Global Inclusive Education Standard

Contents

Global Inclusive Education Standard (Slide 1)

Karen McCall, M.Ed.

Karlen Communications

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Title Slide Image Acknowledgement (Slide 2)
The image on the title slide is of a group of children with and without disabilities. The image is from the website Orientación Andújar.

Remember 2009? (Slide 3)
I first raised this issue in a discussion paper about the Accessibility for Ontarians with Disabilities Act and proposed significant changes to the proposed Integrated Accessibility Standards Regulations:

Information Communications, Employment, Transportation, Open Spaces.

If we don't begin global education reform toward inclusive education where we mandate the procurement of accessible learning tools, prevent the individual teachers from using "I found this on the Internet" tools and mandating that anything produced in any learning environment must be accessible, then:

We will continue to graduate employees that will require education from companies that must meet legislative standards for inclusion.

Everyone is at a Disadvantage! (Slide 4)
We perpetuate accommodated for and integrated education which keeps those of us with disabilities on the periphery of society.

Accommodation is the norm instead of the exception.

ALL students graduate without the skills they need to succeed in a competitive global economy.

What this does is shift the "cost" of inclusive design and inclusive communities to the corporate sector instead of in primary, secondary and tertiary education.

Check the Data (Slide 5)

Modest estimates of 1 Billion people with disabilities in the world.

Estimates are anywhere from 1 in 7 to 1 in 4 people have disabilities.

Estimates of seniors age 55-64 are 2 in 5 have disabilities.

For seniors 65+ the estimates are 1 in 2 have a disability.

In the US, 79 BILLION $$$$$ are spent on ICT per YEAR!

Access Board presentation to the Zero Project Conference 2016.

This does not include the billions of $$$ spent on textbooks and course packs.

We have the purchasing power.

What are we waiting for?

Income Based Benefits of Education (Slide 6)

For every 1 year spent in school, the potential income goes up by 10%.

Currently this is not true for those of us with disabilities.

Figure 1 Person who is blind chairing a meeting; (image from the association Katyusha (a support group for parents with disabilities)

Global Strategies (Slide 7)

Access Board, other countries and European Norm have been meeting to discuss global harmonization of standards of accessibility.

The best way to ensure inclusive communities is to mandate the procurement of eAccessible only products and services.

Encourages competition and innovation.

We have globally moved from a medical model and social model of disability to a human rights model of disability.

1/3 of countries that ratified the UN Convention on the Rights of Persons with Disabilities DO NOT have stringent procurement strategies or legislation to ensure the inclusion of those of us with disabilities (all from the Zero Project Conference 2016)

Sustainable Development Goals or SDG's (Slide 8)
United Nations SDG's that are to eradicate poverty, improve access to education and employment. There are 17 goals.

What are the SDG's? (Slide 9)
- End poverty
- End Hunger
- Ensure Healthy lives and well-being for all at all ages
- Ensure inclusive and equitable quality education
- Ensure gender equality and empower all women and girls
- Ensure availability and sustainable management of water and sanitation for all
- Ensure access to affordable, reliable, sustainable modern energy for all
- Promote sustainable inclusive economic growth
- Build resilient infrastructure, inclusive & sustainable industrialization
- Reduce inequality in and among countries

SDG's (continued) (Slide 10)
- Make cities and human development inclusive
- Ensure consistent consumption and production patterns
- Take urgent action to combat climate change and it's impact
- Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Protect, restore and promote sustainable use terrestrial ecosystems sustainably manage forests, combat desertification, halt land degradation
- Promote peaceful and inclusive societies for sustainable development
- Strengthen the means of implementation and vitalize the global partnerships for sustainable development

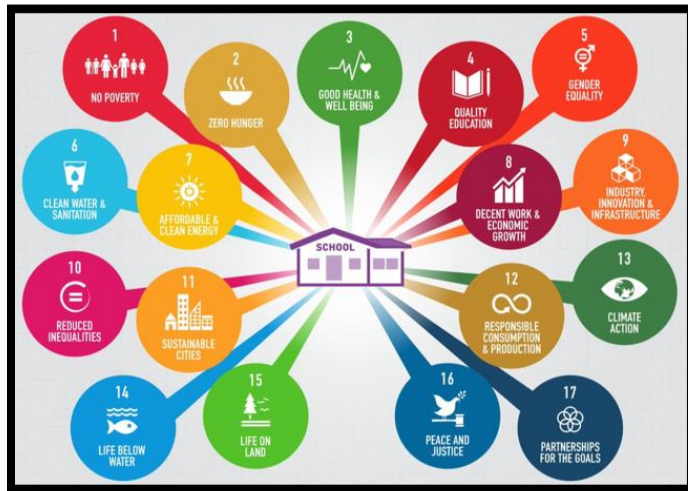## Education is at the Core of the SDG's (Slide 11)

Figure 2 Education is at the core of the Sustainable Development Goals.

Human Rights Model of Disability (Slide 12)

As we move into the era of a human rights model of disability, (Marcia Rioux) inclusive education has become the goal of many advocates and international organizations, including the United Nations. Goal 4.5 of the Post 2015 Sustainable Development Goals (SDGs) stipulates that we must: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Importance of First 5 SDG's (Slide 13)

1. End poverty
2. End Hunger
3. Ensure Healthy lives and well-being for all at all ages
4. Ensure inclusive and equitable quality education
5. Ensure gender equality and empower all women and girls

How will we accomplish even the first 5 Sustainable Development Goals by 2030 without creating a global inclusive education standard that includes those of us with disabilities?

We can talk about educating women and girls but we MUST talk about educating women and girls with disabilities!

MUST also include men and boys with disabilities! (Slide 14)

Article 24 of the CRPD – Education

States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

Enabling persons with disabilities to participate effectively in a free society.

In realizing this right, States Parties shall ensure that:

Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

Achieving Inclusive Education (Slide 15)
How can someone with a disability think of themselves as anything BUT "disabled" when throughout their academic career they are "accommodated for" and integrated into" and "mainstreamed into" what is considered to be a "normal" or "regular" learning environment.

The language we use precludes inclusion and promotes "segregated inclusion" of those of us with disabilities.

We cannot help but think of ourselves as being "disabled" first and a person second.

The Legacy of Mainstreaming (Slide 16)
The language we use around disability and "mainstreaming" is important to those of us with disabilities. "Inclusion" must be the result.

Is Ratification of the CRPD Reforming Education? (Slide 17)
Even in countries that have ratified the UN Convention on the Rights of People with Disabilities (CRPD) (UN Enable, 2015), the model of education for those of us with disabilities is one of being accommodated for, integrated into and mainstreamed into what is usually described as a regular or normal classroom (Harman, n.d.).
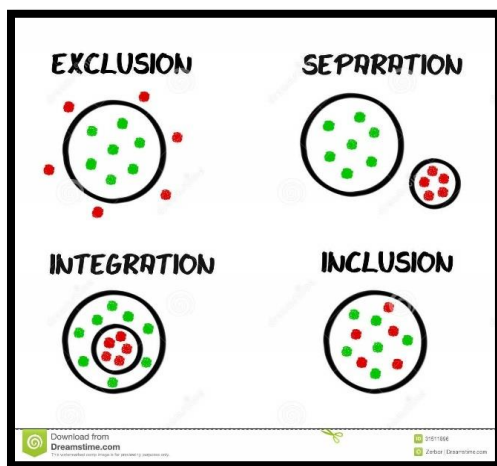

Figure 3 Integration 🔎 Inclusion ✔ Exclusion Separation Royalty Free Stock Image ...

Perpetuating "Inclusive Segregation" (Slide 18)

This approach to education perpetuates the systemic discriminatory position that those of us with disabilities are somehow broken, in need of fixing and somewhat tolerated within our communities and the learning ecosystem.

We are often plunked into learning environments that are ill prepared for interaction with those of us with disabilities and lacking technology and technology supports needed to be successful in learning opportunities.

This is primarily due to funding cuts, large class sizes   and lack of standard teacher training that includes an understanding of technology used by people with disabilities, multimodal teaching and that the learning environment is composed of a diverse student population. It is also influenced by the lack of teachers with disabilities representative of the global percentage of the population of those of us with disabilities.

Mainstreaming Denies Our Voices (Slide 19)

The continued use of the terms accommodation, integration and mainstreaming denies the voices and experiences of those of us with disabilities who survived early implementations of that model and who continue to face barriers to learning from an archaic theory of how those of us with disabilities are to interact with the education ecosystem, our communities, employers and the global community.

Of these, the continued use of the term "mainstreaming" is the most offensive.

Often used by people who were not "mainstreamed", the term is "enjoying" a resurgence related to those of us with disabilities.

Nothing Without Us! (Slide 20)

This began a few years ago as "Nothing About Us Without Us" and in 2015, as the Oslo Summit on Inclusive Education, it became "Nothing Without Us."

This was reinforced at the UN States Parties Conference on the convention of the Rights of Persons with Disabilities in June 2015.

This idea is furthered in the Incheon Strategy to implement the CRPD.

The strategic planning document provides a mandate to "Make the Right Real."

http://www.unescapsdd.org/publications/incheon-strategy

Technology and Learning (Slide 21)

Is technology the solution for inclusive education?

Technology as Panacea? (Slide 22)

One of the common elements of inclusive education advocated for is the increased use of technology as a primary component of inclusive education.

The increased use of or dependence on technology is not going to change or eliminate the systemic barriers to our ability to define ourselves as other than having a disability.

Technology is a tool, not a panacea.

Even among those in developing countries who advocate for the increased use of technology admit that data costs and connectivity costs often prevent the use of technology effectively by those of us with disabilities.

"ABC Mouse" in the Classroom (Slide 23)
Now advertising on TV to help your child get a head start in pre-school, use this digital interactive learning environment.

Now being promoted as a classroom tool to help "all students" and become part of the general curriculum.

What are the children with disabilities supposed to do?

Alternate activities?

Reading time?

Quiet time?

How can we offer students without disabilities a full spectrum of learning opportunities and deny those same opportunities to students with disabilities?

ABCmouse website.: https://www.abcmouse.com/

MOOC's as Barriers to Inclusion (Slide 24)
One of the advantages of MOOC's (Massive Online Open Courses) are that they may fulfill the promise of learning anywhere, anytime or by anyone. Anyone who doesn't have a disability that is.

When we consider the implementation of a MOOC where the course is offered in one country, the Learning Management System (LMS) was developed in another country, the academic institution is in another country and the instructor is in yet another country, we begin to identify the barriers to learning when the standards for both accessibility and education differ from country to country.

We can imagine the different and disparate implementations of the CRPD (Convention on the Rights of Persons with Disabilities) and human rights law as we move toward more global education opportunities.

Technology Barriers (slide 25)
Aside from the obvious barrier to using technology that tools used in learning environments are not accessible, there are systemic barriers to using technology.

For example, in Ontario Canada if a student gets technology through an IEP, the student is often not allowed to take that equipment home due to insurance limitations.

Sometimes parents can get riders to their home insurance…IF they have home insurance.

This means that students with disabilities are given tools at school but cannot do homework, research projects or access information sent to them via school portals when off of school property.

Inequity in Access to Education (Slide 26)

There are countries in the world where those of us with disabilities are denied access to education and learning opportunities (Grech, 2014).

The use of technology is not going to assist in eliminating systemic barriers. Technology is a tool equal to a pencil, paper, book or slate. It can be used to facilitate access to content, but it cannot prevent isolation or discrimination within a learning ecosystem or global community.

Even in situations where technology is available, it may be so different from normal technology that students with disabilities will not use it. This is especially true in secondary education where fitting in is important.

We at least need a baseline defining global education and a basic role that technology might play in order to begin working toward inclusion and acceptance as equals.

Education Reform (Slide 27)

There is a reform movement in education based on the reality of funding cuts to primary and secondary education and the need to support the student.

Inverted Learning (Slide 28)

University of Calgary, Canada:

Lectures are recorded (hopefully captioned or transcribed).

Students listen to the lectures on their own time.

Students can listen to the lecture as many times as they need in order to understand the content and concepts.

The classroom component is used for interactive learning.

Project description from a presentation by the University of Calgary at the 2016 Zero Project Conference.

Adapted or Adaptive Learning (Slide 29)

As students go through online content, the content is modified or adjusts itself based on the student's understanding of the content.

LeAP by Desire2Learn Brightspace is a good example of this type of learning assets.

It is not clear whether these assets are accessible to those of us with disabilities.

Provincial Schools (Slide 30)

In Canada we have "provincial schools" and specialized "rehabilitation" programs for those of us with severe disabilities/

Can consolidate specialists and specialized learning in one place.

Not unlike the "black schools" in Toronto.

The key is that for those of us who want to access learning opportunities that are not specialized, we have the right to do so.

More of us can attend a "regular" school than "can't."

For this reason alone, primary, secondary and tertiary learning opportunities MUST be inclusive in every way where the need for "accommodation is the exception rather than the norm.

A Global Inclusive Quality Education standard does not mean the elimination of specialized learning environments!

The Global Impact (Slide 31)

Consider countries and regions where those of us with disabilities are kept away from others.

Consider countries and regions where those of us with disabilities do not have any learning or educational opportunities.

Consider cultural environments where women and girls do not have access to learning/education – where on the cultural scale are those of us with disabilities?

As we gather and work through the creation of a global inclusive quality education standard, we set the framework for the advancement of human rights and access to learning and educational opportunities for all of us with disabilities.

WE MUST Hire Teachers with Disabilities! (Slide 32)

In academic environments "Disability Services" must meet the needs of teachers with disabilities.

We must have teachers with disabilities in positions of leadership and as role models.

Without professional role models with disabilities, the "dreams" and goals of students with disabilities will remain stifled and stagnant.

We will always identify ourselves first as someone with a disability needing accommodation and fixing rather than as someone with a skills based, knowledge and contribution to make at any level of society. (Article 24 of the CRPD).

We Must ONLY use Accessible Technology (Slide 33)

Anything used in a learning environment, MUST meet standards for accessibility.

We cannot have inaccessible tools being used in a learning environment.

79 BILLION $$$$ gives us the ability to demand standards compliance.

- For example, ANY PDF MUST be PDF/UA or ISO 14289 compliant which means that the PDF viewer/reader and the adaptive technology MUST also be PDF/UA conforming.
- Accessible word processed or presentation documents.
- Accessible media.
- Accessible web content.

NOTHING is Produced by Students that is NOT Accessible!! (Slide 34)

We have peer review, collaboration, presentations, programming code, multimedia, architecture and engineering.

NOTHING is produced by ANY student that is NOT accessible using the principles of good design and universal design.

This should be seamlessly integrated into everything a student does and produces during their education.

Inclusion will become part of who we are, and what we do instead of being just "what we say we will think about."

This will drive innovation which in turn will drive inclusion…and acceptance as well as the recognition of the human rights model of disability.

Global Inclusive Education Standard as Baseline (Slide 35)

We need a baseline standard for an inclusive global community.

There will be resistance based on gender bias, cultural tradition and other factors.

However, we cannot achieve the Sustainable Development Goals, primarily the eradication of poverty without creating a global inclusive education standard.

There is an increased emphasis on the education of women and girls.

Women and girls with disabilities are often left out of learning opportunities.

Even now in Ontario Canada, the provincial government is proposing funding cuts to education of those of us with disabilities without moving forward on education reform so that we move toward inclusive education.

Every Advancement has a Starting Point! (Slide 36)

Including from the obvious elements of an global inclusive education standard cited in this presentation, the opportunities to begin coming together as a global community and collaboration to define and implement a global inclusive education standard are limitless.

Imagine what we can accomplish if we start gathering at a table to advance this type of education reform and innovation.

As a last consideration, take a look at the video from around 2009 by Corning called a Day made of glass and imagine what that day would look like if every element was designed to be inclusive.

And think of the inaccessibility of the video itself.

https://www.youtube.com/watch?v=6Cf7IL_eZ38

Resources (Slide 37)

The following resources are available through the links provided.

UN Sustainable Development Goals (Slide 38)

UN Sustainable Development Goals:

https://sustainabledevelopment.un.org/index.php?menu=1300

UN Enable:, the Sustainable Development Goals

http://www.un.org/disabilities/default.asp?id=1618

UN Enable, the Convention on the Rights of Persons with Disabilities

http://www.un.org/disabilities/default.asp?navid=15&pid=150

Zero Project 2016 Report on Inclusive Education (Slide 39)

Inclusive Education Report:

http://zeroproject.org/wp-content/uploads/2016/02/ZeroProjectReport_2016_barrierfree.pdf

Independent living and Political Participation (2015)

http://zeroproject.org/wp-content/uploads/2015/03/ZP-Report_Barrierfree.pdf

Accessibility (2014)

http://zeroproject.org/wp-content/uploads/2013/12/ZERO-PROJECT-REPORT-2014.pdf

Employment (2013)

http://zeroproject.org/wp-content/uploads/2013/12/Zero-Report_e_-2013.pdf

UN Enable (Slide 40)

Convention on the Rights of Persons with Disabilities:

https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

English version - https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html

Conference of States Parties to the Convention on the Rights of Persons with Disabilities.

https://www.un.org/development/desa/disabilities/conference-of-states-parties-to-the-convention-on-the-rights-of-persons-with-disabilities-2.html

Image on Slides 9 (Slide 41)

The image on slide 9 comes from Twitter and has been repeatedly posted by various organizations.

There is a good article on the SDG's and disability: "New Resources on Agenda 2030 and the CRPD, from CBM International.

http://www.cbm.org/New-resources-on-Agenda-2030-and-the-CRPD-501728.php?utm_content=buffer850b7&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Other Resources (Slide 42)

The Commonwealth, Education Hub, Education and the SDG's:

https://www.thecommonwealth-educationhub.net/practice-centre/find-tools-and-resources/education-and-the-sdgs/

Tests of Success for SDG's – this is an untagged PDF that tries to force you to view the document in full screen mode. If you are using Acrobat Pro DC or Reader DC you might get a message giving you the option not to do this. I'm not sure if you get this option in previous versions of Adobe applications or other PDF viewers/readers:

http://www.stakeholderforum.org/fileadmin/files/SDGsTestsOfsuccess.pdf

Another example of inaccessible content and a lack of understanding of accessibility.

Contact! (Slide 43)

Karen McCall, M.Ed.

Karlen Communications

info@karlencommunications.com

http://www.karlencommunications.com

@KarlenInfo

Karen McCall provides consulting and training on accessible document design (Word, PowerPoint, Excel and PDF).