Korea

"We have to establish preventive protocols against abuse and harassment at school at all levels of education. It should also be part of initial and continuous teacher training, independently of one's being disabled or not." - Mexico

Transition to Work Programmes are Available in Many Contexts, but Success Rates Need to Improve

Out of 46 respondents, the majority (76 percent) stated that their countries had programmes and activities designed to help youth with disabilities transition from school to work, but only 21 percent of 34 respondents thought that these were successful. In some countries, initiatives such as college transition programmes were more or less available depending on geographical location (urban vs rural). As one respondent noted: *"Some programmes have been successful, but the general picture is very mixed and is dependent on local resources and provision"*. Respondent noted that often, successful employment is limited to people with mild or moderate disabilities who typically earn low wages.

"These programmes have helped us make progress, but progress is not happening quickly enough. Among the reasons for this, we can point to the persistence of prejudices towards persons with disabilities, environmental factors (e.g. transportation problems, accessibility to/at the workplace, the adaptation of work stations) and organizational factors (e.g. hiring and selection practices, compatibility between employer requirements and tasks attributed, work organization and adaptation of tasks)".- Canada

Fear of Bullying is a Major Barrier to School Attendance but too Few Policies, Practices and Training Exist

The fear of discrimination and bullying can be a major barrier to parents sending their children to school (see Figure 3). It is, therefore, of concern that respondents stated that anti-bullying programmes, policies and mechanisms were still too few and inconsistently applied. Moreover, bullying prevention and teachers' professional development remain inadequate as can be seen from the Table 1.

Table 1. Mechanisms in place for bullying prevention

	<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>No data found/ available</i>	<i>Responses</i>
<i>Anti-bullying programmes are integrated into schools programmes/policies</i>	36%	32%	14%	18%	44
<i>Reporting mechanism are in place</i>	36%	43%	7%	14%	42
<i>Anti-bullying is addressed as part of initial teacher training</i>	37%	37%	12%	14%	43
<i>Anti-bullying is offered as part of in-service teacher training</i>	27%	52%	7%	14%	44
<i>Anti-bullying is part of education support personnel training</i>	23%	33%	12%	33%	43

Infrastructure and School Materials are not Accessible Most of the Time

Survey responses (15-32 survey answers to the different sub-questions of this section) suggested that the quality and availability of accessible schools and accessible materials varied from country to country, and varied from site to site within countries. In Malawi, for example, respondents said the Ministry of Education had yet to provide the necessary support for increasing accessibility to schools. In South Korea, respondents said newer schools and roads were accessible and maintained, but older infrastructures remained inaccessible. Accessibility features such as low sensory stimuli, well-maintained pavements

and sidewalks, regulated traffic crossings, toilets, doorways and corridors, quiet rooms and transportation to and from school were only ‘always available’ between seven percent to 31 percent in primary education, and eight percent to 32 percent in secondary schools. This dropped considerably to between zero percent to 40 percent in TVET and zero percent to 25 percent in higher education institutions. Lack of accessibility features significantly across all education sectors and was especially high in higher education. (see Table 2) Low sensory stimuli and quiet rooms were the least available adjustments across all levels, while adjusted toilets, and doorways and corridors were the more commonly available.

Table 2. Rates for education facilities that are ‘always available’ according to grades and type of facility

<i>Education facilities – ‘always available’ rates</i>	<i>Primary Education</i>	<i>Secondary Education</i>	<i>TVET</i>	<i>Higher Education</i>
<i>Low sensory stimuli</i>	7% <i>(of 29 respondents)</i>	8% <i>(of 25 respondents)</i>	0% <i>(of 17 respondents)</i>	0% <i>(of 15 respondents)</i>
<i>Well-maintained sidewalks</i>	14% <i>(of 29 respondents)</i>	16% <i>(of 25 respondents)</i>	12% <i>(of 17 respondents)</i>	13% <i>(of 15 respondents)</i>
<i>Regulated traffic crossings</i>	20% <i>(of 30 respondents)</i>	23% <i>(of 26 respondents)</i>	21% <i>(of 19 respondents)</i>	25% <i>(of 16 respondents)</i>
<i>Toilets</i>	25% <i>(of 32 respondents)</i>	32% <i>(of 28 respondents)</i>	40% <i>(of 20 respondents)</i>	20% <i>(of 15 respondents)</i>
<i>Doorways and corridors</i>	31% <i>(of 32 respondents)</i>	29% <i>(of 28 respondents)</i>	26% <i>(of 19 respondents)</i>	20% <i>(of 15 respondents)</i>
<i>Quiet Rooms</i>	7% <i>(of 29 respondents)</i>	8% <i>(of 25 respondents)</i>	0% <i>(of 18 respondents)</i>	0% <i>(of 15 respondents)</i>
<i>Transportation</i>	17% <i>(of 30 respondents)</i>	16% <i>(of 25 respondents)</i>	6% <i>(of 18 respondents)</i>	0% <i>(of 15 respondents)</i>

In terms of material for children and youth with disabilities, 42 respondents noted that at best, these were accessible only 24 percent to 38 percent of the time. Rates increased in the ‘somewhat accessible’ school materials category, for hearing (43 percent), visual (48 percent) and physical impairment (41 percent). The availability of school materials remained particularly low for neurodiverse² students and students with sensory disabilities across all categories of availability.

² Neurodiversity refers to neurological diversity - neurological differences of the human brain, such as Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette syndrome.

In Many Countries, Curricula can be Adapted to the Needs of Children and Youth with Disabilities to Some Extent, But There is Seldom Full Flexibility

Between 42.5 percent to 47.5 percent of 40 respondents noted that curricula were 'somewhat adaptable' to students' needs in terms of content; and 15 percent -17.5 percent stated that curricula were 'fully adaptable' to students' needs with regards to educational content. In general, curricula seemed to leave room for flexible teaching and learning, however, the degree to which curricula gave freedom/autonomy to schools to adapt curricula varied by country and sector. Scotland, as noted by one respondent, uses the Curriculum for Excellence³ for children aged 3 to 15 which was designed to be flexible and enable teachers to create content, and deliver it in the ways that best suits their context. In two other instances, it was noted that "*content, presentation and volume can be adapted by the teacher*" but this required additional teacher planning time, skill and effort. In Germany, for example, a respondent noted that "*In most of the federal states we have curricula which are adaptable. The schools have to adapt their school curriculum, but most of them don't have the time and/or the competencies to do so.*"

"While the curricula are flexible and adaptable, the introduction of National Standards in English medium contexts in 2010 means that there is a greater focus on literacy and numeracy skills rather than the socio-cultural and developmental focus that was previously held." – New Zealand

School-Based, Teacher-Led Assessment Practices are the Way Forward as Standardised Testing Often Excludes Children and Youth with Disabilities

Overall, the survey's responses showed that assessment procedures were considered to be flexible and could be adapted to the needs of students with disabilities (e.g. longer testing times, modified tests, modified presentation, scribes available etc). Only two percent of the 41 respondents who answered this question noted that assessments were 'not modifiable' (see Figure 4).

Two respondents expressed the concern that mandatory standardised assessments were often detrimental to inclusion, as children and youth with disabilities were frequently excluded from participating in them. The sampling guide for PISA, for instance, states that students with functional

³ The Curriculum of Excellence (Scotland) focuses on 8 key areas: Expressive arts, Health and Wellbeing, Languages (including English, Gàidhlig, Gaelic learners and modern languages), Mathematics, Religious and moral education, Sciences, Social studies, and Technologies (Education Scotland, n.d.).

or behavioral disabilities can be excluded from the tests if they are deemed by the school to be unable to perform the tests (Organisation for Economic Co-operation and Development [OECD], 2016). In addition, the increasing promotion of high-stakes standardised testing is of particular concern from an inclusive education perspective, as the focus on achieving higher scores reduces teacher creativity, and reduces the use of innovative pedagogies and inclusive strategies for a diverse student population (Smith & Douglas, 2014; Lloyd, 2010).

“National arrangements are in place to allow for modifications. Schools must follow strict criteria when applying arrangements.” - UK

“Unfortunately, qualifications are always measured in numbers. It is not permitted to express them through an evaluation in which capacities are put to the front. Generally when there are tests related to PISA or PLANEA (in the case of Mexico – it is an intermediate evaluation) students with disabilities are excluded because they could lower the average of the class or even the school.” - Mexico*

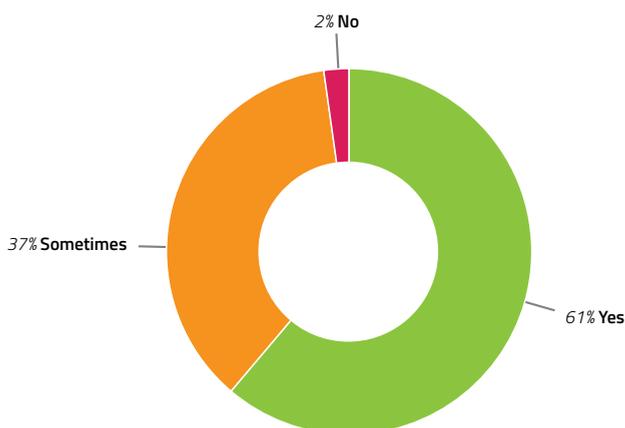


Figure 4. Can assessment procedures be modified for students with disabilities?

Limited Resources Create Barriers for Inclusive Learning Environments

Throughout the survey respondents commented that the inclusiveness of a learning environment and the provision of resources varied from school to school. This variation was due to geography (urban/rural), individual school budget management, and how funds were allocated by ministries

or governments to individual students through schools. Special learning facilities were most often available within specialised institutions. These could, for instance, include modified furniture and lighting, quiet rooms, fidget toys, devices to support gripping and manipulating small objects, braille and audio book or computer screen readers. Others noted that these learning facilities were 'seldom' to 'never' available to pupils.

Respondents also noted that class size could be a barrier to inclusiveness in classrooms, as less individual support was available to children and youth with different learning styles. Lack of funding, despite government legislation, was noted as a barrier, as were the ways in which funds were allocated or used.

Lack of education support personnel (ESP) for behavioural disability and of teacher aides was also noted as a barrier to creating more accessible learning environments.

"This depends on the policies of individual schools and centres and the resourcing that they have available. This will also be determined by funding received via the government for individual students." - Papua New Guinea

"For budgetary reasons, inclusive classes have been a priority in pre-school, primary, and lower secondary. It has not really been a focus area in general upper secondary education besides successful pilot projects creating special small (quiet) autism classes." - Denmark

Initial and In-Service Teacher Training on Inclusive Education is Inadequate

In accordance with the general trends noted throughout the survey, teacher training and professional development training around teaching children and youth in inclusive classrooms seemed to be more readily available in some instances compared to others. On average, professional development and training to teach all students in an inclusive classroom was integrated into initial teacher training in early education (according to 42 percent of 31 respondents), primary education (37 percent of 30 respondents) and secondary education (30 percent of 27 respondents). Training to teach all students in inclusive classrooms is less evident in TVET (19 percent of 27 respondents) and higher education (12.5 percent of 24 respondents). The survey showed that 30 percent and 37.5 percent of respondents respectively 'did not know' whether classroom inclusiveness was included in teacher training and education in TVET and higher education. In the early years, primary and secondary level teacher training seemed to be equally available through specialised teacher education institutions, through demand or at the

“There are not enough offers for teacher training. Also, heterogeneity is not well handled. As a consequence, inclusion - in education and in everyday life - is considered too much as a special educational domain. Moreover, self-reflection and the development of ethical or inclusive principles are not embedded in teacher training.” - Germany

request of a teacher, and through private teacher training institutions. An issue of some concern is that where teacher training on inclusion was part of teacher education, respondents suggest that this training was “basic”, “not adequate”, “covered briefly”, or “minimal”.

Value	Percent	Count
Yes	10.0%	4
No	72.5%	29
In some cases	0.0%	0
I don't know	17.5%	7
Total		40

Figure 5. Is the training offered sufficient?

Urgent Need for More Education Support Personnel

According to the 41 respondents who responded to this question about ESP, 29-44 percent indicated that well-trained ESP were ‘somewhat available’ in classrooms. Between five and 22 percent said well-trained ESP were ‘always available’ depending on the type of ESP including occupational therapists, teaching assistants, psychologists, specialised autism support personnel, behavioral therapists or additional teacher aides (see Table 3 next page).

In cases where ESPs are ‘somewhat available’, the survey revealed that

“General feedback from teachers indicates that schools are facing increasing difficulties accessing specialist support. There are often long delays before support can be accessed. Also, changes to the SEND Code of Practice (SEND: Special Education Needs and Disability) and cuts to local authority budgets mean that schools experience particular difficulties in accessing behaviour support.” - UK

access was dependent on funding and geography, both within countries and between countries. Respondents (e.g. in Scotland) also noted that austerity measures have all but cut ESP services. Schools were also “expected to provide support such as teacher aides within their existing budgets”. In some cases, ESPs were only available within specialised education institutions and not mainstream schools. Two respondents (in the Philippines and Fiji) noted that at best, each community school might have one special education teacher responsible for the entire school with, therefore, limited time to support all students and teachers. Five respondents commented that access to adequate ESP was limited by funding and shrinking, inadequate budgets.

“The main problem with the integration of children with disabilities into regular classrooms has to do with the fact that support services are not always available for them, which, in turn, creates more tasks for regular teaching personnel.” - Canada

Table 3. The availability of well-trained ESP in classrooms

	Always available when needed	Somewhat available	Mostly not available	Not available at all	I don't know	Responses
Speech therapy	8 20%	13 32.5%	7 17.5%	6 15%	6 15%	40
Physical therapy	6 15%	18 44%	4 10%	7 17%	6 15%	41
Occupational therapy	4 10%	12 29%	9 22%	8 19.5%	8 19.5%	41
Teaching assistants	9 22%	16 39%	2 5%	7 17%	7 17%	41
Psychologist	7 17%	16 39%	7 17%	5 12%	6 15%	41
Specialized resources (autism support person)	3 7%	17 41.5%	10 24%	4 10%	7 17%	41
Behavioural therapist	2 5%	12 29%	9 22%	11 27%	7 17%	41
Additional teacher aides	3 7%	15 37%	9 22%	6 15%	8 19.5%	41

Government Support and Coordination

Social Protection Services and Cash Transfers are not Provided or are Difficult to Obtain

Government support for children and youth with disabilities was not consistently made available across countries. Table 4 (next page) shows that, out of 45 respondents, the majority stated that families with children or youth disabilities either did not receive enough or no government support for assistive devices⁴ (47 percent), therapy and medical support (68 percent), transportation (58 percent), home/respite services (67 percent), housing (69 percent), income support (69 percent). However 44 percent of respondents stated that governments did provide support towards assistive devices and in 38 percent of respondent said enough transportation support was available to enable children and youth to attend school. Affiliates from Asia-Pacific and Africa stated that not enough support for all of the above was provided in their contexts.

“No. There is no Government Policy or Program to support disability. All is left to the NGO and family.” - Papua New Guinea

“Families with a disabled child have access to financial support to help them pay for their child’s care and education. This income supplement may be increased in case the child’s condition requires that someone be with the child at all times. The family uses this supplement according to their needs. Tax measures for childcare and medical expenses also exist, as well as an allowance for respite, emergency help and babysitting.” -Canada

⁴ For instance, canes, walkers, wheelchairs, prosthetics, low vision magnifiers or hearing aids.

Table 4. Do families with children and youth with disabilities receive government support through, for instance, social allowances or cash transfers for varying aids ?

	Yes, <i>ENOUGH</i> to send their children to school	Yes, but <i>NOT</i> enough	No	I don't know	Total
Assistive devices (e.g. canes, walkers, wheelchairs, prosthetics, low vision magnifiers, hearing aids)	20 44%	13 29%	8 18%	4 9%	45 100%
Therapy/Medical support	12 27%	21 48%	9 20%	3 7%	45 100%
Transportation	17 38%	16 36%	10 22%	2 4%	45 100%
Home services/Respite services	6 13%	16 36%	14 31%	9 20%	45 100%
Housing	4 9%	12 27%	19 42%	10 22%	45 100%
Income support	8 18%	18 40%	13 29%	6 15%	45 100%

Funding, Funding, Funding

While lack of adequate funds remains a significant problem, the way in which funding is allocated, and how and where budgets are managed can also pose a challenge. Inadequate funding support was noted for teacher professional development and training, access to specialists and teacher support, teaching materials, access to education and attendance as well as accessible infrastructure. Budgets had decreased in some countries, despite demand for increased budgets for inclusive education (according to 19 percent of 36 respondents, see Figure 6). Throughout the survey, respondents noted that increased and improved funding mechanisms were essential for overcoming many of the barriers to inclusive education, including help to reduce teachers' workload, reducing class sizes, and increased time for lesson planning, all of which would contribute to the quality of teaching and learning in the classroom.

“There are concerns from the teaching profession that special education funding and support is being subcontracted out through Communities of Learning. This means that accessing resourcing on an individual basis appears to be problematic.” – New Zealand

Value	Percent	Count
Yes	6%	2
Budget allocation in order to increase inclusive education is not adequate	67%	24
Budget allocation decreased despite the increasing demand for inclusive education	19%	7
I don't know	8%	3
<i>Total</i>		36

Figure 6. Is there adequate funding for implementing inclusive quality public education for all children and youth with (dis)abilities?

Concern about Austerity Measures and Declining Public Systems

Respondents raised a general concern with regard to increasing austerity measures including that the growing privatisation of education and public services (e.g. health, social protection) puts extra financial burdens on families, and creates barriers that prevent children and youth with disabilities from accessing school. In the United Kingdom, for instance, austerity measures such as budget cuts and tax reforms are expected to have the worst impact on vulnerable groups, including persons with disabilities (Portes & Reed, 2017).

Government Statistics on Disability and Inclusive Practices and Policies are often Insufficient and not Transparent

With the exception of Finland and New Zealand, respondents found that the type of data, when data on inclusion practices and policies (with a focus on disabilities) was collected at all, was insufficient to inform policy and practice. Progressively less data was available at higher levels of education.

Often not Enough Coordination Between Ministries

The survey showed that in 78 percent of 36 respondents' countries the Ministry of Education is responsible for the implementation of inclusive education policies. However, in some cases the responsibility for disability

issues lies with another ministry or is shared between ministries such as those cited by respondents: the Ministries of Welfare, Social Politics, Health or Women and Child Welfare. Seventeen respondents indicated that coordination 'takes place, but not enough'. Four respondents indicated that there is no coordination whatsoever.

"Educational psychologists, speech therapists and OT (occupational therapists) are provided by the Ministry of Health but with little opportunity for these professionals to liaise and support teachers". - Ireland

"There has never been any provision of transportation for children with special needs to commute to schools or even some coordination between ministries like Ministry of Lands to construct a special hostel for students or pupils with special needs in different public schools." - Malawi

Consultation of Education and Disability Stakeholders Needs to be Improved

Budgetary misallocation, failing policies and practices, and stagnating progress on achieving the right to inclusive education can be reversed when persons with disabilities, as well as those who know most about teaching and learning are consulted. The survey results show that this is too often not the case (see Figure 7 and 8).

"There are consultation processes that involve all stakeholders, but sometimes too much is expected from schools without sufficient resources." - Ireland

"In the planning and developing process, the persons who are in charge [...] should be more open to listen to other stakeholders." - Republic of Korea

Union efforts towards more inclusivity:

“We have a professional development system that belongs to our union. It is free and offers on-line courses for our affiliates. It can be very helpful in order to generate contents on inclusive education. On the other hand, we have a cable TV channel called “Maestro TV”, which could be another way to reach this purpose.” - Mexico

“In May this year we hosted a summit on inclusive communities through education that brought together persons with disabilities, educators, disability advocates and Ministry of Education staff to build relationships within and between these different groups. Earlier this year we hosted a full day workshop for Special Education Needs Coordinators to support them in their role.” - New Zealand

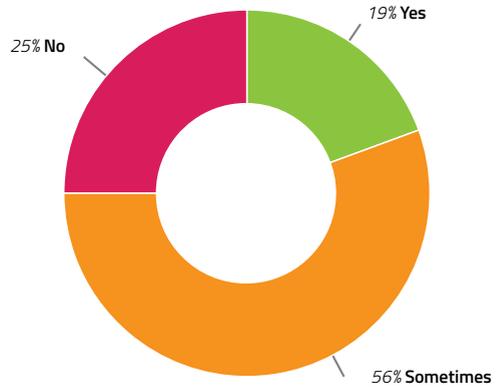


Figure 7. Are teachers, ESP and their unions consulted?

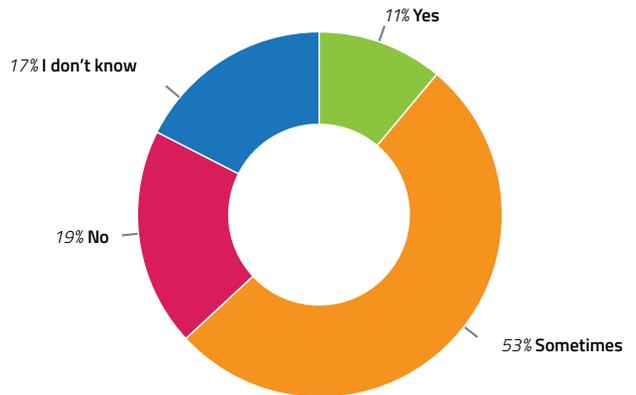


Figure 8. Are persons with disabilities organisations involved?



Education Unions and Inclusive Education

Union Approaches to Inclusive Education are Diverse and Many Still Need to be Developed

Seventeen out of 35 respondents (49 percent) had a specific policy on inclusive education, while other unions mainstreamed the topic into other policy areas. The majority of unions that did not have a specific policy on inclusive education (mostly in Asia-Pacific and Africa) stated that they lacked the information, financial resources or relevant skill and knowledge in the organisation to adequately address the topic. In addition to the topics in Figure 9, one union answered that their “policy is linked to [...] policies on equality, inclusion and social justice. The union’s equality policy recognises the importance of avoiding a hierarchy of equalities”.

“Inclusion is the accepted policy and is generally supported by all teachers and parents. However, access to the appropriate resources and supports are not always available, and teacher professional development (opportunities) must be available throughout their careers.” - Ireland

What do Union Members Say are the Success Stories?

“Having a diversity of students improves the educational experience of all.” - Canada

“Equity, fairness and enabling all children to reach their potential.” - Ireland

“Inclusive education as an opportunity to reflect and improve school development, professional development, team work and democracy in educational institutions.” - Germany

“Teaching young people to live in an inclusive and diverse society where there is room for the talents of everyone.” - Belgium



Figure 9. Areas addressed by union inclusive education policies



What do Union Members say are the Biggest Difficulties?

“Not all of our members support inclusion. Many of them feel unsupported, stressed and overburdened. The biggest problem is seen as the lack of staff.” - Germany

“I think it will be support for families and adequate budgets for schools.” - Lebanon

“There is concern about employment conditions, especially with regard to transport to and from work for disabled teachers. Wheel chair users and blind teachers face serious mobility issues. [They also face] discrimination when it comes to job opportunities and career progression” – Zambia

*“Parents of some children with disabilities struggle to find suitable pre-school education for their child. The extent of the difficulty will depend on the nature of the child’s needs and their disability. The difficulties are likely to have increased as a result of public service cuts which have resulted in staff cuts and some specialist services closing.
– United Kingdom*

Conclusions and Recommendations

The survey showed that significant barriers remain to school attendance and educational success by children and youth with disabilities. Too often, children and youth attend segregated schools, or take part in mainstream education without adequate support, or do not attend education institutions at all. Genuinely inclusive schools are the exception. Additionally, inclusion is not an isolated concept; what schools do will be based on what policies exist in their countries, and the kind of social environment there is to push for inclusive policies in education and beyond. Below is a list of recommendations that address some of the major barriers to inclusion that were identified by the 50 education unions that took part in this survey.

Overcoming Barriers to School Attendance for Children and Youth with Disabilities

- Ensure that education institutions offer equitable quality education so that parents feel that their children with disabilities can reach their full potential in education institutions – regardless of their gender, type of disability or other aspects of their identity or social position.
- Ensure that children with disabilities have access to free quality education, including the coverage of additional and hidden costs (e.g. transportation, materials).
- Support families with children with disabilities through adequate public health insurance, social protection and cash transfers.
- Ensure that learning environments are safe and that adequate training and concrete measures are put in place to prevent bullying and discrimination.

To address parents' concerns that their children and youth with disabilities will not be able to find decent work and, therefore, choose not to send them to school:

- Ensure that quality transition-to-work programmes are established to facilitate the employment of persons with disabilities.
- Improve employment policies to facilitate the inclusion of persons with disabilities into the workplace – including the integration of teachers and ESP with disabilities into schools.

Dealing with Barriers to Quality in Education Institutions

- Make training for inclusive education an integral part of initial teacher education and continuous professional development programmes, including instructional techniques, classroom management, changing attitudes, and identifying and addressing different types of discrimination and bullying, including the complexities of multiple and intersecting forms of discrimination.
- Improve the availability of trained and qualified ESP in education institutions and ensure adequate class sizes to cater for a diverse student body.
- Develop and allow for flexible assessment practices, and curricula that enable teachers to adapt content and teaching methods to the needs of children and youth with disabilities.
- Ensure that education facilities as well as learning materials and tools are accessible for persons with disabilities.

Ensuring Inclusive Government Policies

- Ensure that national/sub-national laws guarantee persons with disabilities the right to free and inclusive quality education (as provided in the CRPD, UDHR).
- Consult persons with disabilities and their organisations, teachers, ESP and their representative unions to ensure that the development and implementation of policies and practices, as well as the allocation of funding is efficient and of high quality.
- Collect data on disability and education and make it available to the public in accessible formats.
- Improve coordination across the different ministries that are in charge of disability-related matters.
- Provide sufficient funding to ensure that inclusive education becomes a success story for students, parents, teachers, ESP and society at large.
- Establish and adequately finance strong public systems that are essential to support the most marginalised and ensure the development of inclusive societies.

Developing Union Policies on Inclusion

- Develop and implement policies on inclusive education.
- Involve members with disabilities and/or consult external disability experts in the development of union policies and practices on education and disability.
- Include teachers and ESP with disabilities in union leadership, programmes and activities.
- Challenge and urge governments to guarantee the rights of persons with disabilities to quality, inclusive education, including the development and implementation of adequate legislation and programmes.

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Annex: Survey Respondents in EI's Survey on Inclusive Education for Children and Youth with Disabilities

AFRICA	
Organisation	Country
<i>SYNTESPRIC: Syndicat des Travailleurs des Etablissements Scolaires Privés du Cameroun</i>	<i>Cameroon</i>
<i>FENECO-UNTC: Fédération nationale des enseignants du Congo</i>	<i>Democratic Republic of the Congo</i>
<i>KNUT: Kenya National Union of Teachers</i>	<i>Kenya</i>
<i>CETO: Comité des enseignants techniques officiels</i>	<i>Lebanon</i>
<i>PSEUM: Private Schools Employees Union of Malawi</i>	<i>Malawi</i>
<i>SNEB: Syndicat National des Enseignants de Base</i>	<i>Niger</i>
<i>SYNAFEN: Syndicat National des Agents de la Formation et de l'Education du Niger</i>	<i>Niger</i>
<i>SNEEL-CNTS: Syndicat National de l'Enseignement Élémentaire</i>	<i>Senegal</i>
<i>TTU: Tanzania Teachers' Union</i>	<i>Tanzania</i>
<i>UNATU: Uganda National Teachers Union</i>	<i>Uganda</i>
<i>ZNUT: Zambia National Union of Teachers</i>	<i>Zambia</i>

ASIA-PACIFIC	
Organisation	Country
<i>AEU: Australian Education Union</i>	<i>Australia</i>
<i>FTU: Fiji Teachers' Union</i>	<i>Fiji</i>
<i>AIPTF: All India Primary Teachers Federation</i>	<i>India</i>
<i>JTU(NIKKYOSO): Japan Teachers' Union</i>	<i>Japan</i>
<i>KTU: Jeon Gyojo (Korean Teachers and Education Workers Union)</i>	<i>Korea</i>
<i>NZEI Te Riu Roa: New Zealand Educational Institute - Te Riu Roa</i>	<i>New Zealand</i>
<i>COT: Central Organization of Teachers</i>	<i>Pakistan</i>
<i>PNGTA: Papua New Guinea Teachers' Association</i>	<i>Papua New Guinea</i>
<i>ACT: Alliance of Concerned Teachers</i>	<i>Philippines</i>
<i>TOPPS: Teachers' Organisation of the Philippine Public Sector</i>	<i>Philippines</i>
<i>USLTS: Union of Sri Lanka Teachers Solidarity</i>	<i>Sri Lanka</i>
<i>NTA: National Teachers Association</i>	<i>Taiwan</i>

EUROPE

Organisation	Country
CRSTESA: Branch Republican Union of Trade Union Organizations Workers of Education and Science of Armenia	Armenia
COV: Christelijk Onderwijzersverbond	Belgium
SLFP-Enseignement: Syndicat Libre de la Fonction Publique	Belgium
SEB: Syndicat des Enseignants Bulgares	Bulgaria
KTOS: Cyprus Turkish Teachers' Trade Union	Cyprus
DLF: Danish Union of Teachers	Denmark
GL: Gymnasieskolernes Laererforening	Denmark
BUPL: Danish National Federation of Early Childhood and Youth Educators	Denmark
OAJ: Opetusalan Ammattijärjestö	Finland
SNUipp-FSU: Syndicat national unitaire des instituteurs, professeurs des écoles et PEGC	France
GEW: Gewerkschaft Erziehung und Wissenschaft	Germany
OLME: Greek Federation of Secondary Education State School Teachers	Greece
PSZ-SEHUN: Hungarian National College of Teachers	Hungary
INTO: Irish National Teachers' Organisation	Ireland
FLESTU: Federation of Lithuanian Education and Science Trade Unions	Lithuania
MUT: Malta Union of Teachers	Malta
UEN: Utdanningsforbundet	Norway
STEs INTERSINDICAL: Confederación de Sindicatos de Trabajadores y Trabajadores de la Enseñanza - Intersindical	Spain
EIS: Educational Institute of Scotland	United Kingdom
NASUWT - The Teachers' Union: National Association of School Masters Union of Women Teachers	United Kingdom

NORTH AMERICA

Organisation	Country
CSQ : Centrale des syndicats du Québec	Canada
CTF/FCE : Canadian Teachers' Federation/Fédération canadienne des enseignantes et des enseignants	Canada
SNTE: Sindicato Nacional de Trabajadores de la Educación	Mexico
NEA: National Education Association	United States of America



LATIN AMERICA

Organisation	Country
<i>FECODE: Federación Colombiana de Educadores</i>	<i>Colombia</i>
<i>ANDE: Asociación Nacional de Educadores</i>	<i>Costa Rica</i>
<i>CGTEN-ANDEN: Confederación General de Trabajadores de la Educación de Nicaragua</i>	<i>Nicaragua</i>



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Are We There Yet?

Education Unions
Assess the Bumpy Road
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