

Inclusive Education and Disability in the Global South

Leda Kamenopoulou
Editor

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*This book is dedicated to my family,
especially:
yiayia Georgia,
Marina, Kostis,
Marcelo, Elektra,
and Leonardo!
Leda K.*

PREFACE

I am honoured that I was given the opportunity to write this preface and to point out the importance of this book. This book makes a significant contribution to today's debates on inclusion in a school for all and in the development of global perspectives on inclusion, based on research-informed knowledge. Safeguarding all children's right to education and including them in the mainstream school is the key challenge faced by today's schools around the world. This book is timely because it reflects and highlights factors that facilitate or hinder education in a school for all within very different contexts.

According to UNESCO's vision, access to education for all should be a human right and a goal in education policy for all countries. However, many contexts still have a long way to go in terms of reaching this goal, especially the global South countries covered in the four chapters (Chaps. 2–5) of this book that present research from Malaysia, Buthan, Philippines and Belize. Hence this book addresses current issues and themes related to the realisation of the vision of inclusive education as seen from a global South perspective, on which very little is known. The introductory chapter (Chap. 1) and the final chapter (Chap. 6) address generic and comprehensive issues that are relevant and important in all countries' efforts to develop inclusive education.

Chapter 1 is central to the inclusion debate, giving the overview of key terms like 'inclusion' and 'disability' and 'inclusive education' and 'special education'. Key perspectives related to disabilities and inclusion are highlighted to form the basis of the content of Chaps. 2 to 5 representing some experiences and practices of the global South. Chapter 2, which

focuses on the interaction of deafness and ethnicity in the process of identity development, addresses a very important topic in work involving inclusion of students with special needs, which is how deaf people develop their identity and what factors and experiences help shape their identity. In line with previous research, the main findings of the chapter are that disability status means more than ethnicity in the development of identity within the Malaysian context. Awareness of these findings can provide deeper insight to different pupils' needs and a better understanding of how to develop inclusive practices. Chapter 3 discusses the perceptions of teachers about disabilities and inclusion in Bhutan and indicates how lack of knowledge as well as inaccurate perceptions of disabilities, may shape negative attitudes that do not promote inclusion. In the debate about pathological perspectives within the special education field it is important to reflect on how different understandings of disability influence attitudes and behaviours towards inclusion. Therefore this chapter provides important information that will help professionals to reflect on how to meet similar barriers. Chapter 4 regards the differentiated strategies that teachers use in the Philippines in order to assess pupils with disabilities as a basis for adapting teaching to individual needs. The chapter offers insight to different assessment strategies for all children and will help teachers to improve their practice with respect to all pupils with and without disabilities. Chapter 5 presents the perspectives of teachers in Belize, who work with visual impairment and blindness in mainstream schools, and offers useful examples of different teaching strategies that allow teachers to include visually impaired and blind pupils. Chapter 6 draws the thread and connections between Chaps. 2–5. The strength of this chapter is the comprehensive framework developed by the author, in order to theorise inclusive education within global South contexts, and provides a helpful way of systematising and understanding different aspects and topics within the wider inclusion debate. Finally, it is relevant to note that although all chapters are important to read in order to understand the book in its wholeness, it is also possible nevertheless to read Chaps. 2–5 separately since they are written independently and each focuses on a different research project, undertaken within a particular global South context.

I highly recommend this book to practitioners, researchers and students in higher education in the field of inclusion.

Professor of Special Education and Inclusion
University of Oslo, Norway
September 2017

Jorun Buli-Holmberg

ACKNOWLEDGEMENTS

Exactly 5 years ago, I was embarking on an adventure that was destined to shape my research interests and work profoundly, by becoming the lead academic coordinator of the Erasmus Mundus Master's degree in Special and Inclusive Education (EMSIE). This postgraduate programme for teachers and other education professionals was unique in many ways, but mainly because it was the first of its kind (i.e. on the subject of inclusive and special education) to be offered jointly by three different European universities, i.e. the University of Roehampton, where I am based, and the Universities of Oslo in Norway and Charles in the Czech Republic. The project was funded by the European Union's Education, Audio-visual and Culture Executive Agency (EACEA) for five years and ran between 2011 and 2016, thus providing the opportunity to five selected cohorts of students from around the globe to deepen their knowledge on inclusive education and special educational needs whilst living and studying in three different European countries over the course of sixteen months.

The aim of EMSIE was to support professionals from anywhere in the world, especially those from countries of the global South, to further their knowledge and develop skills that would enable them to implement inclusive education in practice within their contexts in sustainable ways. The response we had from potential students took us aback: for every place available we received 20 times more applications. Whilst painstakingly reading every single one of the hundreds of applications we received over the course of the programme, each year it became clearer to me that there is great need for more programmes like EMSIE, because the sad reality is that teachers in many countries around the world still lack

opportunities for any type of further professional development relevant to inclusive education.

During those five years, in my capacity as the academic coordinator of this multifaceted project, I enjoyed meeting and collaborating with excellent colleagues from other Universities, but what I mostly enjoyed was the untainted enthusiasm, genuine passion and desire to make a real change that I saw in my students, who are contributors to this book. *I would like to warmly thank all of them* not only for their excellent contributions, but also for being an endless source of positive energy and motivation during the writing and editing of this book. I decided to create this book in order to honour their enthusiasm by disseminating some of the best examples of research projects in which I have been involved as the academic coordinator of EMSIE. Each chapter of this book presents a research study that is both first class and ground breaking, and adds some important new knowledge on topics and contexts that have remained so far unexplored in the field of inclusive education and disability.

I am confident that readers will find this book timely, useful and enjoyable!

London
August 2017

Leda Kamenopoulou

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LIST OF ACRONYMS AND ABBREVIATIONS

BCVI	Belize Council for the Visually Impaired
BIM	Bahasa Isyarat Malaysia (Malaysian Sign Language)
BSL	British Sign Language
CBR	Community Based Rehabilitation
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
DepEd	Department of Education
EACEA	Education, Audiovisual and Culture Executive Agency
EFA	Education for All
EMSIE	Erasmus Mundus Master's in Special and Inclusive Education
FCM	Federal Constitution of Malaysia
FSD	Federation School for the Deaf
GEM	Global Education Monitoring Report
GNH	Gross National Happiness
ICIDH	International Classification of Impairments, Disabilities and Handicaps
IDRM	International Disability Rights Monitor
IEP	Individual Education Plan
IRO	Itinerant Resource Officer
IYDP	International Year of Disabled Persons
KTBM	Kod Tangan Bahasa Malaysia (Manually Coded Malay)
MFD	Malaysian Federation of the Deaf
MoE/MOE	Ministry of Education
NaRCIE	National Resource Centre for Inclusive Education
NZSL	New Zealand Sign Language

OMS	Orientation and Mobility Skills
PDA	Penang Deaf Association
ROP	Retinopathy of Prematurity
SDG	Sustainable Development Goals
SEN	Special Educational Need
SEU	Special Education Unit
UKM	Universiti Kebangsaan Malaysia
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
US	United States
VI	Visual Impairment
WHO	World Health Organisation
ZPD	Zone of Proximal Development

NOTES ON CONTRIBUTORS

Joycelyn Nair Azueta worked as a secondary Science teacher for seven years in Belize. In 2015, she received an Erasmus Mundus Scholarship and undertook the MA/Mgr. in Special and Inclusive Education in London, Oslo, and Prague. The focus of her dissertation thesis was on Belize teachers' perspectives about teaching visually impaired students in mainstream schools. She is currently working on developing inclusive strategies that can be realistically implemented in her country and she intends to pursue a doctorate on inclusive education in the near future.

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Rolando Jr. C. Villamero is an Expert on a Mission on Inclusive Education at UNICEF Kenya and an International Fellow of Joseph P Kennedy Jr Foundation. A teacher by profession, he has 10 years experience working on inclusive education for children with disabilities in developing countries, specifically on the aspects of teacher training, differentiated instruction, and community mobilisation. He spearheaded, for example, community-based initiatives in the Philippines such as the Inclusion Caravan, which trained almost 10,000 pre-service teachers on inclusive education strategies.

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