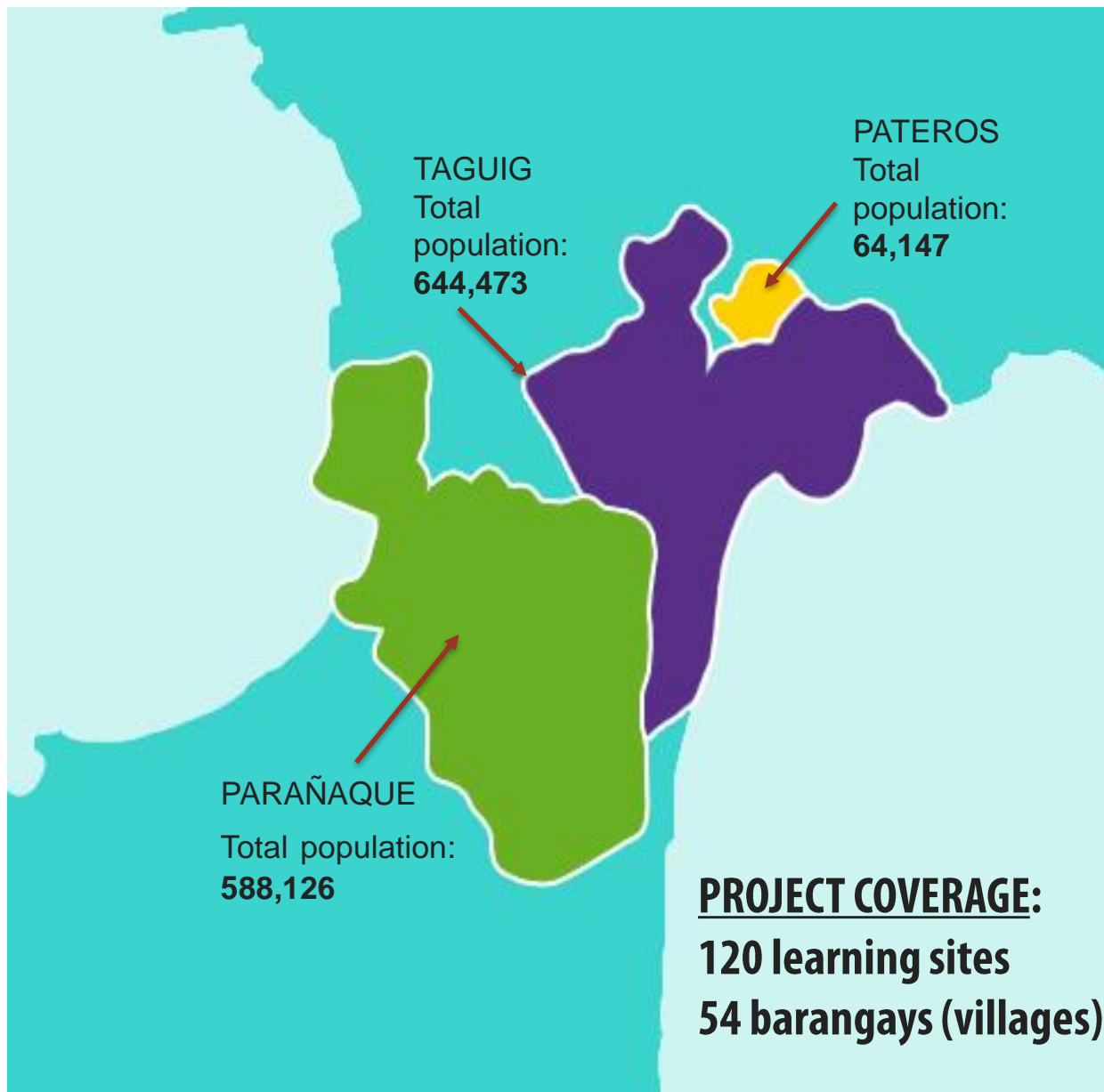




**Save the Children**



This is an initiative of Save the Children to contribute in the achievement of global and national goals of Sustainable Development (SDG 4), by providing quality inclusive education and ensuring that the most disadvantaged children, girls and boys, have an equal opportunity to learn



# A Study of Whether and How Children with Disabilities are Included in Classrooms



# Study Objectives

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1. Gather evidence on the effects and/or emerging impact of KASALI's project model for advocacy
2. Pinpoint areas for further design improvements
3. Develop strategies for project sustainability within the government systems
4. Identify how the project strategies and approaches can be integrated in the Save the Children Philippines' programming in early childhood and basic education.

# Scope and Limitations of the Study

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- ❑ 6 ECCD Centers and 6 Schools in Metro Manila
- ❑ Mixed research method with classroom observations
- ❑ KII, FGD with teachers, parents, school heads, LGU Officials, DepEd Officials
- ❑ Focus on children with *different* disabilities
- ❑ Conduct of Study: June 2017 – January 2018
- ❑ Children were not interviewed, and hence were not directly part of the study.
- ❑ School principals selected which teachers to observe



# Multi-Stakeholder Participation



Save the Children

# Inclusion Defined

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Inclusion is a **process** of addressing and **responding to the diversity of needs of all** children, youth, and adults through increasing participation in learning, cultures and communities.

Inclusive education is based on the fact that **national education systems and schools are responsible for all children**. The universal right to education means that it is the education system's responsibility to adapt to the child, and not the child's responsibility to adapt to the education system.



# Research Agenda: Index for Inclusion

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**The three dimensions  
of the *Index***



# Research Questions

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## Inclusive School/Classroom Practices

1. What IE training content and strategies are being used in KASALI-assisted schools? To what extent are these strategies being used effectively? To what extent are these strategies used by non-trained teachers? How do teacher strategies differ in regular and SPED classrooms? What types of classroom inclusion strategies (SPED or regular) facilitate better participation and learning of children with disabilities?
2. For those teachers observed to be using IE instruction strategies well, what enabling factors (IE-related and otherwise) assist teachers in applying positive classroom practices? For those teachers observed to still be sticking to more traditional or less effective instructional strategies, what gaps or barriers exist to their adoption of improved practices?

# Research Questions

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## Inclusive Culture

3. What emerging positive effect/s in terms of knowledge, attitudes (and practices, if there are) towards disability and inclusion are reported by children, parents and teachers as brought about by project interventions? How does the project contribute towards increased knowledge on issues of inclusion for children with disability among school children, parents and teachers/education personnel? How do these trickle down to attitudes and to a certain extent, negative/positive practices towards children with disabilities?

# Research Questions

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## School and LGU systems

4. What IE content and strategies are being used in local government units? Up to what extent are these strategies being used effectively? (I.e. mapping out of children with disability, multi-stakeholdership planning, inclusion of disability lens in school and LGU planning processes)
5. How do these strategies contribute towards improvement in education service delivery for schools and local governments? Increased budgets for children with disability?

# Findings

## Inclusive School/Classroom Practices



# Findings

## *Help teachers employ positive classroom practices*

- ❑ Broadening perspectives regarding situations in the classroom
- ❑ A capacity to come to terms with the idea of disability
- ❑ Buying into the idea of inclusion
- ❑ Teacher's awareness of cultivating self-esteem
- ❑ A disposition to protect learners
- ❑ Greater confidence in one's capacity
- ❑ Greater knowledge





# Findings

## *Barriers impeding adoption of more effective teacher practices*



# Findings

## *Barriers impeding (or interfering with) adoption*

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- ☐ Insufficient appropriation of IE
- ☐ Inability or lack of effectiveness in operationalizing an inclusive approach to education
- ☐ Teachers' lack of knowledge or proficiency in sign language
- ☐ Not creating safe learning environments
- ☐ Inappropriate student group size
- ☐ Poor classroom management manifested through inadequate pacing
- ☐ Inadequate use of materials
- ☐ Lack of instructional dialogue

# Findings

## Inclusive Culture





# Mixed cultural mindsets pertaining to children with disability

## Social discrimination



# **Parental views and attitudes on children with disabilities' educational experience**

## **Attitudes associated with mainstreaming**



## Attitudes related to positive discipline

## Changing views on children with disability





# Findings

## Schools and Local Government Unit Systems

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**Barangay mandates**

**Mapping of children**

**Institutional functions**



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**Provision of materials and services**

**Developing a disability lens**

**Deficient infrastructure**

**Promising policy-related efforts**

**Budget issues**



# Recommendations

- ☐ Program Implementation
- ☐ School-wide level initiatives
- ☐ Political and Economic Sphere



international responsive National  
complement implemented infrastructure  
Commitment  
highest evidence-based already  
Affairs inter-institutional responsibility schools  
becoming Friendly exercise academia guarantee CFCG  
Organizations strengthen Governance Rights  
Republic council beneficiaries private exclusion practices Care  
without 27th assessments capitalizing active  
Social discussions central know initiative ultimate persons establish  
issues Department counter e.g. civil synergies mandates supposed levels compliance  
Welfare including political established  
systems Act effective agencies Consider  
Efficient focus delineation service voice ensure Barangay  
October funding policy protection following separate reserve  
Childhood  
ECCD  
make treatments institutional child  
system members diagnostic Pledge adequate Early  
Intervention  
advance children resources means delivery Council  
Local children resources means delivery Council  
Continue Development allied sector making data efforts  
planning particular DPOs society multi-stakeholder authority good classrooms  
national respond organizations government carried preventive  
standards Commission partnerships budgets monitoring  
participants Education decisions  
Disability Government framework

# Recommendations

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- ☐ **Continue advocacy efforts to strengthen legal and political framework to ensure compliance with international and national standards.**
- ☐ **Push for inter-institutional planning and collaboration and for multi-stakeholdership collaboration**
- ☐ Scale up KASALI trainings to teachers/education personnel, principals, parents, caregivers, community development workers, facilitators, and local and regional, and national government officials to reach untapped areas (both urban and rural).
- ☐ Push for effective monitoring systems to oversee IE, including both preventive and responsive service delivery
- ☐ Push for children becoming active participants and members of governing bodies potentially counter exclusion of children from central discussions on issues pertaining to them, and where they are supposed to be the ultimate beneficiaries.

