

Inclusive Education: From selective to inclusive systems through CBR

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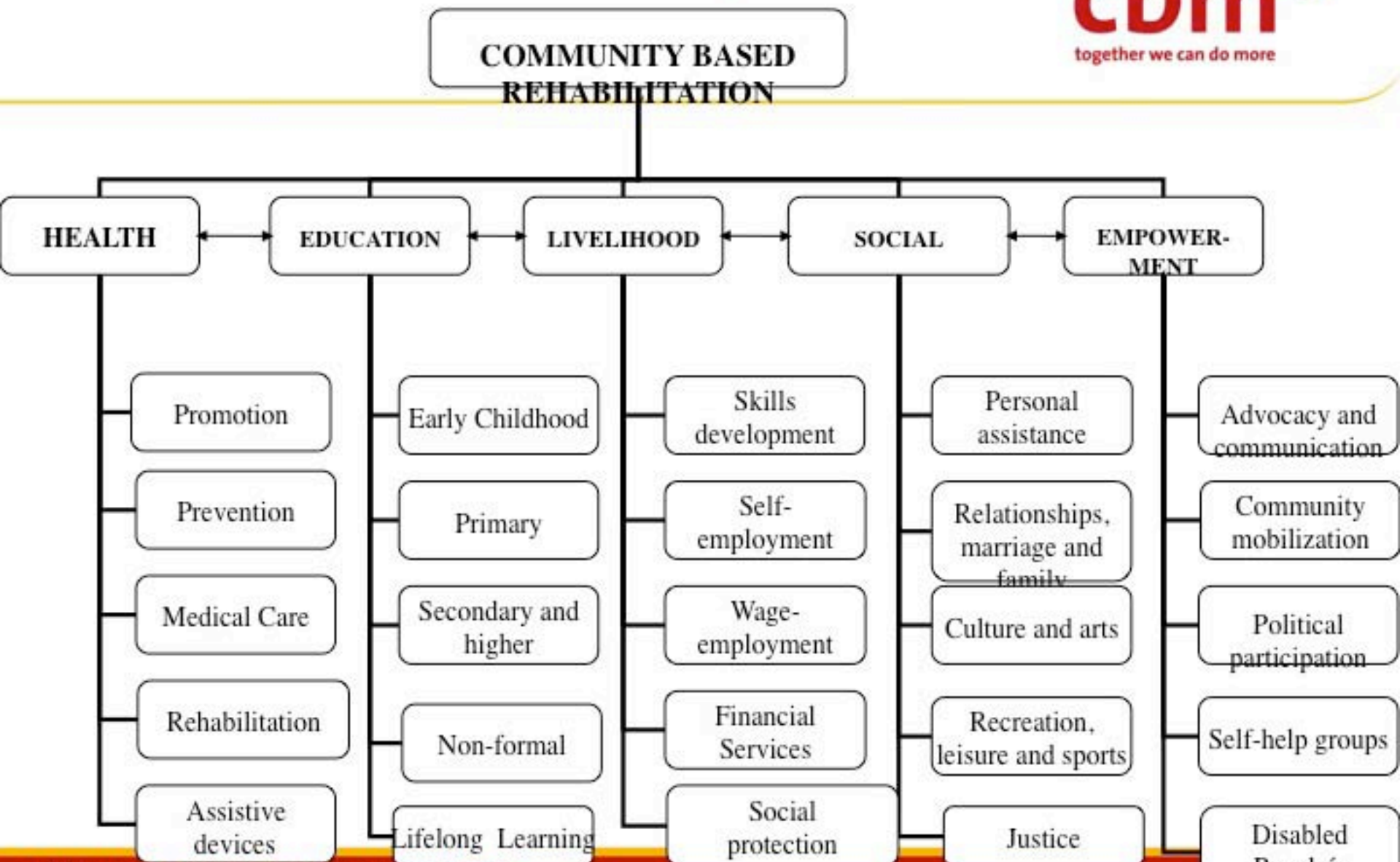
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Access to quality education
is the key for social
integration and the identity
of citizens

(Gordon Porter, Managua Nicaragua 1997)

Aim: Inclusive Development – Inclusive Society

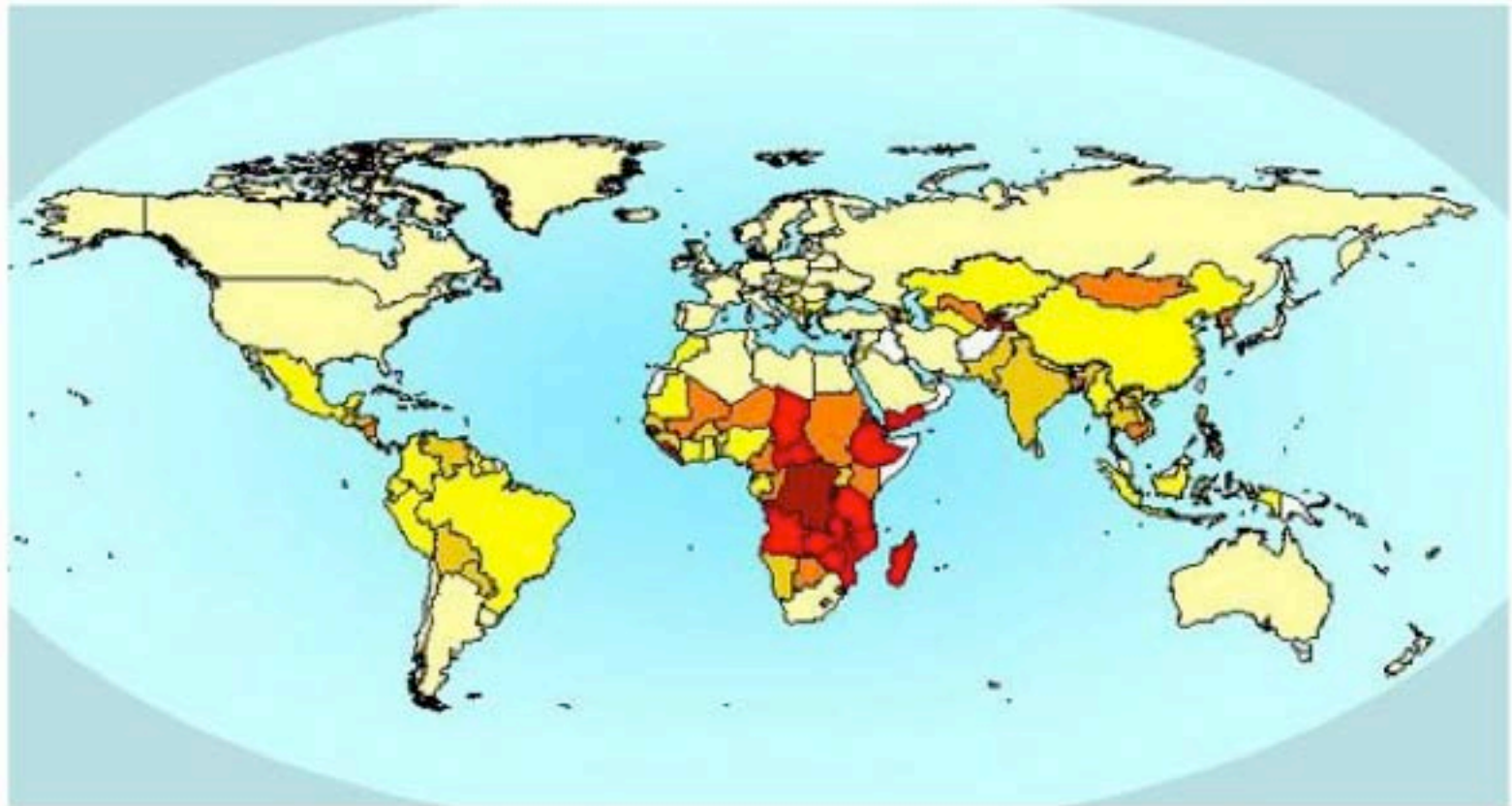


NICARAGUA/CENTRAL AMERICA

130.000 km², population 6,000,000



2nd poorest country in the western hemisphere,
50 % of population live in poverty
10.3 % of the population are persons with
disabilities of which 44% never entered school.



CBR support to schools: a better learning for all



Inclusive education starts in pre-school

- Early detection system
- Coordination with other institutions
- Home based early education (parents)
- Detection of children with learning needs in pre-schools
- Referral system to specialized attention if needed



Awareness training with community members



Parent's organization Los Pipitos support Inclusive Education



COMMUNITY BASED PARTICIPATION



- Start from life reality of the students
- Family and community members accompany participation in school
- Persons with disability actively participating in Inclusive Learning Settings (role model)
- A Bottom up strategy through learning

REQUISITS FOR INCLUSIVE EDUCATION

- Neighborhood school
- Children of the same age
- Obtain necessary support
- Adequate equipment (community resources)
- **TEACHER TRAINING**

DIVERSITY IS AN ADVANTAGE

- Teamwork (everybody contributes)
- Diverse communication
- Cultural diversity
- Learning to adapt and share

El Salvador: teachers work in teams



- + developing individual programs (with parents, community workers and learners)
- + referrals for specialized attention
- + supporting classroom and communication adaptations
- + organizing support in the classroom with the community
- + resolving problems with school intern resources

Inclusive Learning friendly environments



- Safe and welcoming environments (non-violence, gender awareness)
- Cooperative skills (share and help)
- Face to face interaction (seat order!)
- Homogeneous and heterogeneous groups
- Individual accountability

Child to child support Santo
Tomas, El Salvador



Individualized Curriculum Adaptations



SAME ACTIVITY, BUT ADAPTED

- Instructions
- Form of presentation of information
- Material we use
- Difficulty degree
- Form of evaluation
- Opportunities to practice
- Time table of assistance
- Physical assistance direct or indirect

Adapted Materials for a learner with CP



Growing Number of children with disabilities in schools create change of paradigms



Rural settings no finances but raised awareness creates local solutions



WE CANNOT WAIT FOR PERFECT SYSTEMS



- INICIATION
- IMPLEMENTATION
- INSTITUTIONALIZATION

LET'S START TODAY

GRACIAS

