

# Education, Poverty and Disability

In Developing Countries

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# EDUCATION, POVERTY AND DISABILITY

## A TECHNICAL NOTE

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## 1. Introduction

The case for inclusive education of children with disabilities is often framed in terms of human rights or justice. Yet the economic argument for educating children with disabilities is also very strong. Lack of adequate education remains the key risk factor for poverty and exclusion for all children, both disabled and nondisabled. For children with disabilities, however, the risk of poverty due to lack of education may be even higher than for children without disabilities. Children with disabilities who are excluded from education are virtually certain to be long-term, life-long poor. They almost inevitably become an economic burden on society and on their families.

Most national and international development goals refer to the rights of disabled people to share educational opportunities equally with their peers. In reality, enrollment rates and educational attainment of disabled children remain far lower than those of their non-disabled peers.<sup>2</sup> The school enrollment rate for children with disabilities is estimated to be just 1-3 percent in developing countries. The plight of children with disabilities and their families therefore presents an enormous development challenge.

Education makes a difference in everyone's life, but it makes a much greater relative difference in the lives of children with disabilities. The incremental benefits of educating a child with disabilities far outweigh the incremental costs. This note provides baseline information, policy perspectives and frameworks for analysis of the status of children with disabilities in the educational sector.

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<sup>2</sup> **Ann Elwan (1999):** [Poverty and Disability: A Survey of the Literature](#). Social Protection Discussion Paper No. 9932; The World Bank Group. Publication Date: 12/99.

## 2. Enrollment of children with disabilities

### 2.1. Cost-effectiveness of including children with disabilities in the schooling system

The costs of educating a child with disabilities may be nominally higher than those associated with non-disabled children. However, the benefits may also be much higher. One reason that the education of children with disabilities tends to be underemphasized is that people look at costs and benefits of educating children with disabilities in an incomplete way. Consider two children, one with disabilities and the other without. If both children are educated through high school, they have approximately the same potential lifetime earnings. Suppose also that it costs more to educate the child with disabilities. A superficial analysis would suggest that the child without disabilities should have higher priority, because the benefit is the same but the costs are lower. The flaw in this approach is that it considers income levels rather than income increments. An education will help the child with disabilities much more than the child without disabilities in relative terms, more than offsetting the difference in the cost of the education. Weighing lifetime incremental benefits to society relative to incremental costs, rather than simply the cost of education during school-age years, is the best approach.

A World Bank study on special educational needs in Asia enumerates the following economic benefits from inclusive primary education:

- ?? Reduction of social welfare costs and future dependence
- ?? Increased potential productivity and wealth creation provided by education of those children with impairments and disadvantages
- ?? Through concomitant overall improvement of the quality of primary education, reduction in school repetition and drop-out rates
- ?? Increased government revenue from taxes paid, which can, in part, be used to recoup the costs of initial education
- ?? Reduction of administrative and other recurrent overheads associated with special and regular education, and
- ?? Reduced costs for transportation and institutional provision typically associated with segregated services<sup>3</sup>

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<sup>3</sup> James Lynch (1994): Provision for Children with Special Educational Needs in the Asia Region. World Bank Technical Paper number 261. Asia Technical Series. Available on-line through World Bank Social Protection web pages [www.worldbank.org/sp](http://www.worldbank.org/sp) ( Disability, World Bank Documents)

Providing equitable educational opportunities to children with disabilities and other children with SEN implies particular inputs and consequent costs, such as the following:

**Box 1. Additional inputs required for SEN provision**

In school inputs	External inputs	Parental and community inputs
?? Additional tuition	?? External expert staff	?? Extra time
?? Specialized teaching staff	?? e.g. therapeutic and medical staff	?? Extra costs on clothing, food, transport, accommodation
?? Special equipment	?? Special transport	
?? Assistive personnel	?? Tuition at home	
?? Adapting physical structures		

Calculating the total bill for such special educational provisions is “notoriously difficult,”<sup>4</sup> but according to OECD estimates, the per capita unit cost of educating children with special educational needs is two to four times the average of other pupils. ( OECD 1999, p 33, 49). This reflects the need for more inputs and for more expensive inputs.

Integrated provision of schooling is usually either less expensive than, or equally costly as, segregated provision (OECD, 1994, 1995, 1999, p21). However, the achievement of children with SEN in integrated settings are far superior to that in segregated settings. A full formal cost-effectiveness analysis linking costs to outcomes has yet to be undertaken (e.g. Levin 1998).<sup>5</sup>

**2.2. The terminology**

The relevant terminology used in the education sector has changed dramatically during the last decades. The narrow disability-based classifications and the resulting labelling of children are being replaced by wider definitions such as “disadvantaged children”, “children in especially difficult circumstances” or “children with special educational needs”. These broader terms include the whole range, from profound disabilities to minor difficulties in performing necessary functions. These terms cover in fact all children facing barriers to learning, whether this is related to an impairment or not.

<sup>4</sup> Ann Elwan (1999): [Poverty and Disability: A Survey of the Literature](#). Social Protection Discussion Paper No. 9932; The World Bank Group. Publication Date: 12/99.

<sup>5</sup> OECD (2000). *Inclusive education at work. Students with Disabilities in Mainstream Schools*. Available on-line for browsing at OECD Bookshop pages <http://www.oecd.org/bookshop>

## 2.3. The prevalence of disabilities and special educational needs (SEN) in school age populations

As a result of different definitions and poor data there is no single correct figure on the prevalence of disability. The classic definitions of disability commonly used in censuses, i.e. a functional limitation due to impairment, indicate that the prevalence of moderate or severe disabilities in the age groups 5-14 is in the region of two to three per cent.<sup>6</sup>

The number of children with special educational needs (SEN) is larger than the number of children with observable disabilities. The exact numbers by age and gender are usually not known mainly due to lack of precise definitions and criteria as well as to variability over time. However, a UNESCO report from 1979 states that "The consensus of expert opinion and various research surveys is that 10 to 15 percent of children are identified as disabled and require active intervention and specialized services." (UNESCO, 1979). Moreover, an OECD report (1999) has established that some 15-20% of students will have special needs at some point of their educational career. In addition, the Warnock Report (United Kingdom, DES, 1978) cites another widely quoted estimate, according to which: "planning of services for children and young people should be based on the assumption that about one in six children at any time, and up to one in five at some time in their educational career, will require some form of special educational provision." This does not mean that up to one in five is disabled in the traditional sense of the term. Rather, it should be read as one in five are likely to need some extra help at some time during school life.

## 2.4. Enrollment rates<sup>7</sup>

Since valid and reliable baseline data on children with disabilities and special needs is often unavailable, it is difficult to come by information on enrollment. The following examples provide some data that, while country-specific, give an idea of the scale of the problem. They indicate that the enrollment rates of children who have disabilities are only a tiny fraction of that of non-disabled children: the common estimates range from less than 1% to 3%.

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<sup>6</sup> Einar Helander (1999): Prejudice and Dignity. An introduction to Community Based Rehabilitation. UNDP

<sup>7</sup> Indicators, definitions and baseline comparative data on education are available at UNESCO website <http://unesco.org/en/stats/stats0.htm> Corresponding data on disabled children are not available. The same definitions and indicators should be used in any eventual national survey on disabled children.

## Box 2: Examples of disabled children's school enrollment rates

### Global estimates

"The majority of the 150 million children with disabilities are not enrolled in schools. ...only 3% of children from developing countries who have disabilities are attending school" (Gulbadan Habibi, Unicef, Education update Vol 2 issue 4, 1999)

### Philippines (1997) \*

The Department of Education enrolment records 1997-98 indicate that out of 3.5 million disabled children of school-going age only 40 710 are actually enrolled in schools ( 1.16%). In the Asian Pacific Region, the overall enrollment rate of disabled children is estimated to be less than 5%.

The main obstacles for the inclusion of disabled children in mainstream schools in the Asia Pacific Region are "lack of funds, imbalance between supply and demand for trained teachers, limited equipment, lack of material and supplies, attitudinal barriers and lack of concern by parents. "

(V. Ilagan (2000) "Inclusive Education in the Asian Pacific Region: Are the Disabled Included?")

### Mozambique, Maputo Province (1997)\*

Out of the total of 170 000 children attending regular schools, 1167 were children with special educational needs (0.7 %).

(E.Lehtomäki, L Chiluvane & I Viniche (2000): Case Strengthening Social Networks in and Around the School: Experiences in Maputo Province, Mozambique.)

### Ethiopia (1999) \*

The male/ female ratio among students with disabilities enrolled in special settings was 140. The overall enrolment rate of children with disabilities in these settings was estimated to be less than 1%. (M. Mengesha (2000) : Special Needs Education: Emerging in Ethiopia"

Articles published in : H Savolainen, H. Kokkala and H. Alasuutari (ed, 2000): *Making Inclusive Education a Reality* . Ministry for Foreign Affairs. Finland. Niilo Maki Institute. Helsinki

## 3. Inclusive education

### 3.1. Policy options

There are three alternatives regarding the provision of education to people who have disabilities or other special educational needs: special schools ( with or without boarding facilities), special classes/units in regular schools, and inclusion in regular schools. For reasons of cost-effectiveness and quality of education, emphasis should be placed on mainstreaming disabled people into regular schools – i.e. inclusive education.

Inclusive education means trying, to the greatest extent possible, to educate all children in a community under the same roof. The Salamanca Statement adopted at the Salamanca World Conference on Special Needs Education in 1996 provides the most detailed description of inclusive education. *Special educational needs* (SEN) refer "to all those children and youth whose needs arise from disabilities or learning difficulties". '*Inclusive education*' implies that "children and youth with special educational needs should be included in the educational arrangements made for the majority of children.... Inclusive schools must recognize and respond to the diverse needs of students, accommodating both different styles and rates of

learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.”<sup>8</sup>

### **Box 3 : Special Needs Education (SNE) in Uganda**

There are more than 800,000 children with disabilities in Uganda. The majority of them have had little access to education, health care, recreation or training for employment...

SNE education has been offered in special units, and rehabilitation centres supported by charity organizations and NGOs, which considered only the traditional disabilities of hearing impairment, visual impairment, physical disability and intellectual disability. ....

The current trend is to move towards inclusive education in accordance with the Government White Paper 'Education for National Integration and Development' (April 1992), which states that all children should pass through the ordinary system of education whether they have disabilities or not. This is now being realized through the Universal Primary Education (UPE) policy which has enabled more children with Special Educational Needs to access schooling. Of the four children per family supported by Government under UPE, priority is given to the girl child, and disabled child, if they exist in the family.

*(Prof. W. Senteza Kajubi, Vice-Chancellor of Nkumba University, Uganda 1999)*

The main features of an inclusive education setting are the following<sup>9</sup>:

- ?? School environment that takes into account children with special needs (physical and attitudinal accessibility)
- ?? Adapted curricula allowing to individually tailored flexibility
- ?? Technical aids to facilitate the participation of and communication with children with physical, sensory or mental differences
- ?? Training of and support to teachers so as to enable them to deal with children with special needs

Emphasising inclusive education does not, however, completely rule out special schools, special classes or centres. They would still be required to cater to some children with profound and complex difficulties e.g. to some deaf children who have sign language as their first language and who otherwise easily could be isolated in a regular class. They are, however very few in number. As many as 80-90% of children with special educational needs could get their education in regular schools and classrooms, if certain important preconditions are met.

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<sup>8</sup> [The Salamanca Statement and Framework for Action on Special Needs Education](#), paras 3 and 7.

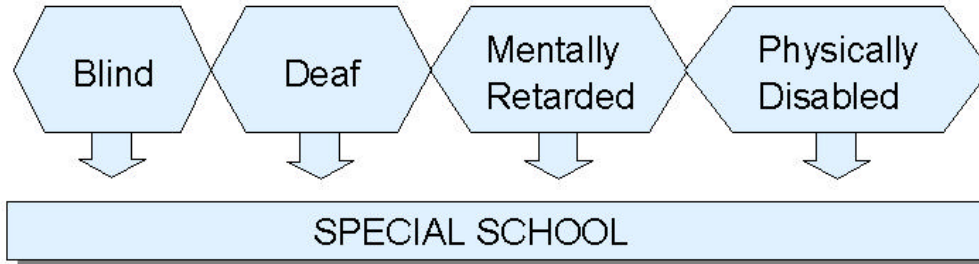
<sup>9</sup> More on inclusive education at <http://www.unicef.org/teachers>

A policy and institutional context checklist that was developed on the basis of the Salamanca Statement for this Note is annexed. Internationally endorsed and globally applicable baseline standards on inclusive education are also given in a number of other documents; see “References” at back for a complete listing.

**Box 3: The change in the approach towards children with special educational needs**

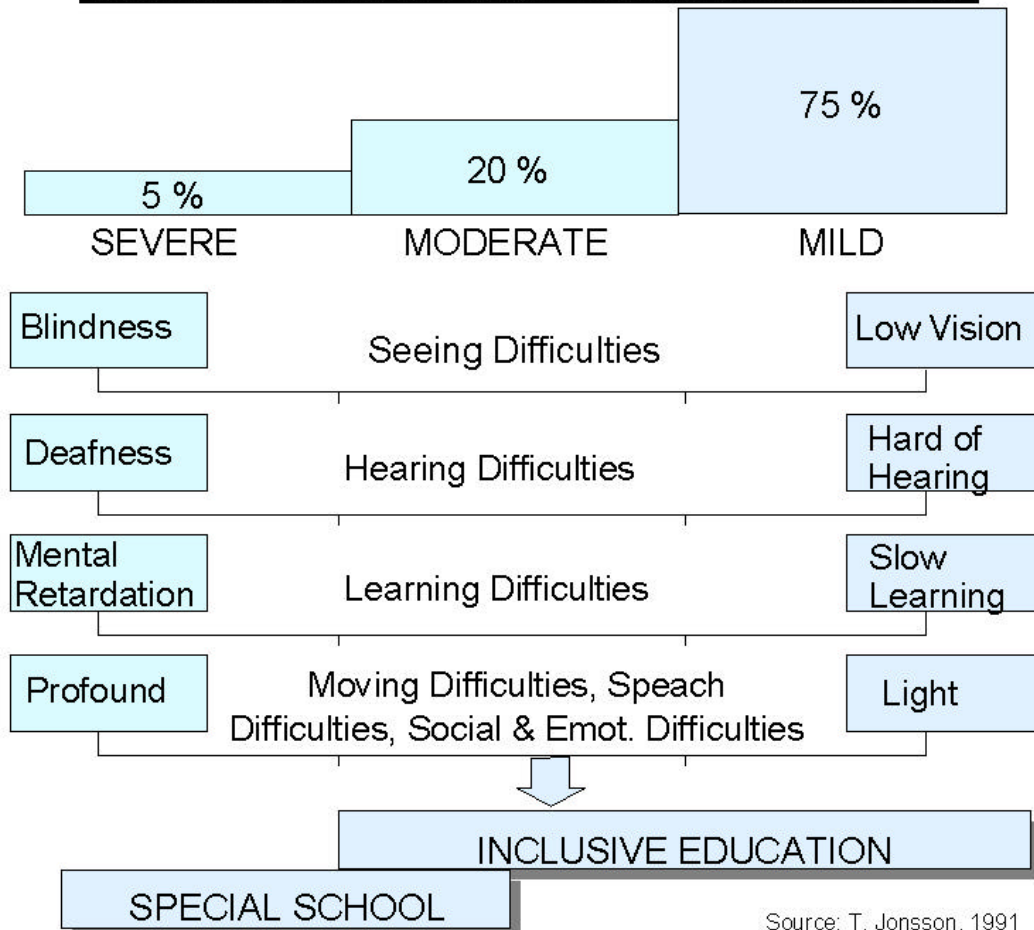
**CHANGES IN SPECIAL NEEDS EDUCATION**

A. Before:



B. Now:

**"CHILDREN WITH SPECIAL EDUCATIONAL NEEDS"**



Source: T. Jonsson, 1991

### 3.2. The need to change from special education to mainstreaming

Historically, the education of disabled persons, even those with mild disabilities (e.g. epilepsy) has been through institutions. These residential institutions were often run by charitable organizations and based on a medical model where the “patients” or “inmates” had to be diagnosed and – theoretically – cured. This model was then exported to developing countries by charitable NGOs and later by official development assistance. In Eastern Europe, for example, some 60 percent of all children in residential institutions are disabled. They are segregated from the rest of society, and often will never have the chance to leave the institutions. Few, or perhaps even none, of these children actually require institutionalization, for educational or any other reasons.<sup>10</sup> Residential institutions remain the backbone of many developing countries’ educational systems for people with disabilities, and are hampering development towards more integrated, and more cost-effective, systems of schooling. Adopting a mainstreaming policy means avoiding the waste of money and human potential.

#### **Box 4. : Examples: Distribution of pupils with disabilities in primary and lower secondary schools by type of educational facility in selected countries**

##### **Blind and partially sighted pupils by type of facility (%)**

	ITALY	USA	FINLAND	TURKEY	HUNGARY
REGULAR CLASS	96	68	61	44	0
SPECIAL CLASS	0	17	0	0	0
SPECIAL SCHOOL	4	14	39	56	100

##### **The Deaf and partially hearing pupils by type of facility (%)**

	ITALY	USA	FIN	TURKEY	HUNGARY
REGULAR CLASS	95	55	5	12	0
SPECIAL CLASS	1	27	11	8	0
SPECIAL SCHOOL	4	18	85	79	100

##### **Pupils with physical disabilities by type of facility (%)**

	ITALY	USA	FINLAND	TURKEY	HUNGARY
REGULAR CLASS	99	61	6	78	0
SPECIAL CLASS	0	30	38	0	8
SPECIAL SCHOOL	1	8	57	22	92

Source: OECD: *Disabilities, learning, and behavior difficulties and disadvantage. Developing comparable education statistics and indicators*. CERI(99)8, pp. 66-77

<sup>10</sup> David Tobis, “Moving from Residential Institutions to Community-Based Services in Eastern Europe and the Former Soviet Union,” The World Bank, 2000. Available on-line at [www.worldbank/sp](http://www.worldbank/sp) (Disability, World Bank publications)

### 3.3. From Policy to Action: Putting Inclusive Education Into Practice

To put inclusive education into practice, some changes in the schooling system and curricula are required. They may include the following<sup>11</sup>:

- ?? A mobile, specially trained Resource Teacher (or teachers) employed at the district or central level, who can assist the children, the classroom teachers and the regular schools.
- ?? A supply of special teaching aids and material to facilitate participation and communication of children with physical, sensory or intellectual differences.
- ?? The availability of assistance by parents, volunteers or older students.
- ?? Modification and adaptation as necessary of the physical environment, the curriculum, the time-tables and evaluation procedures to accommodate children with disabilities. Since "retrofitting" existing infrastructure is generally the most expensive, modifying the Ministry of Education's blueprints for future school design is recommended.
- ?? Provision of in-service training to upgrade teachers' knowledge and skills.
- ?? A positive school climate, with active and supportive managers who can guarantee physical and attitudinal accessibility for all children, e.g. through public relations campaigns and community outreach.

## 4. Frameworks for performance analysis of the education sector from a Special Education Needs (SEN) perspective

This chapter provides some guidance on how to make a baseline analysis of the education sector from a disability or SEN perspective.

### 4.1. The enrollment profile

The overall situation of children with special educational needs can be summarized with an enrollment profile table. It is vital to make a distinction between the various educational settings, i.e. regular schools, special classes and special schools. Further information on types of disabilities can be inserted in this framework .

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<sup>11</sup> [The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities](#), rule 6.6 states on prerequisites as follows:

*"To accommodate educational provisions for persons with disabilities in the mainstream, States should:*  
*(a) Have a clearly stated policy, understood and accepted at the school level*  
*(b) Allow for curriculum flexibility, addition and adaptation;*  
*(c) Provide for quality materials, ongoing teacher training and support teachers."*

**Box 5. A Template: BASIC ENROLMENT PROFILE OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Indicators (by region)	Regular schools	Special classes in regular schools	Special schools	Total
Enrolment in the final year of basic education				
Enrolment in the first year of basic education				
Drop-out rates				
Repetition rates				
Total				

The table gives a rough but policy-relevant diagnosis of the crucial issues: how children with special needs fare, compared to their non-disabled peers, and in which settings (regular vs. special classes vs. special schools) enrollment and dropout indicators are highest and lowest.

Since baseline data on children with special education needs are seldom available from censuses or household surveys, governments may need to conduct specific surveys in order to plan, monitor, and evaluate programs for their special educational needs students. Alternately, information on the number of people with disabilities at various grade levels may serve as a proxy for enrolment rates.

## 4.2. Demand for special needs education

The OECD estimates that some 15-20 % of students will have special needs at some point of their educational careers (OECD 1999.p13); however, determining an accurate headcount at any one time is difficult.

Further, the actual demand for special educational needs services is most probably much lower than the number of children needing them. The incentives of households to enroll their disabled children is discouraged by lack of appropriate schooling options, poor accessibility of facilities, long distances and lack of transportation, school fees and cost of uniforms, and/or low expected returns to schooling for disabled children.

The Jamaica Portage Guide to Early Education is a widely used tool for assessing the special needs of children with disabilities. It contains screening tools applicable for parents,

community workers and professionals to facilitate the identification of special educational and training needs of children.<sup>12</sup>

### 4.3. Supply of and access to appropriate education for children with special needs

Along with difficulties in determining the demand for special needs education, accurately determining the supply of education service providers is challenging. In countries with general scarcity of public resources, providing educational facilities for people with disabilities is seldom the first priority. Moreover, the core supply of those facilities is often composed of “old-style” facilities that do not encourage inclusive education: special schools run by charitable organizations, for example, and large, expensive state institutions.

To determine the number of newer-style education facilities and programs, the following indicators may be used:

- ?? Total number and regional distribution of special schools by type of disability; special classes
- ?? Total number and proportion of schools with access to SEN program elements:
  - Special teachers
  - Visiting special teachers/therapists
  - Support staff assistants
  - Flexible curricula
  - Adapted material
  - Technical aids
  - Physical accessibility
- ?? Average distance to school by children with special educational needs in comparison to all children

### 4.4. Quality Indicators

Traditional quality, cost and outcome indicators such as the following are applicable for analyzing the quality of special education initiatives:

- ?? Unit costs per student by education level
- ?? Variation in unit costs
- ?? Cost components, nationally and by region
- ?? Teacher salaries as % of GDP per capita or average salaries
- ?? Pupil / teacher ratios

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<sup>12</sup>(Education update Vol 2 issue 4, 1999, <http://www.unicef.org/statis/index.html> For more information: Marigold .J. Thornburn (1990) : Introduction to Developmental Disabilities. 3D Projects, Jamaica Second edition. And M.J. Thornburn : Recent developments in low cost screening and assessment of childhood disabilities in Jamaica. Part I: Screening. West Indian Medical Journal, 1993

- ?? Pupil classroom ratios
- ?? Outcomes / scores by gender and region
- ?? Completion rates
- ?? Achievement measures
- ?? Equity indicators:
  - ?? Gender ratios
  - ?? Gender specific enrollment rates
- ?? Regional / population group differences

The Salamanca statement provides additional guidance specifically for SEN programs. The annexed checklists of indicators have been elaborated on the basis of those guidelines. Box 5 provides more suggested additional indicators for special education needs initiatives.

**Box 5: Basic provisions for children with special educational needs, as assessed by the Headmaster at a school in India. (Source Jonsson 1994, 27)**

DIFFICULTY	EDUCATIONAL PROVISION	OTHER PROVISION
<b>Mobility</b> a) Mild  b) Severe	Same as other children + ?? Special equipment and teaching aids  ?? Communications equipment ( signs, symbols charts)	?? Medical check-up ?? Functional training ?? Physiotherapy ?? Self-help and daily living skills training ?? Transport ?? Physical adjustment of environment ?? Counseling
<b>Seeing</b> a) Mild/ moderate  c) Severe (Blind)	Same as other children + ?? Glasses, Large print, Magnifying glass  ?? Braille material. Orientation and mobility skills. Sensory training. Talking books, if possible	?? Medical check-up ?? Special lighting and seating arrangements ?? Transport ?? Counseling ?? Self-help and daily living skills
<b>Hearing</b> a) Mild/ moderate (can use residual hearing)  b) Severe	Same as other children + ?? Auditory and speech training ?? Hearing aids  ?? Communication skills ?? Sign language	?? Medical check-up ?? Monitoring of hearing aid. Special lighting and seating arrangements. ?? Speech therapy. ?? Sound proofing of classroom. Counseling. ?? Assured social contacts. Access to interpretation service.
<b>Learning</b> a) Mild/ moderate	Same as other children + Individually adjusted learning pace and content.	?? Medical check-up. Physiotherapy. ?? Speech therapy. ?? Counseling.

b) Severe	<p>?? Extra, concrete teaching material.</p> <p>?? Task analysis and use of step-by-step approach.</p> <p>?? Careful selection of relevant curriculum content:</p> <p>?? Communications skills, basic literacy and numeracy.</p>	<p>?? Transport</p> <p>?? Functional training.</p> <p>?? Self help and daily living skills</p>
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## 5. PROGRAM IMPLICATIONS

In order to improve the enrollment of children with disabilities in regular schools, policy, institutional and legislative contexts, as well as demand and supply constraints must be addressed, and resources re-deployed accordingly. This chapter provides some ideas and issues to be considered as options for interventions to increase household demand, and to improve the supply and quality of educational services to children with disabilities and children with other special education needs.

### Examples of interventions

- ?? Management capacity building
- ?? Coordination and integration
- ?? Improving good quality supply
  - ?? Capacity building
  - ?? Personnel development,
  - ?? Accessible facilities
  - ?? Innovative support services
  - ?? Learning material
  - ?? Curriculum development
- ?? Establishing targets for enrolment of children with special education needs. Box 6 gives an example of this.

### Box 6. Examples of SEN targets

In the context of the Asian Pacific Decade of Disabled Persons 1993-2002, the ESCAP region set targets to reach 75% enrolment level of children and adults with disabilities compared to their peers by 2002. The targets further include the reduction of the drop-out rate by 50%, improved technical aids, sign language, teacher training curricula, parent involvement, science and technical skills training at secondary level.

<http://www.unescap.org/decade>

## **Funding options to improve adequate supply**

To ensure support for inclusive education, budgeting arrangements need to be adjusted to give right incentives for schools to provide programs for children with special education needs. Examples include:

- ?? Allocating a single amount for each child
- ?? Tying special funds to a general school funding formula
- ?? Adding a flat percentage to allow for special needs generally
- ?? Considering an adjustment for poverty
- ?? Including arrangements to evaluate the formula's effectiveness across the state

When money follows the child with disability, the schools have an incentive to take her/him in and keep their disabled children.

## **Generating demand**

- ?? Launch public awareness campaigns to combat the social stigma associated with disability and special education; provide good examples, role models
- ?? Improve transport and road systems to increase SEN children's access to facilities

## **Examples of incentives to elicit demand**

Financial incentives to households with disabled children as a component of general strategy to facilitate schooling opportunities of poor people are one option to improve schooling levels of disabled children. These may include<sup>13</sup>:

- ?? Stipends
- ?? Subsidies or earmarked funds
- ?? Vouchers
- ?? Subsidies to private schools or NGOs
- ?? Grants

## **6. A CONCLUDING COMMENT**

A number of developing countries have adopted clear inclusive policies: including the Lao Republic (compulsory education system includes people with disabilities), Ghana (compulsory universal education), and South Africa (School Act with non-discrimination policies). However, no country, developed or developing, has implemented a fully inclusive educational system. A 1999 OECD study on "Inclusive education at work" lists the following issues that are of particular significance in developing and sustaining inclusive educational systems<sup>14</sup>:

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<sup>13</sup> See e.g. World Bank Education Toolkit (unpublished), p17.

<sup>14</sup> OECD (2000): Inclusive Education at Work. Children with Disabilities in Mainstream Schools. pp. 14-15. Online subscription and browsing available at <http://www.oecd.org/bookshop>

- ?? Developing funding models that do not give incentives to exclusion
- ?? Systems of public accountability that do not give rise for tendencies to exclude disabled students
- ?? Pupil assessment that would support the development of pedagogies and materials.
- ?? Curriculum development
- ?? Reduced student teacher ratios
- ?? Supporting students through a system of classroom assistants
- ?? Functioning support services
- ?? Training systems for teachers and other professionals
- ?? Community and parental involvement

In general, external assistance is usually needed, at the outset, to design a feasible policy on inclusive education, so as to replace the tendency to rely on special educational units. Existing *special schools* can be developed into resource centers to fully utilize the scarce professional and technical resources in the country for providing specialized assistance and support to regular schools in their efforts to include children with disabilities.

#### **Box 7: EDUCATION FOR ALL**

*"The key challenge is to ensure that the broad vision of 'Education for All' as an inclusive concept is reflected in national government and funding agency policies. 'Education for All' ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs..."*

*"... The inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums, and others excluded from education, must be an integral part of strategies to achieve UPE [Universal Primary Education] by 2015."*

(Education for All: Meeting our Collective Commitments. Notes on the Dakar Framework for Action, 2000, Para 19 and 32.)

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## ANNEX 1. : Checklist: Policy and institutional framework

[The Salamanca Statement and Framework for Action](#) provides detailed guidelines of good practice and is recommended reading for all school authorities. The following checklist has been elaborated on the basis of those guidelines and could be used as a starting point for further planning and implementation:

- ☒☒ Is there a policy document on education of people with special educational needs?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Is Ministry of Education responsible for education of disabled people?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Is there a coordinating mechanism pooling together the resources of education, health social services, community development and employment sectors?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Is there a clear division of labor and financial responsibilities between central government, local government and charitable organizations for providing education to people with disabilities?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Is there a Community Based Rehabilitation (CBR) policy and program in place that incorporate inclusive education programs?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Is current educational legislation recognizing the equality of educational opportunity?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Is there a parallel complementary legislation in the fields of health, social welfare, vocational training and employment?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Are disabled children ensured education in the “neighborhood schools”?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Do the plans for implementing “Education for All” include the mainstreaming of children with disabilities?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Are there special arrangements for children with multiple or severe disabilities?
  - ☒☒ YES
  - ☒☒ NO
- ☒☒ Is there a Sign Language provision for Deaf children?

☞☞ YES

☞☞ NO

☞☞ Are special provisions included in the regular budgets of schools to cover the costs of special inputs ( staff, material, facilities etc)?

☞☞ YES

☞☞ NO

☞☞ Is there a monitoring mechanism in place to ensure that pupils with special educational needs benefit from the earmarked resources?

☞☞ YES

☞☞ NO

?? How many children with special educational needs are there?

?? Are there disabled children without access to education?

?? How many of them are integrated into mainstream schools?

?? How many of them are placed in special classes or special schools?

?? What is the attitude of teachers, headmasters, and other education authorities towards children with disabilities?

?? Are the school buildings accessible?

?? How is the education of intellectually disabled children organized?

?? Where do deaf children go to school?

?? How many special schools and special classes are there in the country?

?? How is the cooperation between parents, disability organizations and teachers?

?? What services do disabled children have at school and what services do they lack ?

?? Do disabled children have possibilities for higher education - and not only in the traditional professions of disabled people?

?? How could the children who are now placed in special schools study with other children?

?? What services must be developed, what schools must be repaired?

?? What is the role of disability council, disability organizations, local authorities in renewing the education system?

?? How can you enhance the possibilities of disabled people to gain further education in vocational schools, community high schools, universities?

?? How can different educational institutions be developed to be more inclusive?

## ANNEX 2: A practical tool for identifying children with special needs in the classroom

### IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (To be done by the class teacher)

1. Make up a list (see example below) of all children in the class, and number them and indicate grade, sex and age (columns 1-4).
2. Go through the following statements and note the number of the statement(s) that fits into the description of a particular child (column 5).
3. Indicate in column 6 if the child's overall difficulties in school are Severe, Moderate or Mild.
4. Hand over this questionnaire and the class list to the Headmaster/Headmistress.

1	2	3	4	5	6		
Name	Sex	Grade	Age	Yes, No.	Severe	Moderate	Mild
Sandun	M	3	8	5, 6, 14	X		
Maria	F	2	7	-----			
Nihal etc.	M	2	7	4, 5, 8?		X	

THIS CHILD .....

1. is often sick.
2. is extremely shy.
3. is easily frustrated and has difficulties getting along with other children
4. has difficulties in learning to do things like other children of his age.
5. is a repeater.
6. has difficulty in seeing
7. has difficulty in hearing
8. has difficulty in talking.
9. has difficulty in moving
10. has difficulty in paying attention — daydreams.
11. is extremely bright.
12. has sometimes fits.
13. is clumsy and often bumps into things.
15. \_\_\_\_\_

This screening exercise can then be followed up by available specialists and can form a rather good basis for further planning.