

Girls, Disabilities and School Education in the East Asia Pacific Region



Draft Working Discussion Paper Prepared by

David Clarke

Jennifer Sawyer

May 2014

Acknowledgements

Girls, Disabilities and School Education in the East Asia Pacific Region: A scoping study of the Issues is released as an e-publication with the support, advice and inputs of many individuals and organizations of the East Asia Pacific UN Girls' Education Initiative (EAP UNGEI). We are indebted to the authors David Clarke and Jennifer Sawyer who worked to gather information and data and draft this working discussion paper. Our appreciation also goes out to Chemba Raghavan, Min Bista, Jessica Aumann, Stefan Bengtsson, Beverly Jones, Alienor Salmon and Anna Richardson for their contributions, review and editing of this report. To all those too many to name who have helped make this a better publication, the East Asia Pacific UNGEI extends its grateful thanks.

Disclaimer

Opinions expressed in this paper are the personal thinking of the contributors and do not necessarily reflect the policies or views of UNGEI or any other organization involved or named in this publication. The text has not been edited to official publication standards and UNGEI and partner organizations accept no responsibility for errors.

Contents

Acknowledgements2

Chapter 1: Introduction.....4

Chapter 2: The challenge of educating girls with disabilities7

Chapter 3: Background.....9

Chapter 4: International response and framework.....28

Chapter 5: Data - overview of current situation in the region35

Chapter 6: Data – information by country48

Chapter 7: Ways forward and recommendations.....61

Bibliography.....75

Annex 1: ESCAP member states in Asia Pacific region and the CRPD89

DRAFT

Chapter 1: Introduction

1.1 Background to the paper

The United Nations Girls' Education Initiative (UNGEI) is a partnership of organizations committed to narrowing the gender gap in primary and secondary education. UNGEI seeks to ensure that, by 2015, all children complete primary schooling, with girls and boys having equal access to free, quality education. Under the larger umbrella of promoting gender equality, UNGEI works for the removal of barriers to learning, such as school fees and other educational costs, and for access to education in emergency situations. It promotes strategies that give priority to the needs of the most disadvantaged, including girls and women, in education policies, plans and budgets. It also advocates for a cross-sectoral, holistic approach with balanced investment in education across the life cycle. Within this mandate, the network has recently identified four key priority areas for global advocacy. These include:

- An enhanced focus on marginalized and excluded groups;
- The reduction/elimination of school-related gender-based violence;
- Improved learning outcomes for girls; and
- An increased number of girls transitioning to secondary education and accessing post-primary opportunities.

The East Asia Pacific Regional UNGEI network (EAP UNGEI) has sought to sharpen its focus in taking forward this global advocacy agenda by prioritizing certain key groups of children in the region. Based on partner inputs, evidence from around the region, and consultations with key stakeholders, the regional network has identified the Gender Dimensions of barriers to education for children with disabilities as one such key priority area. In regional discussions on this topic, it became clear that there were limited data on the underlying gender dimensions that can frequently serve as barriers to the education of girls with disabilities. Anecdotal evidence and qualitative, verbal reports from development workers indicated that despite promising advances in including all children in education, we knew precious little concerning the underlying power structures, gender stereotypes, biases and gender based discriminatory practices against children with disabilities.

To address this issue and as a first step, EAP UNGEI decided to develop this working paper as a framework for a series of discussions in the region and offer the network itself as a platform for the joint identification of programmatic strategies for this neglected issue.

1.2 Aims of the paper

This discussion paper provides an overview of the current situation of girls, and boys, with disabilities in the East Asia Pacific region to support policy recommendations and future research and initiatives. The paper is a call to action to highlight the issue of gender equality for children with disabilities. The aims of the paper are: i) to identify the obstacles faced by girls and boys with disabilities to obtaining a quality education; ii), to make policy recommendations based on this evidence; and, iii) to stimulate further debate and research in this field.

1.3 Disability, gender and education

Disability is recognised as one of the most potent factors creating educational marginalisation for children around the world (UNESCO, 2010). With some 57 million primary-aged children out of school worldwide (UNESCO, 2013), it is estimated that up to a third of these children have some form of disability (UNESCO, 2006). The UN (2007) estimates that 98 per cent of children with disabilities in developing countries do not attend school. The inclusion of all of these children in mainstream primary schools has proved to be one of the hardest and most persistent challenges of Education for All.

Girls constitute over half the children out of school and only 30 per cent of all girls are enrolled in secondary school (UNESCO 2012b, Day of the Girl, 2012). This represents a striking number of children missing out on education. What has not been estimated is the number of girls who are not in school who have some form of disability. Clearly, this is a significant gap in our knowledge, which limits the ability to advocate for appropriate policies for universalizing primary and secondary education.

International discourse and initiatives such as Education For All (EFA) and the Millennium Development Goals (MDGs) highlight the importance of Inclusive education practices to address this shortcoming and yet, in reality, there is much work to be done in East Asia and the Pacific to translate this agenda into practice for children with disabilities. Progress is constrained by the fact that there is very limited data on education for children with disabilities, particularly in relation to gender. The lack of a universal framework by which to identify disability in children is exacerbated by the lack of a comprehensive definition of disability. Lower income countries currently have less comprehensive frameworks and financing to provide data on disability in general and education for children with disabilities in particular. The most comprehensive data are to be found in OECD countries, and these can provide opportunities for sharing knowledge and lessons learned.

The socio-economic development occurring in the East Asia Pacific region is promising for enabling improvements in data collection but the limited information available at present largely has not been disaggregated by sex or other variables. Thus, there is a pressing need for quality research on education for children with disabilities that employs in-depth gender analyses.

Much of the analysis of education for children with disabilities lacks a gender perspective while much of the discussion of gender equality in education overlooks the added problems faced by children with disabilities. Disabled girls are among the world's most marginalised sectors of society and yet their needs, and the double discrimination they face, has largely been neglected in education discourse and practice to date. Girls and boys with disabilities are likely to experience marginalisation differently; it is important that education discourse comes to recognise and address this. For example, research suggests boys are more vulnerable to trauma and illness and are more likely to have special education needs. Funding in special needs education also appears to be channelled more readily to boys, leaving girls facing greater difficulties in accessing education services and resources.

The Incheon Strategy (2012) to 'Make the Right Real' for Persons with Disabilities in Asia and the Pacific stipulates the need to expand early intervention and education for children with disabilities. This recognition provides an opportunity to develop a clearer focus on disabilities in the education sector in the region in the run up to the post-2015 agenda. However, attaining the goal of early intervention and education for children with disabilities requires a substantial initial investment in research to obtain a clearer situational analysis at the regional and country levels. A gender lens will be essential in this undertaking in order to highlight particular power structures, relational dynamics and decision processes within a community, and to spotlight the specific and unique needs of both girls and boys.

Chapter 2: The challenge of educating girls with disabilities

2.1 Problem Statement

Research on Education for All (EFA) suggests that girls with disabilities are one of the most marginalized groups of children when it comes to educational opportunity at all levels (Rouso, 2003). They are among the children least likely to enrol in and complete a basic education; their rights to education and to non-discrimination are all too often denied. They have been largely invisible in the discourse of EFA and are mostly unrecorded in national education statistics. This discussion paper will seek to put the issue on the regional and national education agenda in the East Asia and the Pacific region.

The challenge of educating girls with disabilities is inextricably linked with the education of boys with disabilities. To date there has been very little consideration of gender as a significant factor in policy or practice in relation to the education of children with disabilities. The lack of available data surrounding this issue demonstrates that mainstreaming has yet to take root within studies into education for children with disabilities. There has been little attention paid internationally to investigating and addressing gender issues among children with disabilities in education sector plans and the literature on girls' education seldom considers girls with disabilities. While the evidence base in this area, as well as on educating children with disabilities in general, is noticeably weak, there are sufficient data to suggest gender is a significant issue in educating children with disabilities that warrants further investigation (Rouso, 2003).

In the education mainstream, considerable progress has been made in promoting gender equality in basic education, in particular in increasing girls' enrolment in school. In the East Asia and Pacific region there have been significant advances in achieving gender parity at the primary level but large disparities remain in secondary education (UNESCO and UNICEF, 2012). Girls can now expect more years of schooling than boys with most of the growth at secondary level: 11.9 and 11.7 years respectively in 2008 (UNESCO and UIS, 2010). Nonetheless, it is recognized that progress has been uneven both between and within countries and there remains a need to institutionalise the mainstreaming of gender in education systems (UNICEF and UNGEI, 2009). What is more, gender parity in education says little about the experienced reality of girls and boys in schools; whilst parity in attendance is an important step forward, there are many mechanisms at work to marginalise girls, and sometimes boys, within schools and families. It is probable that this is even more marked for children with disabilities.

Next steps need to explore this field further to provide more information on the lived experiences of girls and boys with disabilities in schools, and should involve introducing gender mainstreaming in education for children with disabilities in both policy and programming. Gender mainstreaming within disability policy would require ensuring the distinct needs of girls and boys with disabilities are adequately addressed so all children benefit equally and inequalities are not perpetuated. Disability policy needs to reflect the different lived experiences of boys and girls created by the intersection of gender and disability.

2.2 Aims and objectives

The aim of this discussion paper is to provide a preliminary scoping of the situation of education for children with disabilities in the region and the role that gender plays within this context. The objective is to identify the specific obstacles faced by girls and boys with disabilities to obtaining a quality education. Within this, greater focus is given to girls with disabilities as girls with a disability face many and varied challenges encountered by all children with disabilities but, in many contexts, these are further compounded by gender role expectations. A further objective of this study is to make policy recommendations and stimulate further debate and in-depth, systematic research in this field.

2.3 Approach, scope and limitations

This discussion paper is based on a desk review as well as consultations with key informants. It is limited by the sparse statistical data available from the education sector and the limited number of qualitative studies that have been undertaken. It builds on the 2007 World Vision Report *Education's Missing Millions: Including disabled children in education through EFA FTI processes and national sector plans*, the 2006 United Nations Secretary-General's Report *Violence against Children* and UNICEF's *State of the World's Children* 2013 publication on children with disabilities.

The discussion paper focuses on measures to improve educational access and participation of children with disabilities through increased recognition and inclusion. In doing so, this discussion paper specifically focuses on the challenges and barriers faced by girls and boys of school-going age, identified as 18 and under. Chapter 2 introduces the topic by looking at disability, marginalization and the impact of gender. Chapter 3 provides an overview of the discourse on Education For All (EFA) and inclusive education in relation to gender and disability and special education needs. Chapter 4 then analyses the educational situation of children with disabilities, in relation to gender where possible. Chapter 5 looks at how governments and development organisations could engage with the issue of gender and disability, making policy recommendations and suggesting ways forward.

Chapter 3: Background

3.1 Access to education for children with disabilities

The universal right to Education was recognised in the Universal Declaration of Human Rights in 1948 and extends to all girls, boys, women and men, including people with disabilities and special education needs. This right is reaffirmed in the Convention on the Rights of the Child (1989) and for children with disabilities, more recently in the Convention on the Rights of Persons with Disabilities (2008). All children, no matter how seriously disabled are entitled to an education that maximizes their potential (UNICEF, 1998). This has been summarised by UNICEF (2007a) as the right to:

- Access education
- Quality education
- Respect in the learning environment

Among the 57 million primary age children not enrolled in school around the world (UNESCO, 2013), it is estimated that more than half are girls (UNESCO, 2012a) and approximately one third are living with a disability (UNESCO, 2006). The UN (2007) estimates that 98 per cent of children with disabilities in developing countries do not attend school. In order to address the question of educational access and participation for children with disabilities it is first necessary to gain an understanding of what disability is. This section, then, will look at the identification and classification of disability, the discourse on rights and disability and the educational marginalisation that exists for children with disabilities. This will be followed by a discussion of the need for gender equality in education.

3.2 Definition of disability: Identification and categorisation

Defining disability is complex: understanding of disability varies between countries, communities and throughout history. Earlier definitions followed the 'medical model' of disability (WHO, 2011) and focused on impairment as a health issue; persons with disabilities were viewed as passive receivers of services aimed at cure or management. This definition now faces criticism for focusing on impairment and perpetuating exclusionary attitudes. As such, the 'social model' has come to be more widely applied in recent years as a result of advocacy by disability rights activists. This definition looks at the structures that prevent persons with disabilities from participating in society and seeks to redress this imbalance.

Debates around the complex interrelation of health and social factors are ongoing (Shakespeare, 2002). Accordingly, more recent thinking recognises disability as a dynamic interaction between an individual with a health condition (disease, injury and disorder) and his or her personal and environmental context. This approach is promoted through the International Classification of Functioning, Disability and Health (ICF) as a 'bio-psycho-social model' (WHO and World Bank, 2011). In this model, disability can be considered as the umbrella term for a) impairments¹, b) activity limitations² and c) participation restrictions.³ This framework moves away from a focus on impairment as the cause of disability and instead looks at individuals' functioning in society. In the case of basic education, this means functioning in school (Giffard-Lindsay, 2007; Croft, 2010).

It is important to note there is a distinction between impairment and disability. An impairment is an injury, illness, or congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function. It can be long or short-term and a person may have one or multiple impairments. (WHO and World Bank, 2011). Disability can be considered to be the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers to those limitations. It follows, that a limitation need not become a disability if the barriers to participation can be overcome or mitigated. Addressing disability requires the promotion of inclusive policies and practices and addressing attitudinal, environmental and institutional barriers that result in disability (Coe, 2013).

Lack of disability awareness in society is a pervasive problem compounded by negative attitudes towards people with impairments. Commonly held conceptualisations of disability tend to emphasise stereotypical groups such as wheel chair users or blind and deaf people (WHO and World Bank, 2011). However, people with disabilities are diverse and encompass a wide range of health conditions, both visible and invisible, temporary and long term, static and episodic or degenerating as well as painful or not (WHO and World Bank, 2011). They often face prejudice, discrimination and stigma in society and assumed to be inadequate, incapable, of low intelligence and dependent on others. Current thinking on disability also recognises environmental and institutional barriers. The former includes a wide range of physical infrastructure and communication barriers in areas such as public transport, health facilities, housing, schools, shops, workplaces and the media. The latter encompasses national laws, policies, resources and practices that exclude people with disabilities from everyday activities in society (Coe, 2013).

¹ Impairments are problems in body function or alterations in body structure e.g. paralysis or blindness

² Activity limitations are difficulties in executing activities e.g. walking

³ Participation restrictions are problems with involvement in any area of life e.g. employment, transportation etc.

The education sector response to children with limitations needs to take account the multiple types of barrier that exist in schools and the local environment and promote inclusion. Disability-specific or targeted initiatives may be required since the barriers are so deeply entrenched. It is essential to recognise that children with disabilities have rights and to take effective action to fulfil those rights. At the very minimum, education sector planners should be able to identify the number of children with disabilities and assess their needs (Bines and Lei, 2007). In practice, however, the data are often not sufficiently comprehensive or robust; the metrics concerning poor enrolment, attendance, repetition, drop out and poor performance largely ignore children with disabilities (Croft, 2011). Lack of data on children with disabilities is a significant factor in their continued educational exclusion.

3.3 Disability and Rights

The United Nations Convention on the Rights of Persons with Disability (CRPD) (UN, 2008) is the most recent human rights instrument to address disability and is the most comprehensive and extensive recognition of the human rights of persons with disabilities. The UN CRPD complements the Convention on the Rights of the Child (UN, 1989) and the Standard Rules on the Equalisation of Opportunities for People with Disabilities (UN, 1993). States that ratify the CRPD have a range of obligations, which include the elimination of discrimination against persons with disabilities and the inclusion of disability in all relevant policies and programmes. In the Asia Pacific region, 35 Governments have signed the Convention and 24 have ratified it, representing 70 per cent and 34 per cent of UN ESCAP members⁴ respectively (UNESCO 2012b).

Notwithstanding the introduction of the CRPD, the Convention on the Rights of the Child (CRC) remains the single most effective framework for protecting and ensuring the rights of children with disabilities. The CRC not only clearly identifies the right of children with disabilities to live a full and complete life, it also specifically refers to the right to education stating that assistance shall be designed so that “the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development” (UN, 1989).

⁴ The United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) is the regional development arm of the United Nations for the Asia Pacific region, comprising of 53 member states. For a full list of signatories see annex 1.

UNICEF's Child Protection Strategy (2008) helps support this commitment and provides an additional framework to influence and shape policies relating to child protection and empowerment. This stresses the importance of recognizing the intersection between Child Protection, schools and education and includes specific provisions for educational settings. Many children spend a substantial amount of time in school environments and, as such, they represent the most influential context for children outside of the family (UNICEF, 2012a). Effective Child Protection strategies in schools should help empower children to act to protect themselves and their peers, and benefit from the full enjoyment of their rights.



Image 1: UNICEF EAPRO infographic based on UNICEF, 2013

The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) specifically addresses the educational rights of children with disabilities. This provides a detailed framework for inclusive education (see section 3.2) as the appropriate approach to ensuring educational opportunities for children with disabilities. The guiding principle is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The Salamanca Statement explicitly states that special attention should be given to ensuring equality of access and opportunity for girls with disabilities. Under the Salamanca Statement it was agreed that children with disabilities would be mainstreamed in national Education For All (EFA) plans and yet, nearly 20 years on, only limited progress has been made towards achieving this goal and National Education Sector Policies and Plans still need to be adapted to reflect these international commitments (Bines and Lei, 2007).

Box 1: National Education Sector Plans

In an analysis of seventeen EFA plans from South and South-East Asia, Ahuja (2005) concluded that inclusive education was largely not mentioned; special schools and residential hostels were the strategies most commonly put forward to meet the needs of a wide range of disadvantaged students whilst non-formal education was seen as the primary solution to the educational needs of marginalised groups.

There are several problems with this current system of provision, not least of which is the fact that special schools and residential hostels are not able to accommodate the large numbers of out-of-school disabled children. Furthermore, special schools tend to be unregulated and underfunded, resulting in poor quality teaching and scarcity of materials. Similarly, non-formal education is commonly unregulated and may be of poor quality. In addition, non-formal education initiatives often expect a financial fee or contribution from children's families. This demonstrates the inadequacy of the current systems delivering special needs education in the Asia Pacific region. To address this, the Salamanca Framework represents inclusive education as the most efficient, cost-effective system for providing education. Furthermore, inclusive education helps foster solidarity and acceptance between children with disabilities and their peers.

In a study of EFA FTI endorsed education sector plans, Bines and Lei (2007) found that out of 28 country plans, 10 were considered to have 'strong or sound' policies on disability. This group included Cambodia and Vietnam from the Asia Pacific region. A further 13 mentioned disabilities but provided little in the way of strategies. This group includes the Kyrgyz Republic, Mongolia and Tajikistan. Five plans made no mention of disability. This group included Timor Leste. In the case of the abovementioned Asia Pacific country education plans, none included any mention of finance with regard to disabilities and only Cambodia included monitoring and evaluation provisions.

3.4 Disability and educational marginalisation

The 2010 EFA Global Monitoring Report (UNESCO, 2010) identifies disability as one of the most influential factors in educational marginalisation and estimates suggest one third of children out of school have disabilities (UNESCO, 2006). The World Disability Report (WHO and World Bank, 2011) states that children

with disabilities are less likely to enrol and have lower rates of attendance, school survival and completion (see also Filmer, 2005; Croft, 2010; UNESCO, 2010). In many cases, children with disabilities never enrol in education (Filmer, 2005; Croft, 2010; UNESCO, 2010). This may be due to attitudinal, environmental and institutional barriers which make enrolment difficult or impossible, such as lack of physical access or specialist facilities, negative cultural attitudes towards the education of children with disabilities, lack of parental support and financial barriers such as fees for special schools or transportation. Children with disabilities face institutionalised discrimination, stigmatisation and neglect and are less likely to attend school and, therefore, have limited opportunities to develop their potential capabilities.

This situation is reflected in the reality of schooling for children with disabilities in the Asia Pacific Region; in a situation review of children in ASEAN countries, UNICEF (2007b) identified children with disabilities as a key group missing out on primary education. The schooling gap for children with disabilities starts at Grade 1 and continues to grow as school years' progress (Filmer, 2005). In 2003, it was estimated that in the majority of countries in the East Asia Pacific region less than 10 per cent of children with disabilities were enrolled in school and in some countries the figure was as low as 1-2 per cent (UNICEF, 2003). For example, in Indonesia, inadequate provision of educational facilities for children with special education needs means that only 3.76 per cent of physically challenged children of school age attend classes (UNICEF, 2012a).

In addition to ensuring children with disabilities can enrol in education, it is necessary to go 'beyond access' and focus on the *quality* of education provided, classroom participation and learning outcomes. At present, there are very limited data on the learning outcomes of children with disabilities. Research undertaken by the DFID-funded Consortium for Research on Educational Access, Transitions and Equity (CREATE) has found that children who fall behind in learning and fail to reach minimum learning goals face 'silent exclusion.' This is also associated with and exacerbated by infrequent attendance; children with disabilities may be among those enrolled in school, but excluded from learning, which contributes to 'push out' from school and poor learning outcomes. As such, children with disabilities have lower educational attainment than other children and this in turn contributes to a lower economic status (DFID, 2011).

3.5 The need to ensure gender quality

Women's marginalization throughout history has created a legacy of exclusion, yet it has been shown that the education of girls and women brings a range of economic, social and health benefits for women and their families. The importance of girls' education is well established within the international development

discourse, recognized within both the MDG and EFA agendas and great progress has been made in recent years to increase girls' enrolment in education. However, the international discourse has given greater emphasis to enrolment and attendance rather than participation; this difference can have a significant impact on the educational outcomes of girls and the rights they obtain through education. The focus on gender parity in education overlooks both institutional and societal barriers to gender equality.

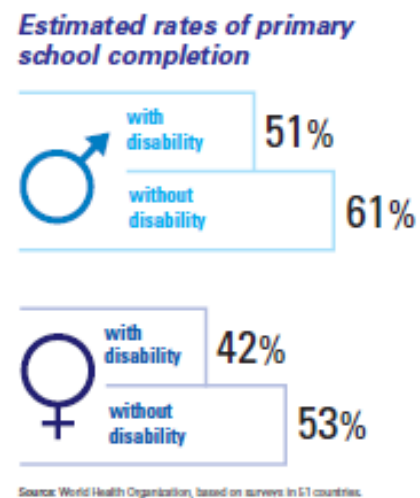
When discussing gender and education it is important to remember that girls and boys experience education, and life, differently. This is significantly influenced by dominant social structures and gender roles which place men at the centre of authority and marginalize the needs and voices of women. Schools tend to reflect the male-centric power structures and hierarchies present in wider society; traditional educational institutions and structures tend to be dominated by male thought. These patriarchal structures therefore often reinforce traditional gender roles and stereotypes in each generation of school-going children (Leach, 2000; Kabeer, 2005). Access to education, then, may expose girls to male-dominated institutions and reproduce and reinforce their marginalization, rather than acting to empower girls. These societal norms may be reproduced in school hierarchies, male-centric curricula and by male teachers who reinforce societal gender norms through discrimination, to highlight just a few. Similarly, the increasingly female-dominated field of teaching may have an adverse effect on boys as they may not have suitable male role models in school. This is exacerbated by the fact that teachers, particularly female teachers, may diagnose boys' unruly behaviour as a Special Education Need when they find them difficult to control in the classroom. However, through inclusive education, teacher training and gender-responsive pedagogies, the school environment can play an essential role in transforming societies, changing attitudes and fostering equality (Bush and Saltarelli, 2000).

3.6 The Importance of gender in relation to disabilities

Women with disabilities face the typical disadvantages of gender inequality, but these are compounded by disability. The disadvantages posed by gender and disability intersect to create further marginalisation and disadvantage; a concept referred to as 'intersectionality.' Davis (2008) describes this as "the interaction between gender, race, and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power." The 'double discrimination' faced by women and girls with disabilities can clearly be seen from within this context. These women are often excluded from education, health services, family life and employment and experience high rates of physical, mental and sexual abuse, the latter increasing their risk of contracting HIV (SIDA, 2010). The consequences of discrimination against and marginalization of

people with disabilities are particularly serious for women. Women and girls face social, cultural and economic disadvantages, which make accessing health care, education, vocational training and employment more problematic. This is further exacerbated if they have special education needs and their chances of overcoming the barriers that disabilities create are further diminished. A study into women and disability in the Pacific has shown that this intersection of dimensions of disadvantage results in greater levels of poverty, isolation and poor health among women with disabilities than their male peers (Stubbs 2009). In recognition of this, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) includes provisions to ensure the rights of girls and women with disabilities. Similarly, the Beijing Platform for Action (1995) and subsequent platforms recognize the importance of addressing gender-based discrimination concerning people with disabilities.

There are significant gender disparities in relation to gender and the education of children with disabilities. Girls with disabilities face the constraints placed on them by traditional gender roles (UNICEF, 2013) and the social discrimination generated by their disability. Children with disabilities are less likely to complete primary school, especially girls. The World Health Survey found that, out of 51 countries, 50.6 per cent of males with disability completed primary school compared with 61.3 without disabilities (WHO, 2011). The disparity was even greater for women; females with disability reported 41.7 per cent primary school completion compared with 52.9 per cent of those without disabilities. Thus there are completion gaps between children with and without disabilities, between boys and girls with disabilities, and between girls with and without disabilities. Such education completion gaps hold true for both low and high-income countries, though the effect is significantly more pronounced in poorer countries.



In addition to this, disabled women achieve lower educational outcomes than disabled men and physically able men and women (Meekoshka, 2004). Disabilities appear to be a powerful factor in educational inequity and girls with disabilities are among the most educationally disadvantaged children of all. The World Report on Disability (WHO, 2011) states that the correlation between low educational outcomes and disability is stronger than for any other marginalizing characteristic. Both attitudinal and physical barriers are factors that prevent girls with disabilities from obtaining the benefits of education (Froschl *et al.*, 1999).

3.7 Incidence of disability

There has been little research on the education of girls with disabilities and much of the existing research and literature is gender blind.⁵ This is in keeping with the finding that people with disability are often not accorded gender or sexuality (Meekoshka, 2004) and are thus 'desexualised.' Data on disability are rarely comprehensive, accurate or disaggregated by sex. Yet, the gendered experience of disability reveals sustained patterns of difference between men and women (Meekoshka, 2004) and presumably between girls and boys. Data collected by the Organisation for Economic Cooperation and Development (OECD) show that there is a male to female ratio of about 60:40 of children identified with disabilities in almost all countries (OECD, 2003). Studies show boys are 5 times more likely than girls to suffer from autism (Autism Speaks 2013) and greater numbers of boys with reading difficulties are commonly reported. Moreover, there are more males than females enrolled in programmes which provide additional resources for educating children with defined disabilities.

This is also the case with students with learning difficulties where the proportion of males is even higher, typically between 60 to 70 per cent. Data in this area are more readily available in industrialised countries than in developing nations and, at present, it is unclear whether these gender differences follow the same trend in low income countries. Several cultural reasons may cause parents to report disability rates in boys more than girls, such as male-child preference and societal expectations of boys and girls (UNICEF, 2008). Evans and Deluca (2003) present a number of reasons which may influence greater resource allocation for boys with disabilities than girls with disabilities:

- **Male children are more vulnerable to illness and trauma.** There is evidence that boys are more vulnerable than girls to the effects of illness and trauma, the consequences of which mean they require greater support within school, to the detriment of girls.
- **The education of males is given greater priority than females.** This is pertinent to the need for advocacy on gender equality in education through the international development agenda, along with the establishment of UNGEI in 2000. In many societies, boys' academic success is given greater importance than that of girls and, as such, boys who are failing or struggling are more likely to receive additional resources and support whilst girls' needs may be overlooked. The

⁵ It pays no attention to distinctions based on sex or gender

intersection of gender and disability combines here to leave girls with disabilities among the most marginalized children within schools.

- **Males externalize their feelings in school more openly than females.** Boys are more likely to exhibit problematic behaviours that may indicate the existence of a disability (American Association of University Women, 2009). Boys are thus more likely to obtain the attention of adults and attract special education needs resources. Boys more often than girls are defined as deviant in school while girls are perceived to be more competent and compliant. In fact girls are often identified only after they exhibit behaviours that are typical of boys who receive special attention.
- **Schooling is becoming increasingly feminized.** The increasing proportion of female teachers in primary education is an international phenomenon which may lead to boys having more problems with schooling e.g. learning difficulties, thus requiring more additional resources in the classroom than girls.

The higher recorded levels of disability and special education needs among boys could be due to a failure to accurately diagnose and address girls' learning disabilities. In the USA, the American Association of University Women (2009) suggests the consequences of this oversight include:

- High rates of academic failure among girls with disabilities
- High incidence of teen pregnancy
- Higher levels of unemployment for women and girls with disabilities.

In countries outside the OECD, there are very few data available on the services that children with disabilities receive to meet their special education needs. Further mapping and research is required to examine how gender impacts children with disabilities.

3.8 Dimensions of disadvantage relating to disability

There are various different dimensions of disadvantage which impact on the lives of men, women and children with disabilities exposing them to further marginalisation and hardship. The failure to address inequalities, stigmatization and discrimination relating to wealth, geographical location, ethnicity, language, gender and disability is holding back progress towards EFA. As discussed above in section 2.5 gender and disability intersect in such a way that women and girls with disabilities often face greater

discrimination than their male counterparts. This section will present an overview of some of the other dimensions which impact on the lives of people living with disabilities.

3.8.1 Poverty

There is a direct correlation between poverty and education, which not only shows that poverty reduces children's school attendance but also demonstrates that education can help tackle poverty reduction. Women's education is particularly associated with this and is an important determinant of education, health care and sanitation within a family (Van der Berg 2008). Children living in poverty are among the least likely to enjoy the benefits of education and health care but when these disadvantaged children have a disability as well, they are even less likely to attend school. A review conducted by the International Labour Organisation of 14 developing countries found that people with disabilities were more likely to experience poverty than those without disabilities (UNICEF 2013).

Disability also contributes to poverty as children with disabilities and their families become trapped in a cycle of poverty and exclusion; the family as a whole may face stigmatisation and face difficulties securing employment, and children with disabilities may be kept from education (UNICEF 2013). Children with disabilities living in poverty find it harder to access appropriate services; 'special schools' and assistance are often costly and unaffordable for families living in poverty.

Education presents an important route out of poverty for children, particularly within developing countries, however, lack of equitable access to education for children with disabilities means they are less likely to benefit from these opportunities, meaning the disabled poor are likely to remain poor. Access to education gives children with disabilities the skills they need to play an active role in society and secure employment, consequently helping to prevent poverty. Inclusive education is an important step in helping secure education, employment and social acceptance for people with disabilities.

3.8.2 Geography

Geographical location has an important impact on education access and attendance; children in remote, underserved areas have fewer opportunities to attend school. Children living in rural areas may live too far from the nearest school to allow them to attend regularly; transport may not be available or the cost may be prohibitive, and the distance may be too far to walk. These barriers, however, have an even greater impact on children with disabilities as it may be impractical for these children to travel to school

without transport and transport, if available, can be even more expensive due to necessary adaptations for disabled access.

Such marginalisation is further reinforced by gender, and research has shown that girls and young women living in rural areas are among those who are least likely to acquire foundation skills (UNESCO 2012a). Parents can be unwilling to allow physically able and disabled girls to travel to school alone due to the risk they face of violence along the journey. However, transport is only one factor; the differences in opportunities between rural and urban areas are no doubt influenced by poverty, but they also reflect unequal distribution of government resources, with secondary schools often not available in rural areas (UNESCO 2012a). In addition, schools in remote areas and communities are less likely to have accessible facilities for children with disabilities if they can cover distance to school.

3.8.3 Ethnicity and language

Language and ethnicity are complex interrelating factors in both social and educational marginalisation which are often closely linked to poverty. Indigenous people have historically been subject to discrimination and subsequently, extreme poverty, often facing exclusion from society and social services.

Central to the poor educational performance of ethnic minority children is the fact that they are often taught in a language they do not understand very well. UNESCO (2010b) estimates approximately 221 million children speak a different language at home to the language of instruction in school. In Lao PDR there are thought to be more than 100 ethnic languages whilst the language of instruction in schools is spoken by only 60 per cent of the population (Global Campaign for Education UK 2012). Their schooling experiences are often plagued by poor quality and culturally inappropriate education, leading to low achievement and high dropout rates.

Consequently, minority language groups and indigenous people often have much lower literacy rates. For example, in Viet Nam, the literacy rate of ethnic minorities is only 72 per cent compared to 94 per cent among the majority Kinh population (Daswani, 2005 cited in UNESCO, 2010b). Children who start school speaking a different mother tongue to the official school language therefore begin their education at a distinct disadvantage. Research has shown that children learn best in their mother tongue and go on to achieve better educational outcomes (UNESCO 2003). Inclusive education needs to incorporate an element of intercultural education if it is to address the needs of all children.

Dimensions of disadvantage do not operate in isolation and often intersect to reinforce marginalisation and disadvantage. Ethnicity, language and disability are no exception and, within indigenous communities, girls and boys with disabilities are often the most vulnerable and fare the worst (UNICEF 2013). Furthermore, the disadvantages faced by ethnic and linguistic minorities often intersect with poverty and geographical isolation.

3.8.4 Violence against Children and disability

Violence represents a further dimension of disadvantage for children, preventing them from attending school or reducing their ability to concentrate in the classroom. UNICEF's child protection strategy states that "preventing and responding to violence, exploitation and abuse is essential to ensuring children's rights to survival, development and well-being" (UNICEF, 2008). Violence Against Children (VAC) is a clear human rights violation, a concept which is embodied in the CRC; as such, all countries which have ratified the CRC are committed to eliminating VAC. The UN study on VAC reveals that children are at high risk of violence in and around schools (UN 2006, cited in UNICEF, 2009). As such, addressing school-related VAC is integral to achieving education equality and an egalitarian society.

Violence against children can refer to various different acts, ranging from bullying to physical and emotional harm, and sexual violence at the hands of teachers, school staff and other school children. Bullying of children with disabilities in school is a commonly cited issue (Rousso, 2003; WHO and World Bank, 2011; Plan International, 2013) and it is recognised that children with disabilities are far more at risk of child abuse and neglect (UNICEF, 2012; UNICEF, 2013). Plan International (2013) reports that in Europe, for example, children with disabilities are nearly four times more likely to experience violence than their peers without disabilities. A UNICEF (2012a) study into Child Protection in Educational Settings found that in Papua New Guinea, students with learning difficulties suffer bullying from both teachers and their fellow students. Furthermore, the study cites that children with intellectual or communication impairments are likely to be ignored, disbelieved or misunderstood when they attempt to report abuse. Children with disabilities also suffer from psychological and corporal punishment from teachers, which affects their ability to learn. The high prevalence of bullying, violence and abuse represents a significant deterrent to school attendance for children with disabilities. This highlights the need for greater disaggregation of data as a strong gender analysis would help shed light on details and insights which are currently hidden from pedagogists and policy makers.

Box 2: Setting Specific Recommendations in Schools and Educational Settings

Bearing in mind that all children must be able to learn free from violence, that schools should be safe and child friendly and curricula should be rights based, and also that schools provide an environment in which attitudes that condone violence can be changed and non-violent values and behaviour learned, it is recommended that States:

- (a) Encourage schools to adopt and implement codes of conduct applicable to all staff and students that confront all forms of violence, taking into account gender-based stereotypes and behaviour and other forms of discrimination;
- (b) Ensure that school principals and teachers use non-violent teaching and learning strategies and adopt classroom management and disciplinary measures that are not based on fear, threats, humiliation or physical force;
- (c) Prevent and reduce violence in schools through specific programmes that address the whole school environment including through encouraging the building of skills such as non-violent approaches to conflict resolution, implementing anti-bullying policies and promoting respect for all members of the school community;
- (d) Ensure that curricula, teaching processes and other practices are in full conformity with the provisions and principles of the Convention on the Rights of the Child, free from references actively or passively promoting violence and discrimination in any of its manifestations.

Source: United Nations, UN Study on Violence against Children, New York, 2006.

3.8.5 School-related gender-based violence against children with disabilities

An important aspect of school related violence against children is the abuse perpetrated against girls and boys motivated by gender, commonly referred to as school related gender based violence (SRGBV). SRGBV refers to violence affecting school children that occurs in or around education settings and is perpetrated based on a child's sex or gender. SRGBV is a serious barrier in realising children's right to education, such violence, or even the fear of violence, negatively affects children's health and well-being, can cause low enrolment and achievement in education as well as increased likelihood of dropping out of school. SRGBV also increases the likelihood of perpetrating or experiencing violence in adult life (Pawlak, 2014) and has serious consequences for governments, slowing progress towards MDG targets and

increasing public spending (Greene et al, 2012).

Box 3: Framework for Defining SRGBV

All forms of violence (explicit and symbolic forms of violence), including fear of violence, that occurs in education contexts (including non-formal and formal contexts such as school premises, on the journey to and from school, and in emergency and conflict settings) which result in, or are likely to result in, physical, sexual or psychological harm of children (female, male, intersex and transgender children, youth and school personnel of all sexual orientations). SRGBV is based on stereotypes, roles or norms, attributed to or expected of children because of their sex or gender identities. It can be compounded by marginalisation and other vulnerabilities.

Source: Developed by participants at the Regional Roundtable on SRGBV. Organised by UNESCO, UNICEF, UNGEI, UNITE and Plan International, Bangkok, November, 2013.

The scale of SRGBV in the Asia Pacific region is hard to estimate due to a lack of comparable data. However, research does indicate that the issue requires increased programmatic response. Recent studies suggest that 150 million girls and 73 million boys under 18 around the world have been victims of rape or sexual violence (Plan, 2013). In Timor-Leste, for example, a school-based survey with 164 secondary school students found that 81% of students reported having experienced violence (from either teachers or other students) and less than half of the students (48%) said they knew where they could get help.⁶ Data on prevalence in the region indicates that the most common forms of SRGBV are corporal punishment; physical, psychosocial and sexual abuse; and bullying. Evidence also indicates that boys and girls are at risk of different forms of SRGBV. Boys are more likely to experience physical violence and bullying, while girls face psychological and sexual violence, various forms of discrimination and social exclusion (Contreras et al, 2012).

Causes of SRGBV are closely linked with broader social norms around acceptance of violence and deeply ingrained gender inequalities. In addition, SRGBV can be exacerbated by conflicts and crises (Pawlak, 2014). Family violence can also be linked to school participation. In Papua New Guinea, there is some

⁶ Initial data from a project based survey (from the baseline survey of a Ba Futuru's project school) with 164 secondary school students (89 girls and 75 boys) in 2013. Information obtained in a discussion with a participant of the Asia-Pacific Roundtable Meeting on School-Related Gender-based Violence; 11-13 November 2013, in Bangkok, Thailand.

evidence that young girls are particularly vulnerable to sexual violence within the home environment, perpetrated by male caregivers who take advantage of a reliance on basic necessities including school fees (World Bank, 2012). The high levels of sexual violence in the country have also been found to be a key factor affecting enrolment in education because girls are at risk of such violence while travelling to and at school (Ibid).

Most countries in the region have laws and policies on the protection of children from violence but only one country, the Philippines, has a Ministry of Education Policy on Child Protection.⁷ In addition, these policies often focus on prohibition of corporal punishment, do not incorporate an understanding of gender norms or inappropriately fall under legislation on Violence against Women. They are also centred on protectionism rather than a rights-based approach (Pawlak, 2014). Crucially, implementation of these policies is challenging. Systems for response and referral are absent, there is a lack of coordination between sectors, background checks of teachers are not routinely conducted and curricula and other measures of prevention are weak.⁸

Programmatic responses to SRGBV have in general focused on implementation of global campaigns and address violence against children more broadly, rather than looking at education settings (Pawlak, 2014). Nonetheless, there are good country-specific examples coming out of the region, for example, the GEMS curriculum programme in India and its adaptation in Viet Nam have aimed to create more equitable gender norms and relations and address GBV as part of this.

One important site of acts of gender-based violence is within schools; schools are often perceived as safe environments, yet there are a range of physical, sexual and psychological factors at play which may prevent children from feeling secure. As a consequence, girls in particular lose concentration, self-esteem and motivation, leading them to miss school and sometimes drop out altogether. There may also be serious health-related issues such as sexually transmitted infections (STIs), HIV and AIDS, and unwanted pregnancy. School-related gender-based violence, then, plays a central role in limiting educational equality for girls and it is essential that schools are made to be gender-safe environments where both girls and boys can learn free from fear (USAID, 2003).

An Oxfam (2006, cited in UNESCO, 2008a) investigation into girls' education in South Asia found that

^{7 & 8} Presentation to EAP UNGEI by Ms. Amalie McCoy based on United Nations Children's Fund, Measuring and Monitoring Child Protection Systems: Proposed Core Indicators for the East Asia and Pacific Region, Strengthening Child Protection Series No. 2, UNICEF EAPRO, Bangkok, 2012.

sexual harassment is widely reported in Bangladesh, India, Nepal, Pakistan and Sri Lanka. Commonly referred to in South Asia as 'eve teasing,' girls are vulnerable to harassment, assault, abduction and even murder on their way to and from school, as well as within the school itself. Girls are particularly vulnerable to rape and abuse as they travel to and from school, a fact which has an important impact on school attendance rates as girls reach puberty. The provision of safe transport can help mitigate this (see section 4.5). It is increasingly recognised that boys too, may be victims of SRGBV. This is particularly true for boys in situations of conflict and must also be reflected in SRGBV responses and initiatives (UNHCR, 2012).

It is feared that the added dimension of disability makes children with disabilities even more vulnerable to gender-based violence and sexual abuse; a national survey in Norway of deaf adults showed that girls were twice as likely to experience sexual abuse, and boys three times as likely, as their peers who had no disability (UNICEF, 2013; see also WHO, 2012). UNICEF's research on Child Protection in Educational Settings (2012a) highlights how children who require assistance with intimate tasks (such as washing or dressing) are at increased exposure to sexual abuse, and the State of the World's Children highlights how girls with disabilities are disproportionately at risk from sexual abuse (UNICEF, 2013). Furthermore, children with mental or intellectual disabilities are 4.6 times more likely to be victims of sexual violence than their non-disabled peers (UNICEF, 2013).

UNICEF's report on Child Protection in Educational Settings (2012a) highlights the importance of developing effective National Education policies to protect children from abuse, neglect, violence and exploitation both within and outside the school setting. Teacher training also needs to be a central focus for governments seeking to create Inclusive education environments where children feel safe and are free from the risk of harm. UNICEF (2012a) also emphasize the need for improvements to national laws, staff recruitment and monitoring processes and collaboration between the education sector and child protection services to limit School-related Violence Against Children.

Box 4: Gender Based Violence in Papua New Guinea and the Pacific

Women and children in Pacific Island Countries hold a low status in society and as such are vulnerable to violence, exploitation and abuse. Girls are particularly at risk because they fall at the bottom of the social hierarchy (UNWomen, 2011). This tends to be manifested in domestic violence, sexual harassment, sorcery-related killings, lack of opportunities and practices such as polygamy and the tradition of bride price payments (UN Commission on the Status of Women, 2013). As indicated throughout this paper, few studies have looked at the intersectionality between gender and disability, however, overarching research in the Pacific region on women and disability in the Pacific has shown that women and girls with disabilities face multiple and compounding forms of discrimination.

Violence against women is widespread in Papua New Guinea, with reports stating that 67% of women had been beaten by their husbands, rising to close to 100% in the Highland areas. Furthermore, half of married women have been forced into sex by their husbands (AusAID 2008 cited in UNWOMEN, 2011). Young girls are very vulnerable to violence at home, especially those living away from their families; girls dependent on male relatives for food and shelter and school fees are particularly at risk. In the Kup highland areas, there have been reports of severe injury and even disability as a result of sexual abuse offences by elderly men raping very young girls (Stubbs, 2009). Furthermore, disabled women are more vulnerable to sexual abuse and yet are less likely to be believed or receive the appropriate support and advice (Stubbs, 2009).

As part of the government's strategy to combat gender-based violence in the country, gender-based violence education is formalized in the national education curriculum and taught in secondary schools throughout the country (UN Commission on the Status of Women, 2013).

3.9 Concluding remarks

This is a highly complex issue and progress to date in meeting the educational rights of all children with disabilities has been limited. It is clear that, in education, gender is not being mainstreamed into disability and vice-versa; this represents an oversight that should be urgently addressed. Furthermore, given the fast approaching deadlines of the EFA goals and MDGs (set for 2015) and the growing debate surrounding the post-2015 agenda, it is of increased importance to highlight the need to address education for children with disabilities, and how this intersects with gender and other dimensions of disability. Children in the

poorest households and in rural areas are less likely to attend school; in both cases this is exacerbated by gender to the detriment of girls. This intersects with disability so that children with disability, particularly girls, from rural and poor families are least able to access education.

DRAFT

Chapter 4: International response and framework

4.1 Education for All: Children with disabilities

The last two decades have seen significant progress and greater focus on universal education; this is exemplified by the Education For All (EFA) Initiative, and the inclusion of educational access and equality in the Millennium Development Goals (MDGs).⁹ The Dakar Framework for Action on EFA (UNESCO, 2000), adopted by the World Education Forum in 2000, specifies 6 goals (Box 5) in order to provide “quality basic education for all children, youth and adults” (UNESCO, 2011). Central to this agenda is ensuring that both girls and boys have full, equal access to good quality education which gives them the necessary knowledge and skills (EFA FTI, 2011) to take full advantage of their capabilities. Within this, girls’ education is an important focus: as well as being explicitly stated in goals 2 and 5, gender equality is a cross cutting issue throughout. This is reflected in the strong emphasis made by the international community on girls’ and women’s education but in order to truly achieve gender equality in education, gender needs to be mainstreamed in education sector development policies and planning.

Box 5: The EFA Goals

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- Achieving a 50 per cent improvement in the levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
- Improving all aspects of the quality of education and ensuring excellence of all, so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

⁹ MDG 2 seeks to ensure that all children, boys and girls alike, will be able to complete a full course of primary school education by 2015 whilst MDG 3 promotes gender equality by eliminating gender disparity in all levels of education by 2015.

Whilst the importance of gender equality in education is well established and integrated into the EFA agenda, ensuring equitable access to quality education for children with disabilities is not explicitly addressed in the EFA goals or strategies. Mention is made of children in 'difficult circumstances' and those that suffer 'multiple disadvantages,' as well as the inclusion of those who have 'special needs,' which would seem to include children with disabilities, however, no disability is not direct mentioned. Similarly, whilst education is strongly emphasized in the MDGs, disability is not explicitly mentioned. In 2008, the UN General Assembly stressed the need for states to pay attention to gender specific needs of persons with disabilities if the MDGs are to be realised.

Disability has been flagged by the Global Partnership for Education (GPE), established to support the achievement of the EFA targets, as one of the remaining challenges for girls' education and a focus for action in the coming years (GPE, 2011). Not only are disabled girls less likely to receive an education or vocational training, they are less likely to find employment than boys with disabilities or girls without disabilities (UNICEF 2013), making them one of the most excluded groups and least likely to benefit from education service delivery.

For universal education to be achieved, children with disabilities require access to quality education and disability, like gender, needs to be integrated as a crosscutting concern. All 6 EFA goals involve children and/or people with disabilities. Like gender, disability needs to be mainstreamed. One possible approach is to develop concurrent and linked strategies for addressing equality in education, thus addressing disability and addressing gender equality.

4.2 Inclusive education

Educational settings are important arenas to help redress social exclusion and discrimination, by helping to correct misconceptions and stereotypes (UNICEF, 2013). The internationally agreed approach to educating children with disabilities is through Inclusive education. The Salamanca Conference on Special Needs Education (UNESCO, 1994) advocated a policy shift towards Inclusive education so that schools should serve all children, particularly those with *special educational needs*. UNESCO (2009a) states that inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. This addresses and responds to the diversity of needs of all children, whether these arise from poverty, disability, ethnicity, gender or conflict. These categories may, of course, overlap. Inclusive education provides meaningful education to all children within regular schools (UNICEF, 2013) to allow the full participation of all children, regardless of their gender or (dis)ability.

Despite this framework, there is no universally agreed definition of inclusive education and countries develop their own working definitions. In order for special education measures to cater for and address special education needs within the mainstream education system a systemic change is needed to accommodate diversity. However, there remains a lack of clarity on the difference between inclusion and integration which accommodates children with disabilities within the existing provision and structures (Bines and Lei, 2007). Although a step in the right direction, integration does not represent the fundamental shift in attitude and ideology required for inclusive education to fully accommodate all children, regardless of their background.

What is clear from a disability perspective is that inclusive education is a principle as well as a practice. What is required is a very clear conceptual framework for responding specifically to disability within the inclusive education framework. In order to implement the approach effectively the Salamanca Statement (UNESCO, 1994) identifies generalised actions that governments need to take. These include: developing legislation and policies; bringing about attitudinal changes in the education system and society; developing inclusive curricula; investing in teacher education on inclusive education; and ensuring sufficient resources are allocated. It is also important to invest in inclusive Early Childhood Care and Education (ECCE). These provisions also fall under the concept of Child Protection in Educational Settings, as explored by UNICEF (2012a) in 6 contexts in East Asia Pacific. Child Protection in schools needs to extend beyond the physical environment to creating a safe, secure and inclusive environment. Inclusive education is unlikely to be achieved without adequate teacher preparation and support services within the classroom environment to ensure successful learning for children with and without disabilities (Froschl *et al.*, 1999). This should focus on institutionalising and mainstreaming the idea of protecting children from harm as well as identification, response and reporting mechanisms for Violence Against Children (VAC).

As part of the Toolkit for Creating Inclusive, Learning-Friendly Environments (ILFE), UNESCO (2009b) has developed specialised guidance for teaching children with disabilities in inclusive settings for the Asia Pacific region. This highlights the need for early detection, identification and intervention, along with parental support. The toolkit provides guidance on these issues as well as advice on designing accessible school environments and practical tips for teaching children with impairments and specific learning difficulties. UNESCO (2011) has also developed a module on educating children with disabilities in its parenting education toolkit. However, as with policy and legal frameworks, the development of modules alone cannot address inclusive education and educational access for children with disabilities. Further action is required to ensure these strategies are transferred from policy and discussion paper into practice.

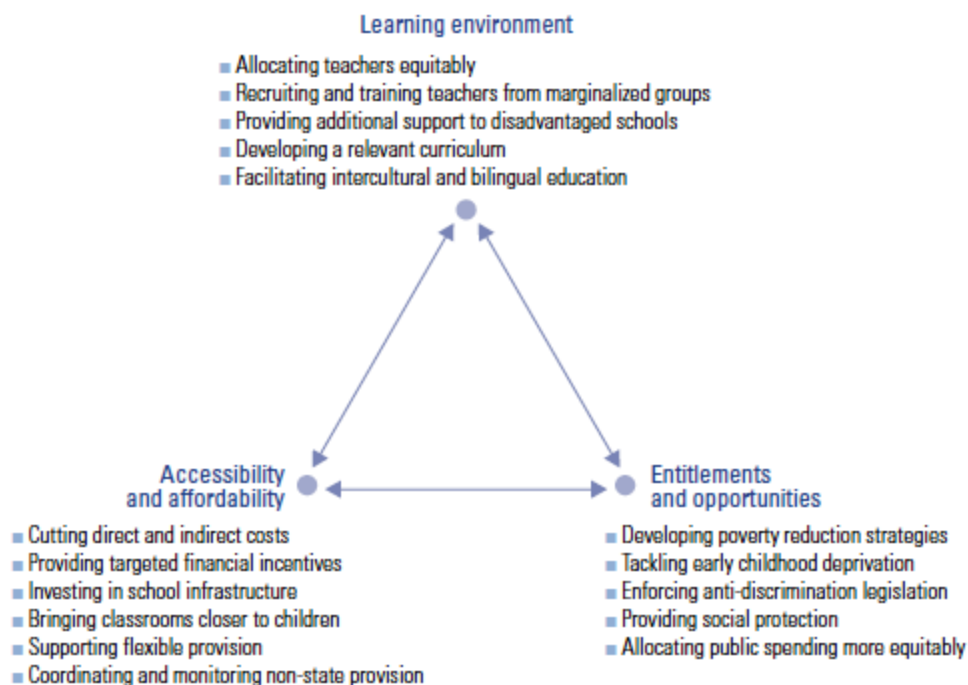


Image 2: The Inclusive education Triangle (UNESCO, 2010) identifies some of the key aspects that need to be addressed to help overcome marginalisation in education.

Inclusive education is not a new concept. Nevertheless, it remains very difficult to assess the status of inclusion of children with disabilities and learning difficulties; data are hard to obtain and patterns of inclusion are complex. For example, in OECD countries, children with disabilities are being educated in different settings, ranging from special schools (e.g. Germany, the Netherlands), special classes in regular schools (e.g. France, Finland and Japan), and regular classes (e.g. United States, Italy and Spain).

Furthermore, in practice all three modes of schooling may coexist in the same education system; the same disabled student might be included in regular classes in one country, but in a special school in another. Generally, students with learning difficulties are more likely to receive their education in regular schools. These different policies and approaches make international comparison extremely difficult.

Italy has developed a particularly successful model to include students with disabilities in mainstream education: approximately 99.5 per cent of students with disabilities are in regular education institutions. Children with disabilities comprise some 2.4 per cent of all primary school children and 3.1 per cent of secondary school children. The law protects the educational interests of children with disabilities by giving them priority enrolment. Their education is based upon Individual Education Plans (IEPs) which are

mandated by law and involves the provision of educational aids and teaching support in schools. This begins in early childhood where children aged 3 and under have access to municipal crèches. Pre-primary education for ages 5-6 is considered to be particularly important for children with disabilities as early identification and intervention is essential. For children with severe disabilities, qualified intervention and differentiated teaching are provided with the support of occupational therapists. There is strong collaboration between schools, specialists, local social and health services and the wider community (Deluca, 2011). This successful, fully integrated education system could be used as a 'best practice' example for countries in East Asia Pacific looking to implement an inclusive education system.

Box 6: Lao PDR Inclusive education Project (1993-2009)

The Lao People's Democratic Republic (Lao PDR) Inclusive education (IE) Project, funded by Save the Children Norway, ran for 16 years from 1993 - 2009. The project was introduced to address the historically poor provision in Lao PDR of education for children with special needs. The project aimed to provide quality education to children with disabilities (including those with mild and moderate disabilities) and children who were failing in school. The Lao Inclusive education Project started as a small scale pilot. After 16 years it had developed into a national initiative which had introduced child-centred teaching methodology into every district of the country. By 2008, the project had achieved its original aims by changing the landscape of educational provision in Lao to enable most children with disabilities to attend schools where they would be welcomed and taught by trained teachers. Although the IE Project has now finished the findings and principles it stood for have been integrated into the Ministry of Education priorities.

Overall, the project resulted in greater enrolment rates for children with disabilities in the partner schools as well as significant progress in learning outcomes, particularly benefitting children with disabilities and special education needs. The total grade pass rate increased for all children although it is important to note that the pass rate for children with special education needs is lower than that of other children. Data collected in the study was sex disaggregated and girls were found to be achieving as well as boys across all the IE schools. Attendance, enrolment, completion and drop-out rates were all comparable to those of boys. Not only does this demonstrate the success of the Inclusive education initiative in Laos to include all children but highlights the advantage of inclusive education for all children (Grimes, 2009; Heart, 2013).

Despite commitments to working towards EFA, many countries are facing difficulties in implementing the inclusive education agenda effectively. Worldwide, there are 57 million primary age children that are not enrolled in school, of which 18 million (32 per cent) live in the Asia Pacific Region (UNESCO, 2013). Data on these children reflect broader patterns of marginalisation whereby children with disabilities, girls, ethnic and linguistic minorities, rural and poor children less likely to access education (UNESCO, 2011).

4.3 Special Education Needs

Special needs education refers to educational intervention and support designed to address special educational needs (UNESCO, 1997). Special Education Needs (SEN) was intended to replace the term *special education* although this term is still commonly used. Many children with disabilities have SEN, however, not all children with SEN have disabilities. The concept of SEN, then, extends beyond children with disabilities and includes a wide variety of factors that can impede a child's optimal education progress. It is estimated that 15 to 20 per cent of all learners will experience a SEN at some point in the course of their education. However, very little analysis has been conducted into how this relates to gender. There are more boys than girls in Special Education and it is often stated that more boys experience SEN than girls but little research has looked at this issue in depth to provide a comprehensive overview of special education needs and gender. SEN are a fundamental component of inclusive education, a means of making inclusive education work. SEN and inclusive education together should help break down stereotypes and discrimination and empower children to participate in the classroom, regardless of their ability or SEN. However, although addressing SEN should be integral to inclusive education, the discourse between the two terms is weak, and SEN may still be understood as distinct and separate. Greater synergy needs to be developed between the concepts surrounding special education needs, inclusive education and gender to create a holistic approach which includes all children and addresses all of their distinct needs. The SEN agenda needs to be articulated across all forms of education exclusion whether based on gender, race, ethnicity, poverty or religion to create truly inclusive educational environments.

In practice, the term *Special Education Needs* is interpreted differently in different countries and this severely hinders international comparison. Since the mid-90s, the OECD's Centre for Education Research and Innovation (CERI) has been working on data to facilitate international comparisons in the field of special needs education. A common framework with a tripartite classification method has been developed and accepted by participating countries (OECD, 2005):

- **Category A:** Students with **disabilities**

These are students with disabilities or impairments that are attributable to organic pathologies e.g. in relation to sensory, motor or neurological defects. Their educational need is considered to arise primarily from problems attributable to these disabilities.

- **Category B:** Students with **difficulties**

These are students with behavioural or emotional disorders or specific difficulties in learning. The educational need is considered to arise primarily from problems in the interaction between the student and the educational context.

- **Category C:** Students with **disadvantages**

These are students with disadvantages arising primarily from socio-economic, cultural and/or linguistic factors. The educational need is to compensate for the disadvantages attributable to these factors.

These categories are not necessarily mutually exclusive and may at times overlap. This discussion paper primarily discusses students belonging to categories A and B, although girls can be seen as belonging to Category C, according to the increased disadvantage implicated by their gender.

Chapter 5: Data - overview of current situation in the region

This section will provide an overview of the current situation in relation to education for girls and boys with disabilities in East Asia and the Pacific. The data available will be used to address the challenges and gaps in policy at present, along with facilitators to inclusive education. This will help lead into a discussion on ways forwards to ensure the provision of inclusive education for girls and boys with disabilities in East Asia and the Pacific.

5.1 Prevalence of disability in East Asia and the Pacific

Global estimates of the prevalence of disability in the adult population (> 18 years of age) are quite consistent. The World Health Survey carried out 2002-2004 estimated that some 15.6 per cent of adults experienced functioning difficulties in their everyday lives, with 2.2 per cent having very significant difficulties. In all countries, socio-economically disadvantaged groups had a higher prevalence of disability. The Global Burden of Disease (World Bank, 2004) estimated the prevalence of moderate or severe disability to be 15.3 per cent and 2.9 per cent for those with severe disability. This is consistent with the World Report on Disability (WHO and World Bank, 2011), which estimates that about 15 per cent of the population are living with some form of disability. This amounts to more than a billion people globally, and 650 million people in the Asia Pacific Region (UNESCAP, 2012b).

Approaches to measuring disability vary across countries and regions, depending on the purpose and application of data (WHO and World Bank, 2010). These limitations in data quality and comparability pose a fundamental problem in estimating the scale of disability. Nonetheless there are data sources available to help paint a picture. Table 1 (below) shows the estimates and sex disaggregation, where available, of the percentage of people living with disability in countries in East Asia and the Pacific.

Table 1: Disability estimates

Country	Total percentage of disability	Sex disaggregation as percentage (M:F)	Gender disadvantage
Australia	18.5	18.1:18.9	Female
Brunei Darussalam	1.1	1.2:0.9	Male
Cambodia	1.4	1.7:1.2	Male
China	6.3	6.3:6.3	-
Fiji	1.4	1.4:1.3	Male

Hong Kong, China	5.2	4.8:5.6	Female
Indonesia	1.4	-	-
Japan	5.8	-	-
Kiribati	4.1	4.7:3.7	Male
Lao PDR	1	1.2:0.8	Male
Macao, China	2.0	1.7:2.3	Female
Malaysia	1.3	-	-
Maldives	3.4	3.6:3.2	Male
Micronesia	11	10.7:11.4	Female
Mongolia	3.9	4.4:3.5	Male
Myanmar	2.3	2.6:2.1	Male
Nauru	1.5	1.9:1.2	Male
New Zealand	16.6	17:16	Male
Philippines (the)	1.2	1.2:1.3	Female
Republic of Korea	5.6	6.4:4.5	Male
Samoa	1.2	1.2:1.1	Male
Singapore	3	-	-
Solomon Islands	2.9	3:2.7	Male
Thailand	2.9	2.7:3	Female
Timor Leste	4.6	4.7:4.4	Male
Tonga	2.8	2.6:2.9	Female
Tuvalu	1.9	2.3:1.6	Male
Vanuatu	12	11.8:12.8	Female
Viet Nam	7.8	6.6:8.9	Female

Source: UNESCAP, 2012a

This table shows large discrepancies in estimated levels of disability in the East Asia and Pacific region. The highest estimates are made by Australia and New Zealand; these are comparable to global estimates for moderate and severe disabilities. All other countries, with the exception of Micronesia, report less than 10 per cent. These figures are more analogous with global estimates for severe disabilities. Most countries are able to disaggregate the data by gender; the majority record more males than females with disabilities, although a few such as Thailand and Viet Nam, show greater prevalence of disability among

women. The evident comparisons between estimates in high-income countries and global estimates suggest an entrenched problem of underreporting in low-income countries. This close comparison leads us to believe there is a decided difference in classification, with only the severest disabilities being acknowledged in policy and law in low-income countries. It may also reflect the strength of civil society disability organisations in high-income countries to lobby for the rights of persons with disabilities.

Adult prevalence rates are, however, of limited utility when planning education interventions and yet there is no standard classification scheme for children with disabilities to guide policymakers and planners. Meanwhile, estimates on the prevalence of disability among children vary substantially according to the different definitions and measures being used. The Global Burden of Disease (WHO 2008) reported that among children aged 0-14 years prevalence of disability was 5.1 per cent (moderate) and 0.7 per cent (severe): equating to 93 million and 13 million children respectively, whereas UNICEF (2005) has estimated the global number of children under 18 living with disabilities at 150 million.

OECD countries present the most comprehensive data on children with disabilities. One metric used is the proportion of students receiving additional resources in compulsory education. For children with disabilities (Category A), across 16 countries in the OECD, this ranged in 1999 from 0.6 per cent to 4.6 per cent with a median value of 2.1 per cent (OECD, 2003). These differences in proportions are thought to result from national differences in the conceptualization of disability, identification procedures, educational practices, comprehensive provision and policy priorities. This further demonstrates problems of country-country analysis. It is thought unlikely that there is great variance in the organic bases of disability among countries. However, it is important to recognize here that in many low income countries, there are other external environmental factors which may come into play such as diet, health systems, prenatal care, and legacy of war, such as land-mine injuries in post-conflict countries and fragile states (see section 4.3).

5.2 Capacity to diagnose and respond

There is an immense gap in capacity between high and low-income countries to diagnose and respond to the needs of children with disabilities in education. The former have considerably more resources and institutional capability to address the issues. In the USA, for example, the Individual with Disabilities Education Improvement Act of 2004 recognises 13 categories of disability. These include autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, orthopaedic impairment, specific learning disability, speech or language impairment, traumatic brain injury and visual

impairment (including blindness). Identifying these impairments requires a range of trained school personnel such as school psychologists, speech-language pathologists, school counsellors, behavioural specialists and school nurses. Teachers are also important resources; special education teachers and disability specialists assist with diagnosis along with mainstream teachers who can also be trained to identify disabilities.

In developing countries, this range of training and diagnosis is often simply not possible and categorisation of disabilities is often restricted to physical, visual, hearing and intellectual impairments (Bines and Lei, 2007). However, significant changes are taking place and learning difficulties, autism, speech and language disorders and social/emotive behaviours are increasingly included (see Table 2). This shows categories of disability from a range of countries in South East Asia with data from Journal of Special Education in the Asia Pacific (JSEAP) gathered between 2008 and 2010, complemented by data from UNESCO (2009). This data also helps demonstrate the broader understanding of disability which is taking place, particularly in Indonesia, Malaysia, the Philippines and Thailand, and a potential convergence with higher income country understanding and practice.

Table 2: Disability categories in education in East Asia and the Pacific

	Brunei	China	Indonesia	Malaysia	Philippines	Samoa	Thailand	Viet Nam
Mental Impairment (MI)	X	X	X		X	X	X	X
Hearing Impairment (HI)	X	X	X	X	X	X	X	X
Visual Impairment (VI)	X	X	X	X	X	X	X	X
Physical Impairment (PI)	X		X		X	X	X	X
Autism	X		X		X	X	X	
Multiple handicaps/disabilities	X		X			X	X	X

Protracted/ Chronic Illness					X			
Speech and language disorders					X	X	X	X
Social and Emotional behaviour			X		X	X	X	X
Learning disability/dif ficulty	X		X	X	X	X	X	

Source: Table derived from information in the following sources - JSEAP, 2010, 2009 and 2008, UNESCO, 2009

This broader understanding of disabilities reflects how countries in the region have begun to strengthen their approaches to educating children with disabilities. Various actions and strategies have been implemented to support this move. The Biwako Millennium Framework, established in 2003, provides policy recommendations for governments in Asia and the Pacific to work towards an inclusive society for people with disabilities. The framework clarifies the obligations of States to promote and respect the existing rights of persons with disabilities. This was strengthened recently with the declaration of the Asia Pacific Decade of Persons with Disabilities: 2013-2022, which was formalised at Incheon. The Incheon Strategy that came out of this includes 2 targets for education:

- i) Enhance early detection of and intervention for children with disabilities from birth to pre-school age.
- ii) Halve the gap between children with disabilities and children without disabilities in enrolment rates for primary and secondary education.

Additionally, the indicators agreed at Incheon are gender-sensitive which recognises the need for a gender lens in this field and represents a preliminary step in supporting this process.

Furthermore, in 2011, the South East Asia Ministers of Education Organization (SEAMEO) agreed to adopt the Washington Group on Disability Statistics and the Organization for Economic Co-operation and Development (OECD) standards for describing disabilities. This will help establish standardised reporting and facilitate international comparison of data and is an important step in enabling improved standards in analysis and reporting in the region.

These frameworks and strategies represent significant steps being taken in the region to address the provision of education for children with disabilities. Nonetheless, the previous section demonstrates how existing data sets are fragmentary and inconsistent. Given the context of the region and lack of trained professionals trained to assess and diagnose disabilities, a simple screening approach based on a parent screening tool such as the *Ten Question Screen* (Durkin *et al.*, 1994) could prove to be highly useful. This could then be complemented by a second stage of professional assessment to improve standardisation and reliability (Bines and Lei, 2007).

5.3 Barriers and facilitators to educating children, particularly girls, with disabilities

The general lack of data demonstrates the lack of effective policies and mechanisms in place to safeguard and provide for disadvantaged children. From the aforementioned country studies we can begin to develop a study of the barriers faced by children, particularly girls, with disabilities. In addition, a number of studies into the field of education and disability (see OECD, 2005; Bines and Lei, 2007; DFID, 2011) have identified a number of barriers to educational equity and inclusion for children with disabilities which can be used as a basic framework. Within these, there are specific barriers pertinent to the education of girls with disabilities which need to be taken into consideration (Rousso, 2003). These are discussed below, along with the possible facilitators which can help mitigate their impact.

5.3.1 Conceptualisation of the problem from a gender perspective

The education of children with disabilities is rarely viewed through a gender lens. As such the gender dimensions of disability are overlooked within the education discourse and the specific and the unique needs of disabled boys and girls remain unaddressed. Girls with disabilities are almost entirely invisible in both international and national education discourse. The literature on girls and disability is sparse and research is limited (Rousso, 2003). Very little attention is given to their empowerment or to providing them with a platform to voice their concerns.

One of the first steps which should be taken, therefore, is the move to incorporate a gender perspective in addressing the needs of children with disabilities. We need better understandings of the lived lives of girls with disabilities, including their school experiences. A gender perspective is needed in all research and practices to assess the gender dimensions of disability in schools in terms of access, attendance, participation and exclusion, school survival, and learning outcomes.

5.3.2 Legal and Policy Frameworks

Legal and policy frameworks play a fundamentally important role in encouraging inclusion and equity as well as creating respect for diversity. The importance for this has been recognised in the various international discourses which address the matter of disability and education, such as the Salamanca Statement. Although both gender and disability are now gaining ground within education policies, there are still very few policies and programmes that specifically address the educational needs of girls with disabilities. Education policies in many EAP countries do not adequately specify inclusive education and how it is to be achieved for children with disabilities. Policies may lack time bound, costed action plans for implementation. Without strong legal and policy frameworks acting as a foundation, it is difficult to develop a holistic inclusive education sector. This is exacerbated by the fact that disability has a marginal status and is not being mainstreamed in the education sector, including in gender mainstreaming.

There are various actions which can be taken to create an inclusive education system. Compulsory free education for all and mandated integration are just two examples of facilitators to the inclusion of children with disabilities, particularly for girls. The removal of financial barriers to education will help encourage parents to send their children with disabilities to school. It is clearly important to specify how children with disabilities will be supported in their learning and participation within the mainstream school, including what entitlements they have, if any. It is also important to specify how any existing barriers to their education will be removed. These need to be institutionalised in comprehensive legal and policy frameworks to support this action and create inclusive education systems committed to free compulsory education for all. Accurate monitoring of compliance should be put in place to make sure these are being implemented.

It is important to note that children with disabilities are still widely excluded from education in many countries of this region in spite of constitutional provisions, education laws and policies. Education acts are often passed with enforcement mechanisms or incentives for compliance. Adequate budgets need to be allocated for implementation.

5.3.3 Availability of data

The current emphasis in EFA monitoring on national enrolment and completion rates provides no space for statistical reporting on children with disabilities or any other disadvantaged population. Furthermore, this data provides little information about participation and represents a one-dimensional analysis of education. Put simply, in many countries there is a complete lack of routinely reported metrics on

disability-related special needs education and the inclusion of children with disabilities in mainstream schools. OECD countries are able to report in this area, but there is no standardised framework, which prevents international comparability. Outside OECD countries these statistics are generally unavailable and not disaggregated adequately by age and gender (Evans and Deluca, 2003). Countries are generally only able to report on children with disabilities who are in special schools and not within inclusive education settings. Statistics on children with disabilities do not feature in the annual EFA Global Monitoring Reports. The UNESCO Institute for Statistics (UIS) does not collect statistics on children with disabilities and there are no international standards for statistical reporting to guide ministries of education. This demonstrates the lack of focus on this field within the international agenda.

Monitoring the inclusion of children with disabilities in primary and secondary education requires at least the gathering of statistics that can estimate the number of school age children with a disability and continue to track them as they progress through the system (Evans and Deluca, 2003). This is essential for planning purposes if the education needs of children with disabilities are to be met through inclusive education. Furthermore, little attention is given to the intersection of gender and disability. There is a shortage of statistical and qualitative evidence concerning gender differences for children, particularly girls, with disabilities and education. There has been very little research in this regard in the East Asia Pacific Region.

Greater attention, then, needs to be paid to this field to gain a better overview of the different marginalisation experienced by girls and boys with disabilities. In-depth studies incorporating both qualitative and quantitative data analysis into the current situation of education for children, particularly girls, with disabilities need to be conducted to provide a comprehensive database from which to make future reviews and recommendations.

5.3.4 Educational structures and school factors

Traditional school structures can present barriers to inclusive education environments and have created a legacy of inflexible school organizations, a shortage of relevant teaching skills including individualized teaching programmes, biases among teachers and parents, and a lack of cooperation between relevant ministries and services. Lack of disability awareness in schools is another important barrier preventing inclusive education for children with disabilities. Large class sizes and lack of effective support services (e.g. education psychologists, speech pathologists, social workers etc.) also contribute to educational failure for children with disabilities.

Inaccessibility of many school buildings and inadequate sanitation facilities can be a major barrier for children with disabilities; studies have shown that inadequate sanitation facilities are a significant barrier to girls' attending school, particularly during menstruation (UNICEF, 2012b). Although no known study has been conducted into the relationship between sanitation facilities and school attendance for girls with disabilities it is reasonable to assume a negative correlation exists between these factors.

The EFA agenda emphasizes the importance of wide reaching pre-school education, special classes and links between special and mainstream schools in recognising disabilities and special education needs and instituting an effective inclusive education system. This can be extended to include adequate infrastructure for girls and children with disabilities to access education.

5.3.5 Funding and resource allocation

Funding is a key factor; a general lack of funds and a bias in funding formulae are significant barriers to inclusive education. The shortage of resources prevents schools and education ministries from developing inclusive structure and removing physical barriers in education infrastructure, as well as providing the necessary in-class support to cater for special education needs. Furthermore, as seen in section 2.6, funding and resources are more commonly allocated to boys than girls, thus creating an additional barrier for girls with disabilities.

Resources are critically needed to develop equity and inclusion; dedicated funding to address inclusive education for girls and children with disabilities is required to improve educational access and outcomes for these children. Funds which follow students and not schools are perceived to open the way to inclusive education. This can be used to modify buildings, develop teaching and learning materials for children with disabilities and difficulties. Resources also need to be allocated for the development of gender-responsive pedagogies to promote inclusion of girls in education. Without the combined focus on inclusive education for children with Special Education Needs and a gender perspective, girls with disabilities will continue to face double discrimination.

For many governments, the education of children with disabilities is a low priority for political action and for targeted resources. This charge can also be levelled to some extent at the international community, though some donors are now making disability a priority and this provides an opportunity to make progress. In addition to this, there is a lack of international and CSO attention to the specific problems posed by the interrelation of gender and disability.

5.3.6 Teacher training

Lack of appropriate teacher training, skills and confidence are identified as significant barriers to education for children with disabilities (International Disability and Development Consortium, 2013). Teachers often lack appropriate preparation and support to handle children with disabilities (UNICEF, 2013) and so their actions are, instead, influenced by cultural attitudes. These actions may, consciously or unconsciously, marginalise girls and children with disabilities within the classroom. This is sometimes referred to as the 'hidden curriculum.' The hidden curriculum is relevant to girls' education and that of children with disabilities and acts to reinforce social norms, hierarchies and traditional gender roles. These are reproduced in teachers' attitudes, textbooks and classroom materials and seating arrangements.

By providing pre-service teacher training focused on developing appropriate attitudes, knowledge and skills together with implementing assessment mechanisms, teachers can be capacitated to work with inclusive pedagogies and to overcome discrimination and prejudice they experience towards girls and children with disabilities. This should be complemented with regular in-service training on implementing inclusive education. The UNICEF State of the World's Children: Children With Disabilities report (2013) puts forward the suggestion that teachers should be able to call on specialist help from colleagues and trained experts who work with children with disabilities for advice and assistance in the classroom. Capacity in teacher training colleges needs to be built as these may lack the necessary expertise in inclusive education and resources to prepare teachers adequately for the classroom.

UNICEF's Child Protection Strategy (2008) stresses the importance of developing a holistic approach to Child Protection through strengthening cooperation between the ministries of education and other government ministries and international frameworks such as WASH, as well as Child Protection. Child Protection needs to be integrated into training efforts in order to fully capacitate teachers and educators to inspire and shape inclusive learning environments.

5.3.7 Parental, community and social factors

This barrier is based around lack of understanding and disability awareness among parents and communities. Many parents do not value the education of children with disabilities, especially that of girls. Socio-cultural attitudes towards children with disabilities, including stigma and fear, further limit their potential, especially after school opportunities. This may be compounded by perceptions that the education of children with disabilities will not be productive or cost effective. Parents may be unaware of the rights of their children to attend school and may be ill-informed about the help available to their

children. They may lack means of communication and mutual support with other parents as well as constructive relationships with teachers, who may find them 'too demanding.'

Negative attitudes about disability are compounded by negative attitudes about girls and women. Disabled girls may be stereotyped as sick, helpless, childlike, incompetent and asexual. This discrimination extends to parents, teachers and the wider community. Girls' education is commonly seen as secondary to that of boys in many cultures, this is compounded by disability making girls with disabilities one of the hardest to reach groups.

Positive community attitudes to disability and gender equality are recognised as central to the success of inclusive education. If the education of girls and children with disabilities is valued by families and the wider community, this will encourage school attendance and educational achievement. This can be achieved through advocacy programmes and campaigns. Parents and communities can provide support and assistance in a variety of different ways, from providing accessible, safe transport to raising awareness and advocacy (UNICEF, 2013). The involvement of parents as advocates is thought to facilitate inclusion.

5.3.8 Transport

Transport, or lack thereof, to and from schools represents a substantial physical barrier to educational access for children with disabilities. Transportation may not be available or may be inaccessible to children with physical disabilities. This is particularly limiting for children with disabilities living in rural areas, whose homes are located a long distance from school. In many cases, transport to and from school is not available or may cost more because of the adaptations needed for disabled access.

Girls with disabilities face intensified difficulties in accessing education as a result of distance. Again, this is especially the case in rural settings and for girls with mobility or sight impairments. As seen in section 2.7, distance to school constitutes a barrier to education for girls on account of safety fears travelling to and from school. This applies to both disabled and physically able girls, but is heightened for girls with disabilities who are more vulnerable to violence and abuse.

Free or low cost transport services to and from school will help give parents peace of mind regarding the safety of their children with disabilities and girls whilst travelling to and from school, as well as improve access opportunities for children in rural communities. An initiative has been introduced in India which provides door to door school transport for girls to ensure their enrolment and safety (Oxfam 2006, cited

in UNESCO, 2008a). Resources need to be allocated by governments to ensure disabled girls and boys can access schools safely.

5.3.9 School related violence against children based on gender and disability

Bullying and disability harassment are widespread and represent an important factor keeping parents from sending their children with disabilities to school. Safety is another important factor; in many contexts, concerns about safety compound barriers to educational access for girls. Furthermore, as discussed in section 2.7.1, sexual harassment in schools is recognized as a widespread problem for disabled girls. This increases parental concerns about the safety of girls with disabilities, making them reluctant to send their disabled daughters to school. As described in section 2.7, in Pacific Island Countries, concerns about bullying influence parents' decisions to keep their children with disabilities out of school. This barrier surrounding Violence against Children needs to be addressed through strengthening Child Protection practices.

Inclusive education practices are intended to change attitudes to disability and difference and help address problems such as disability harassment and gender-based violence. By promoting inclusive attitudes and open mindedness in schools, it is hoped prejudices and discrimination will be diminished, creating egalitarian structures and societies. In turn, education is a factor itself as educated parents are better equipped and education can help break the cycle of bullying, discrimination and gender-based violence (Women's Refugee Commission, 2011). Initiatives in Bangladesh show inclusive education can have a positive impact on how children, parents, teachers and the wider community view disability and special education needs, fostering inclusive attitudes and breaking down stereotypes (UNICEF ROSA, 2003).

Methods and practices needed to guarantee Child Protection and Child Safety in schools are closely linked with the recommendations made above, such as effective teacher training, support and monitoring, strong national education policies with a discourse on Child Protection in Education settings, strengthening partnerships between the education sector and other ministries, and building community ties and parental involvement (UNICEF, 2012a). Furthermore, gender-based violence and safety should be addressed in curricula materials and teacher training to ensure supportive learning environments are created (UNGEI, 2012b). Comprehensive training for educators on Violence Against Children in general, and School-related Gender-based violence in particular are critical in order to redress educational inequality and create inclusive education systems.

The UN Study on Violence against Children (2006, cited in UNICEF 2009) also highlights recommendations such as codes of conduct for teachers and pupils, non-violent teaching, respect building, and full conformity to the CRC. These need to be integrated into education policies, frameworks and training processes in order to filter into education practices.

5.4 Concluding remarks

This sub-section has highlighted the lack of existing data on education for children, particularly girls, with disabilities, as well as the varying approaches and level of integration both gender and disability concerns receive within country policies in the Asia and Pacific region. The sub-section has shown how there are many barriers still in place to the provision of inclusive education. The lack of data in this field along with the clear definition of disability and the missing link between gender and disability all pose a fundamental problem to development in this field. Furthermore, although legal frameworks and education policies are coming to recognise the concept of inclusive education, political will, lack of adequate resources and effective training mechanisms all stand in the way of this being achieved. Many physical barriers remain in place preventing children with disabilities accessing school including a lack of adequate infrastructure, resources and transport-related problems, all of which are exacerbated by the lack of adequate funding. Finally, social factors such as attitudes provoking violence against children, parental and community attitudes and awareness of support mechanisms for children with disabilities, all culminate to present barriers to education for children with disabilities. Many of these factors are amplified for girls with disabilities who face greater physical and social barriers to education.

Chapter 6: Data – information by country

6.1 Assessment of available national data

Progress in improving access for girls and children with disabilities to education in the East Asia and Pacific region to date has been uneven (UNESCAP, 2010). The low level of education access for such children across the region observed by Takamine (2003) persists, as evidenced in EFA Regional reporting. The lack of available data and the low profile of children with disabilities in East Asia Pacific is also reflected in EFA regional monitoring reports. Although the UNESCO regional office has made notable attempts to strengthen the focus, disability was not mainstreamed in mid-decade and end of decade EFA reporting and numerical data are in short supply. There is, however, some useful reporting on disability and gender contained within *cross-cutting issues* in the regional EFA synthesis discussion papers.

In addition to the EFA monitoring reports, a number of country assessments analysing the situation and response to education for children with disabilities have been carried out in the East Asia Pacific region. These contain a wealth of insights and some data although, unfortunately, none of them incorporated a gender perspective throughout. They do, however, provide a platform for policy development and programming.

The East Asia Pacific region is geographically and culturally diverse. The varying cultural and religious contexts and historical legacies in the region have created a complex foundation from which to conduct research. This diversity adds to problems faced when compiling regional reports on education, child disability and gender. As such, when compiling the regional EFA mid-term monitoring reports, UNESCO adopted a sub-regional approach: Insular South East Asia, Mekong Sub-Region, and the Pacific. This section will combine the regional and country approaches to present the available data on education for children with disability in Asia and the Pacific, taking a gender perspective where possible.

6.2 East Asia

6.2.1 China

An inclusive approach to the education of children with disabilities has been evolving in China since the 1980s. In China's National Plan for Medium and Long-term Education Reform and Development 2010–2020 (CPG, 2010) the government provides guidelines for implementing its strategy of Inclusive education. One target of the plan is to ensure that by 2020 every prefecture, prefecture-level city, and county of

more than 300,000 residents has at least one special education school.

National level statistics from China on special and inclusive education may not adequately reflect the large region differences inside the country (Malinen, 2013). Data need to be disaggregated by region, gender and socio-economic status to provide a more meaningful picture of disability.

In 2010 the total number of students with disabilities in Chinese regular primary and junior middle schools was 255,662, while, the total enrolment in special education schools or attached special education classes was 169,951 students (Malinen, 2013). This equates to 60.1 per cent of students officially recognised as having a disability or other special educational need in mainstream education settings. However, a 2006 national sample survey showed China had almost 2.5 million children of compulsory education age (6–14 years old) with disabilities. This would suggest that some children with disabilities attend schools registered as regular students and/or some children with disabilities do not go to school at all.

Competitive school culture and traditional instructional practices like whole-class teaching and rote learning have been seen as major obstacles of inclusive education in China. Large class sizes have also been seen as an important challenge (Malinen, 2013). Human Rights Watch (2013) argues that China devotes too few resources to the education of children with disabilities in mainstream schools. Support for these children is not institutionalized and the burden falls on the shoulders of teachers. Support staff and specialized materials are not available and training for teachers is limited, as is funding. As a result, a large percentage of children with disabilities drop out of school by the end of junior middle school or transfer to special schools. Discrimination against children with disabilities is pervasive and parents have limited information about their rights and options.

6.3 Insular South East Asia

The distinct cultural heritage in the Insular South East Asia region whereby women are accorded a high social status (Reid, 1988 cited in UNESCO, 2008a) means that gender parity in education has largely been achieved in this region. In fact, it would appear a reverse gender gap is emerging with boys lagging behind girls in educational achievements. This is particularly apparent as the children move up through the school years (UNESCO, 2008a). On the other hand, many children with disabilities are not in school. Separate special education is provided for children with severe disabilities. Some disabled children who do not fall into the 'severely disabled' category attend mainstream schools, but may not be identified as children with disabilities. In Malaysia, it is policy to provide special education MoE institutions for children with a

single disability and those with multiple disabilities are referred to the Ministry of Women, Family and Community Development (UNESCO, 2008a).

Indonesia, Malaysia and the Philippines have incorporated a broad understanding of disability in their education policies. Furthermore, Indonesia, Malaysia and the Philippines, recognize the special education needs of children with disabilities within their development plans and policies, which represents a move in the right direction to begin addressing the needs of children with disabilities. For this to be meaningful, however, it is important to ensure the next steps are taken to bring this from policy into practice. In the meantime, data for this region are remarkably sparse so further research is needed to obtain a comprehensive overview of the situation before further policy recommendations can be made.

6.3.1 Indonesia

Education data on children with disabilities are sparse but it is estimated that 75 per cent of children with disabilities in Indonesia do not attend school (ASB, 2013). Under the Indonesian National Education Law, parents of children with disabilities have the right to enrol their children in special needs schools (*Sekolah Luar Biasa*), however, these schools are limited in number and can be expensive. Some state schools accept children with special needs, but may not have the facilities or the teaching methods required for children with disabilities and specific needs. Some 'National Plus' schools¹⁰ also provide inclusive education for children with special needs and disabilities. The principle of Inclusive education is incorporated into Indonesia's Constitution and National Education Law. Nevertheless, much remains to be done in order to ensure that all children in Indonesia are able to access quality educational services. As such the Ministry of National Education has developed a strategy to expand special needs provision (Indonesia MoE, 2007).

In a study on implementation of inclusive education involving a sample of 186 schools with a total student body of 24,412, it was found that 12 per cent (3,419) were students with special education needs (Sunardi *et al.*, 2011), along with 34 gifted students (0.1 per cent). Of all the students with SEN, 56 per cent were males and 44 percent were females. The results showed that, in terms of institutional management, the majority of inclusive schools had developed strategic plans for inclusion, legally appointed coordinators, involved related and relevant parties, and conducted regular coordination meetings. However, there were still many schools that have not restructured their organizations. In terms of student admission,

¹⁰ Schools which provide education reaching beyond the national standards.

identification and assessment, 54 percent of schools had set a quota for SEN students. Only 19 percent had applied a selection process in student admission, half of which had used different procedures for SEN candidates. Approximately 50 percent of inclusive schools had modified their curriculum, including a variety of standards and 68 percent of inclusive schools reported that they had modified their instructional process. Only a few schools, however, had provided special equipment for students with visual impairment, physical impairment, speech and hearing problems, and autism and gifted and talented students. More than 50 percent reported that test items, administration, time allocations, and students' reports were modified. For the national examination, this number decreased dramatically. Whilst positive steps have been made to create a holistic, Inclusive education system, it is clear that much remains to be done in Indonesia to ensure this provision spans the entire education sector.

6.3.2 Malaysia

In Malaysia, special needs students are categorized into three main groups: i) the hearing impaired, ii) the visually impaired and iii) learning difficulties (LD) which includes children with Down's syndrome, autism, ADHD,¹¹ minimal retardation, and specific learning difficulties such as dyslexia (Hoque *et al.*, 2013). Children are assessed by a Medical practitioner and then they are placed in schools accordingly. Malaysia has 34 special education schools with 7,709 students enrolled, of which 66.56 per cent are male (Malaysia MoE, 2012). Enrolment in the Special Education Integration Programme is 27,096 children with 7,980 special needs teachers.

Malaysia has developed a strategy to increase the capacity of schools to address children with special needs (Malaysia MoE, 2008). These learners are educated in regular schools and there are special schools (*Sekolah Khas*) to cater for students with vision and hearing disabilities. However, data on children with special needs are inadequate to assess the percentage that has been included in mainstream education; some children have not been formally assessed or diagnosed and some schools may not be providing appropriate support. It is acknowledged that the development of reliable estimates of children receiving support is an important first step in better meeting special education needs.

The Special Education Department of the Ministry of Education is responsible for services covering the needs of school-aged children with visual impairment, hearing impairment, learning disabilities and remedial education. The Integrated Special Education Programme provides special education classes

¹¹ Attention Deficit Hyperactivity Disorder

located in a normal mainstream school and seeks to make schools more disability friendly. This is provided for children with learning, hearing and vision disabilities. The Programme is carried out in normal primary and secondary school, as well as in technical/vocational secondary schools that use the withdrawal and partially inclusive approach to teach and learn.

6.3.3 The Philippines

Despite the existence of education policies on inclusive and special education, children with disabilities are still combating educational exclusion. The Department of Education estimates that 97.3 per cent of them are still unreached. The number of children with disabilities in school was estimated to be 101,762 (2011-2011), about 5,916 are mainstreamed in regular classes (Department of Education, 2011). This seems to suggest a system of separate education provision in special schools. A total of 276 Special Education Centres have been established nationwide.

The education system has full responsibility to ensure the right to education of children with disabilities. Currently there are 2 models of inclusion:

- **Partial mainstreaming** towards inclusion in which students are educated in regular classes at least half of the day. Children receive additional help or services. They are pulled out of the mainstream classroom to receive these.
- **Full mainstreaming** in which receive regular instruction and all special services in the general classroom.

Inclusive education involves training programmes for school heads and supervisors, teachers who teach children with various disabilities and the development of specialised instructional materials. There are systems for early intervention.

Challenges identified include provision of resources to implement inclusive education and increasing the ability of schools to retain children with disabilities. Inclusion entails additional resources to those currently provided to regular schools. Parents need to be mobilized to support inclusive education. Provision of post school support is needed to enable children with disabilities to gain employment.

6.4 Mekong Sub-Region

The Mekong Sub-region has made great progress in recent years in addressing girls' access to education. However, this progress is largely restricted to gender parity in education and, as yet, has failed to address

gender equality *within* education. A review of curricular materials in Cambodia showed that gender equality concepts have not been integrated into classroom resources.

Due to the legacy of war in the region, the issue of disability has particular pertinence; every year hundreds of people, particularly children, are involved in landmine and unexploded ordinance incidents in Cambodia, Lao PDR, Myanmar, Thailand and Viet Nam (UNESCO, 2008b). In spite of this, there is a significant lack of data available in this sub-region recording the incidence of disability among children and their attendance and inclusion in education. The EFA mid-decade monitoring report (UNESCO, 2008b) posits that this reflects the extent to which this group is marginalized from society. Socio-cultural attitudes may be a significant element in creating this marginalization (it is believed people born with disabilities performed unworthy acts in a past life), generating a barrier to equality of opportunity for children with disabilities. Most mainstream schools do not facilitate the inclusion of children with disabilities. A limited number of special schools cater for children with disabilities, however, these are primarily located in urban areas; as such, only a small percentage of children with disabilities benefit from education initiatives.

6.4.1 Cambodia

A study of disability, poverty reduction and development was undertaken in Cambodia with support from DFID (KAR, 2005). This included a section on education, however, gender perspectives could be strengthened. A proper assessment of 'disability' is missing in Cambodia and, therefore, data gathered on children with disabilities within the education sector were considered to be questionable. At present, data presents the most common form of disability as learning difficulty followed by speech difficulty. A small-scale sample found that almost 50 per cent of children were attending school.

Cambodia has adopted an inclusive education policy (Kalyanpur, 2007). Mainstreaming education for children with disabilities is increasingly gaining attention and response by government officials who are working to eliminate education disparities. This is protected under law through the Law on the Protection and Promotion of the Rights of Persons with Disabilities states that the Ministry of Education should encourage disabled students to be in regular education classrooms and integrated classrooms and provide students with appropriate support. Furthermore, education law has provisions for the education of children with disabilities, stating that disabled learners have the same rights as able learners and have additional special rights. Disabled learners of either sex have the right to study with able learners if there is sufficient facilitation in the study process. Disabled learners who are not able to learn with able learners, even with facilitation, have separate special classes at community schools in their locality.

The National Policy on Education of Children with disabilities (2008) aims to:

- Increase awareness and acceptance of disabilities among communities, relevant institutions and stakeholders.
- Provide early identification and intervention to all children with disabilities from birth to five years.
- Provide quality education, life skills for disabilities equitably and effectively.
- Increase enrolment, promotion and survival rates in schools.

However, the special education needs of children with disability are not being addressed; teaching methods still rely heavily on rote learning and corporal punishment is common. The main challenges lie in implementation. Lack of data on children with disabilities has been cited as a major constraint in planning inclusive education (Bines and Lei, 2007). There is a critical shortage of teachers in regular education that affects the availability of qualified teachers trained in inclusive education or in specialized courses. There are limited financial resources in a context of 'too many priorities and too few resources' to support the training of teachers, development of learning materials and the provision of assistive devices. Systematic early assessment is not in place. School infrastructure is an issue and is cited by parents as a barrier to inclusion: some schools have no ramps or accessible toilets or the ramps are not built to universal design specifications. However, new schools are being built that are accessible to children with disability (Bines and Lei, 2007). The findings that schools are inadequately equipped to handle children with disabilities are corroborated in a study of disability rights in Cambodia and the need to monitor education outcomes for both boys and girls with disabilities (SIDA, 2012).

Box 7: Pilot programmes to address disability in education

There are some pilot projects being undertaken, including interventions to improve diagnosis and school-level support. A pilot programme for disability screening for out of school children has recently been developed by the Global partnership for Education (GPE). This includes professional screening of children with disabilities both in and out of school, the provision of support services and referrals, and the use of data for planning.

This project has helped ensure children with disabilities are given higher priority by the Cambodian education ministry. A better understanding of the needs of children with disabilities alongside data from the survey enabled the ministry to set goals and monitor progress. The out-of-school population was halved between 2007 and 2011 in large part because of these targeted policies and interventions.

The results of the GPE-funded survey were also shared with development partners, prompting a number of education programs to support children with disabilities and impairments. For example, GPE with partner organizations, is supporting a vision screening project for 13,000 students in 56 elementary schools in Siem Reap, with many children receiving eyeglasses, surgery, or other treatments.

Source: www.globalpartnership.org/success-stories/learning-eye-glasses-cambodia

6.4.2 Lao PDR

In 2007-8 it was estimated that approximately 4 per cent of all school-aged children with disabilities were enrolled in education (pre-school to secondary education) and receiving appropriate assistance from trained teachers (Lao Ministry of Education and Sports, 2011). Furthermore, a study of girls' education in Lao PDR (King and van de Walle, 2007) found that having a disability lowered a child's probability of attending school by 13 per cent. It was also found that ethnicity is a complicating factor with rural Lao-Tai girls being significantly disadvantaged in comparison with other sub-groups. This demonstrates how two factors of marginalisation (gender and ethnicity) intersect to further marginalise select groups of girls and the importance of taking a holistic approach to inclusive education. This need has been recognised by the government and positive steps are now being taken in Lao PDR to promote Inclusive education.

The Government of Lao PDR has adopted inclusive education as a national policy to support the achievement of its education sector development objectives. The purpose is to reduce, and eventually

eliminate, disparities in access to education of disadvantaged groups, including children with disabilities. Implementation of the policy is supported by the National Strategy and Plan of Action on Inclusive education 2011-2015 (Lao Ministry of Education and Sports, 2011). This sets targets to be achieved by 2015, one of which specifically concerns the schooling for children with disabilities: by 2015, at least 30 per cent of children with mild disabilities are to be enrolled in grades 1-9.

The Plan of Action includes funding to establish procedures for diagnosing the education needs of children with disabilities including early detection of disabilities. To create Inclusive Learning environments, schools will be equipped with necessary assistive devices and teachers will be trained to better respond to the needs of children with disabilities. Special schools will be established for children with severe and multiple disabilities. It is acknowledged that there are weak systems for data collection and analysis of disadvantaged groups. The Plan of Action acknowledges the currently weak data collection systems and analysis on disadvantaged groups and, in response, will instigate data collection practices which will be disaggregated by sex, disability, ethnicity and poverty levels. The best practices in place in Lao PDR are described in further detail in section 5.3.

6.4.3 Myanmar

Education data on children with disabilities are lacking any form of disaggregation. Internships Asia and the Hussman Foundation recently funded a study on disability and development (Bawi, 2012) which included some analysis of education for children with disabilities, but lacked a gender perspective. The study showed that little support is available for families with children with disabilities and there is no established diagnosis system in place for the early years of childhood. There are a few special educational institutions for children with disabilities in Yangon and Mandalay but access is limited due to geographical, logistical and financial constraints. At present, children with disabilities are educated in formal schools and monastic schools, as well as in special schools. The main approach is to provide inclusive education through mainstream schools, however, there remain many barriers which prevent children with disabilities accessing mainstream education. UNICEF (2012c) notes that enrolment of children with disabilities is low. In addition to the many physical barriers preventing access to mainstreaming education, stigmatization and discrimination are widespread and an alleged 51 per cent of the population do not believe in the need for persons with disabilities to receive an education (Bawi, 2012). Lack of public understanding creates social barriers for children with disabilities meaning they are likely to suffer from bullying and exclusion.

Inclusive education has been adopted as the policy to address educational disadvantage of children with disabilities and excluded children more generally (Myanmar MoE, 2007). To date, implementation has been undertaken on a phase-in basis, with 125 Townships initially selected. Sample lessons for blind and deaf learners have been developed by the Department of Myanmar Education Research Bureau and there are plans to provide Braille to all blind students (Myanmar MoE, 2005).

6.4.4 Thailand

The situation of gender parity in education is fairly positive in Thailand. Education has long been open to girls and although there is a small gender gap in favour of boys at primary level, in tertiary education girls outnumber boys and frequently outperform boys as well (UNDP Thailand, 2012). However, in 2003 the Family Protection Centre of the Ministry of Education claimed that “every week, at least one school teacher sexually abuses a student” (Bangkok Post, 2003 cited in UNICEF 2012).

In Thailand, access to basic education was extended to children with disabilities in the 1960s. Despite this, and the significant progress the country has made towards meeting the EFA goals, significant challenges remain unmet, in particular educational access for disadvantaged groups including children with disabilities (UNESCO, 2008b). According to a UNICEF (2005:22, cited in UNESCO, 2008b) study “it is estimated that one-third of school-aged children with disabilities are not enrolled in school.” This is supported by research which shows that under 68 per cent of children with disabilities of school age receive schooling (UNESCAP, 2010).

In an effort to reach disadvantaged out of school children, in 2006 the Ministry of Education developed a policy on the provision of education for disadvantaged children. This specifically cites children with physical, mental, emotional, intellectual, and learning deficiencies among this group (UNESCO, 2008b). Since then a dramatic increase in the number of children with disabilities has been observed particularly in integrated schools (UNESCO, 2009c). Early intervention services are provided from birth and the Ministries of Education and Health work closely to ensure the needs of children with disabilities are adequately met. Children must be registered, and assessed at Special Education Centres to develop an Individualised Education Plan which provides the basis for individual support. There are some 43 Government Special Schools (20 for the deaf, 19 for children with intellectual disability, 2 for physically handicapped and 2 for the blind). Special Education Centres have been established to provide support to regular schools and the integration of children with disabilities into the mainstream. There were 76 in operation in 2009.

Despite the integrated system, education data on children with disabilities are hard to obtain. In 2009 UNESCO (2009c) reported a Ministry of Education estimate that only 20 per cent of children and youth with disabilities were attending school. The majority do not progress beyond grade 6 and enter the labour force to support the family. Specialized facilities are principally available in urban areas and there remain many implementation challenges including the provision of qualified teachers, provision of appropriate services, negative attitudes and overcoming outdated practices. The Individualised Education Plans have proved to be problematic, particularly in terms of follow up and provision of additional funding to the school. Overall, the allocation of resources has not been adequate and many teachers feel unprepared to teach children with disabilities (Carter 2006; UNESCO, 2009c).

6.4.5 Vietnam

The ESCAP report 'Disability at a Glance' (2010) found that 41 per cent of children (aged 6 or over) with disabilities are illiterate whilst only 19.5 per cent of children with disabilities have completed secondary school. Inclusive education was introduced in 1990 with the policy objective of educating all children within a common educational setting. Since 2003 all cities and provinces have established Steering Committees for education of children with disabilities. Inclusive education is included on the guidance in learning tasks. There are currently three approaches to educating children with disabilities (UNICEF, 2010c):

- **Special schools:** These accept only children with disabilities. There are currently over 100 such schools providing education, physical training, health care and vocational training for around 7,000 children with severe disabilities. These are located primarily in urban areas.
- **Integrated schools:** Most of these schools continue to include some students with disabilities in a special education classroom.
- **Inclusive schools:** These are regular schools with no more than 2 children with disabilities in any classroom.

The Ministry of Education and Training (MoET) set a target to achieve 70 per cent enrolment of children with disabilities by 2010, up from 31 per cent in 2005/6. In 2008-2009, children with disabilities enrolled at primary school age amounted to 67 per cent (MoET, 2011). A total of 390,000 school children with disabilities received inclusive education and 7,500 received special education.

Implementation of inclusive education has been constrained by inadequate resourcing in terms of budget, human resources and support systems (UNICEF, 2010c). Data on the number and nature of disabilities are limited. Barriers to inclusive education also include negative attitudes towards disabilities, lack of inter-departmental coordination and cooperation, lack of equipment and trained teachers. Early intervention services are not comprehensive and only reach a fraction of children with disabilities (UNESCO, 2009c). Data from a study indicate that the inclusive programme tends to amplify already identified problems in the public educational system mainly caused by overloaded and abstract curricula and a pervasive rote-learning tradition (Rydstrom, 2010). It found that disabled girls, in particular, are susceptible to pedagogical setbacks in the public school system.

6.5 The Pacific

A regional EFA discussion paper has not been prepared to date for the Pacific region and there is little available data regarding the education of children with disabilities. However, UNICEF's report 'Pacific Children with Disabilities' (2010) provides a comprehensive overview of the situation in Fiji, Kiribati, Samoa, Solomon Islands, Tonga and Vanuatu. Although encompassing a culturally diverse and geographically dispersed region, there are some common cultural attitudes towards children with disabilities in Pacific Island Countries. Children are highly valued and cherished in Pacific cultures so that children with disabilities tend to be over-protected and sheltered. Consequently they are not encouraged to pursue education and learning skills which would allow them to lead an independent life. The report found that many children with disabilities start school with additional behavioural and communication problems as they are largely ignored by their families, and on occasion have not even received toilet training.

In many Pacific Island Countries, Women and girls face extreme marginalization. In Pacific Island Countries, the low status accorded to women and girls means that girls are far more likely to be kept out of education by their parents; girls enrolment rates in education compared to those of boys in Pacific Island Countries are among the lowest in the world (AusAID, 2008 cited in UNWOMEN, 2011). Girls are extremely vulnerable to gender-based violence (see section 2.7.1) in the form of sexual abuse, physical violence, marginalization and exclusion. Child marriage is also common as is the demand for the payment of a bride price (UNWOMEN, 2011). Girls' exclusion from education represents yet another form of gender-based violence perpetrated against girls in Pacific Island Countries.

As seen in section 2.7.1, gender-based violence is an important example of violence against children. Bullying, too, falls into this category and can present many barriers to children's learning. Many parents keep their children with disabilities from attending school to protect them from bullying and teasing. Other parents believe children with disabilities cannot learn. A larger misunderstanding of disabilities among teachers and communities may mean children with special education needs are turned away from mainstream schools. Those who do attend school rarely move beyond primary education. Discrimination and misinformation are significant barriers preventing many children with disabilities from achieving their educational potential.

A recent assessment of disability policy and programme frameworks in the Pacific (AusAid, 2012) found that early detection, identification and rehabilitation are weak in the region. Furthermore, there are few education opportunities for older children with disabilities. Meanwhile, very few disability organisations operating in the region prioritise the needs of children with disabilities. At present, the evidence base for policy making and programming is limited, however, there is a growing focus on the needs of people with disabilities by governments in the region and a strong commitment to disability inclusion in education. This is strengthened by the Pacific Education Development Framework as well as the Pacific Disability Forum (2011) which has a strategic plan for the period 2011-2016 to promote the rights of people with disabilities.

6.6 Concluding remarks

The above-mentioned studies provide insights into the reality and barriers experienced by children with disabilities in some countries and sub-regions in Asia and the Pacific. These country analyses also serve to demonstrate how little data is available; in-depth data is not available for many countries in the region and the reports that do exist either include children with disabilities or a gender perspective but rarely both. This highlights the need for a comprehensive approach in this area if universal education is to be achieved, granting equality of access and participation to all children, regardless of ability or gender.

Chapter 7: Ways forward and recommendations

Increasingly, governments are committing to inclusive education (UNESCO, 2008b). However, there is no agreed definition for inclusive education which means approaches and priorities vary between country contexts. In essence, inclusive education holds firm the belief that all children can learn and have the right to education. To achieve this requires an on-going process involving children, families, teachers and communities so that regular school systems are able to educate all learners with appropriate support mechanisms (UNESCO, 2010b). The phenomenon of socially isolated children with disabilities within an inclusive education setting must be better recognized and addressed. Clearer articulation of the rights of children with disabilities is needed together with specific guidance on how to protect and respect these in schools. Within this there is a need to recognize gender differences.

There is a pressing need for better data and policy analysis. The most recent regional analysis on education found that in most countries in East Asia and the Pacific, children with disabilities were being catered for in special schools (UNICEF, 2003). The regional analysis on Inclusive education (UNICEF, 2003) also found that some governments provide Special Education Units within regular schools.

As seen in sections 4.2 and 4.3, countries in the region have begun to strengthen their approaches to educating children with disabilities. In 2011, the South East Asia Ministers of Education Organization (SEAMEO) agreed to adopt the Washington Group on Disability Statistics and the Organization for Economic Co-operation and Development (OECD) standards for describing disabilities. This is an important step in enabling improved standards in analysis and reporting.

7.1 Key findings

This study highlights that girls with disabilities are among the most marginalized children in education. Women and girls with disabilities face the typical disadvantages of gender inequality, but these are compounded by disability. There is a pressing need to substantially enhance educational opportunity for all children with disabilities and mainstream a gender perspective.

To date, there has been very little consideration of gender as a significant factor in policy or practice. Yet, there are significant gender disparities in relation to gender and the education of children with disabilities. Children with disabilities, especially girls, are less likely to enrol in and complete education. Male children are more prone to illness and trauma, they externalise their feelings more openly than girls and their education is often prioritised over that of girls. Violence against children with disabilities, including

gender-based violence is also prevalent in schools and data from adults with disabilities reinforce the idea that men and women with disabilities experience discrimination differently.

Such lack of conceptualisation of access to education for children with disabilities from a gender perspective represents a significant barrier to the education of girls with disabilities. This has resulted in a want of sex-disaggregated data, a lack of policies and programmes, and a lack of visibility and voice for girls with disabilities. The high prevalence of discrimination and gender based violence against girls, and resulting parental concerns regarding the safety of their daughters, means many are kept back from education. The long travel distance to school, lack of transportation and school environmental barriers further exacerbate this. Moreover a lack of mainstreaming of special needs education, political will, partnerships and ability to monitor the inclusion of children with disabilities pose problems for inclusion.

Approaches to measuring disability vary across countries, according to the purpose and application of data, and limited data quality and comparability pose a fundamental problem in estimating the level of disability and scale of marginalisation children with disabilities face. High and low income countries have vastly different capabilities to identify and respond to the needs of children with disabilities in education.

Ensuring equitable access to quality education for children with disabilities is not explicitly addressed in the Dakar Framework for Action and Education For All goals. The internationally agreed approaches of inclusive education and special needs education are implemented differently in different contexts. There is no clear understanding of these terms and, in practice, special schools, special classes and regular inclusive classes may all occur within one education system. This contradicts international best practice and means inclusive education and Special Education Needs are not being addressed adequately to ensure full participation of all children, regardless of gender or disability. With the current focus on the post-2015 development agenda, the needs of children with disabilities must be central to the future international development discourse.

Nevertheless, countries have begun to strengthen their approach to educating children with disabilities. In 2011, SEAMEO agreed to adopt the Washington Group on Disability Statistics and OECD standards for describing disabilities. There is, however, significant work to be achieved. From the ground covered in this discussion paper, UNGEI would like to present some good practices and recommendations for this area, based on a fundamental change in approach.

7.2 Good practices

Based on a review of available data and policies, it is clear certain central policy priorities exist to address education for girls and boys with disabilities in the Asia Pacific region. However, countries need to invest in:

7.2.1 Research, data gathering and analysis

Robust data are important to help develop appropriate education policies, sound sector plans and programmes as well as monitoring implementation. This includes gathering better data sets on children with disabilities including the number of children with disabilities and their social circumstances. Such data need to be age and sex disaggregated. There is an urgent need for more comparable and complete data collection and a better, shared knowledge base on the education of children with disabilities at global, regional and national levels. Undertaking a barrier analysis is a useful way to strengthen understandings of the context of children with disabilities in and out of school. This was recommended in Equity and Inclusion in Education Guide (FTI and UNGEI, 2010) but few countries seem to have taken it up. More research is needed on the education of girls and boys with disabilities. Suggested areas to consider are listed below.

Box 8: Research agenda for education for girls with disabilities

- What barriers exist to education for girls with disabilities?
- Do diagnostic tools accommodate potential differences between girls and boys?
- What learning support services are provided to children with disabilities in a) ECCE; b) primary school and c) secondary school? Are these equitable from a gender perspective?
- Are girls with disabilities receiving the learning support services they need?
- What do girls with disabilities perceive to be their educational needs and what is their perception of the current support services they receive?

7.2.2 Early identification and response

Early identification of children with disabilities is critical for the development of policies, strategic planning and service provision (UNESCO, 2009b). Early diagnosis is necessary for children with hearing impairment since even mild hearing loss can impact on the child's ability to listen in class and interact with peers. Currently, low-income countries in particular face problems in identifying and characterising disability among children. This can be attributed to a lack of technical capacity and cultural and language specific tools for assessment. These should be relatively easy to put in place, possibly within a school health policy framework.

7.2.3 Early Childhood Care and Education

Early childhood is a particularly important time for an individual's development and currently many children under five are exposed to multiple risks. Diagnosis of impairment risks at this stage in a child's life is crucial and signals the need to integrate disability identification and interventions in Early Childhood Care and Education (ECCE) programmes. ECCE programmes can provide combined health and education support, for example, support and guidance for parents on assisting learning at home and the use of assistive devices such as mobility devices or spectacles (WHO and UNICEF, 2012). Inclusive pre-school and early primary schooling can offer children with disabilities opportunities that ensure optimal development through child focused learning, play, participation, peer interaction and the development of friendships.

7.2.4 Professional development of staff and teacher training

The pre and in-service training of teachers and other staff together with their professional development is a key issue in inclusive education. It is important to develop teachers' interest and competence in inclusion (OECD, 2003). Skills development of teachers has been a prominent feature of success in Italy (see section 3.2) and helps show how effective capacity-building of teachers can be. According to the International Disability and Development Consortium, (2013) putting in place appropriate teacher training programmes in inclusive education involves:

- Giving attention to addressing inclusive education in pre-service and in-service teacher training and through continuing professional development activities
- Developing a mixture of (i) specific courses that focus on inclusive education, and (ii) a concerted effort to 'embed' inclusive education principles into all teacher training courses and activities.

- Undertaking a review and revision of teacher training courses, curricula and materials; with the review process involving training institutions and ministry of education personnel, as well as trainers, teachers and other education stakeholders from diverse sections of the community.
- Advocacy to encourage teacher training institutions and ministries to undertake such changes.

In some countries disabled people have been refused access to train as teachers (Thomas, 2005) though these employment limitations are being gradually removed (Bines and Lei, 2007). This is important because it will help provide children with disabilities with visible examples of people with disabilities playing an active role in their community, thus providing role models for the future.

There is a need for promoting information exchange on teacher training for inclusive education and children with disabilities in the East Asia Pacific region. Teacher training is considered to be a major element in quality education and is considered essential to Child Protection strategies. Professional development for teachers should emphasise child health, safety and wellness in schools, as well as promoting positive inclusive attitudes in school. Teachers should be given training to break down discrimination and stereotypes against disability and special education needs. Training on disability and inclusion should be provided in pre-service teacher training courses and offered within in-service provision. There is also a need for specialised training for teachers working with children with specific disabilities e.g. deaf children (Bines and Lei, 2007).

7.2.5 Support services

There is a need for a regional, as well as sub-regional and national, mapping of the support services that are available for children with disabilities, both within and outside the school, as well as how decisions are made to provide such services. It would be important as part of this process to include analysis of funding regimes for support services in mainstream settings.

7.2.6 Parental and community involvement

Parental and community involvement are important factors in the education of children with disabilities. This can range from representation in school management to working closely with teachers concerning assessment arrangements or supporting children in classroom work in key areas such as reading and mathematics.

UNESCO has developed a module on children with disabilities in the Parenting Education Guidebook (2011) that could be a useful tool to act as a basis to develop guidance on how parents of children with disabilities can work with schools to support their education. Future modules and strategies need to incorporate a gender perspective to adequately address the different needs of girls and boys with disabilities. Although this guidebook needs further elaboration, it represents a key initiative and example of good practices for building parental and community awareness surrounding disability and special education needs.

Community involvement is key for inclusive education. Communities need to be sensitized to inclusive education and the need to provide effective support to girls with disabilities.

7.3 Recommendations and ways forwards

Based on the international response framework and the regional overview, the following pages will look at recommended ways forwards for improving awareness and approaches to gender and disability in education in the region.

7.3.1 A fundamental change in approach

Given the lack of data and the invisibility of the issue, it is abundantly clear that a fundamental change is required in education sector development processes if the right to education of children with disabilities is to be fulfilled. Furthermore, provisions need to be taken to differentiate between the needs of boys and girls with disabilities. The educational rights of children with disabilities need to be given greater priority by governments, civil society and international development partners. This requires building political will as well as a widespread change in attitude towards children with disabilities, recognizing them as a heterogeneous group, with a gender identity, whilst acknowledging differences in type of disability, socioeconomic status, ethnicity and location. The equity and inclusion agenda of EFA needs to fully include children with disabilities.

Piecemeal efforts are unlikely to achieve the fundamental shift needed to enhance inclusion for children with disabilities in the educational development mainstream. A comprehensive multi-sectoral approach is required with the full, meaningful participation of disabled people's organizations (DPOs). Greater attention needs to be given to developing more robust methods of monitoring progress in educating children with disabilities to ensure that the allocation of resources to support such children is equitable

and there is no gender bias in identification of disabilities or the allocation of resources. This should help ensure girls with disabilities can take advantage of educational opportunities.

7.3.2 Incorporate a gender-perspective in addressing disability

Very little is known about the intersection between gender and disability and the impact on children in and out of education. Girls with disabilities, in particular, are largely invisible in current education discourse in the East Asia Pacific region. We know very little about her lived experience, the challenges she faces in the classroom and school environment and how these are being addressed. Consequently there is a need to find ways of making girls with disability visible and giving them a platform to voice their concerns. This should be participatory and undertaken in a way that does not present girls with disabilities simply as victims.

In-depth research and data collection will help provide a better understanding of the lived experiences of girls and boys with disabilities. This needs to be high quality data, utilizing both qualitative and quantitative data collection, to obtain a comprehensive overview of the situation for children with disabilities in East Asia Pacific. The more dimensions which can be disaggregated, the more comprehensive the overview and analysis will be; disaggregated data are needed to shed light on the patterns of enrolment, attendance, completion and attainment of children in the education system, including by gender, disability, geography, ethnicity, class and religion.

7.3.3 Address stigma and violence, including sexual harassment, against children with disabilities

According to the *State of the World's Children* (UNICEF, 2013) discrimination remains a root cause of many of the barriers facing children with disabilities, creating increased risk of exclusion; girls in particular experience discrimination and heightened vulnerability on account of their gender as well as their disability (Plan, 2012). Furthermore, negative attitudes and stigma still present one of the greatest obstacles to equality for children with disabilities (UNICEF, 2013).

Violence prevention policies and programmes must pay particular attention to traditionally marginalized groups, including girls and boys with disabilities. NGO campaigns such as Plan International's *Learn Without Fear* should consider taking a leading role in promoting the rights of girls with disability. Parents' organisations can also be crucial in combatting attitudes towards children with disabilities to support inclusion (UNICEF, 2013).

7.3.4 Review existing policies and laws

Many Governments in the East Asia Pacific region have put in place mandatory laws or educational policies for all children that include those with disabilities or have policies with explicit provision for children with disabilities (UNESCAP, 2012a). These include:

- Cambodia: Law on the Protection and Promotion of the Rights of Persons with Disabilities (2009)
- Fiji: National policy on person living with disabilities 2008-2018
- Lao PDR: National Strategy and Plan of Action on Inclusive education 2011-2015
- Malaysia: Person with Disabilities Act (2008)
- Papua New Guinea: National Policy on Disability (2008)
- Thailand: Persons with disability empowerment act (2007)

It remains unclear, however, exactly how and to what extent these are being implemented in the education sector and whether there is need to adjust education laws, policies and guidelines in the light of new national disability legislation.

7.3.5 Promote disability mainstreaming in National Education Sector Plans

In many countries, the National Education Sector Plan is the key guiding document for sector development. This is where children with disabilities need to be fully included in both strategy and resource allocation. A National Education Sector Plan (ESP) should include the following to address the education of children with disabilities (Bines and Lei, 2007):

- Enhanced disaggregated data collection on children with disabilities to properly identify disability prevalence and needs.
- Strategies for overcoming identified barriers to access and retention of children with disabilities e.g. making school buildings accessible.
- Capacity development.
- Parental and community involvement.
- M&E arrangements.
- Costing and funding arrangements.

Furthermore, governments and National Education Sector Plans need to incorporate a broader definition of disability in order to recognize special education needs. To this needs to be added a gender perspective

to ensure the distinct needs of both girls and boys are recognized and addressed. Guidelines on Education Sector Planning (ESP) and Appraisal prepared for the Global Partnership on Education (UNESCO IIEP and GPE, 2012) includes a phased preparation process: i) education sector analysis; ii) policy priorities, key strategies and plan targets; iii) programme design; iv) Implementation arrangements and capacities; v) costing and financing of the plan; vi) development and financing of an action plan; and vii) monitoring and evaluation mechanisms. The application of these guidelines could help governments achieve inclusive education which takes into account both gender and disability to work towards the goal of universal education.

7.3.6 Implementation of policies

Although international frameworks and Education Sector Plans represent important steps in creating Inclusive education systems, it is important that governments take action to fulfil these statements and obligations once they have been ratified. The process of translating policy into practice is integral to achieving inclusive education systems. In order to do this, ministries of education need to develop strong coordination mechanisms, workplans, division and assignment of responsibilities should all be clearly outlined. Furthermore, effective monitoring and evaluation (M&E) will be of central importance to ensure continuation of these initiatives and good practices.

Effective implementation requires the involvement of many different groups such as national governments, local authorities, and CSOs, as well as parents and communities (UNICEF, 2013). Governments should consider working closely with CSOs which focus on education interventions for children with disabilities in order to develop strategies for inclusive education (UNESCO, 2009c). The Education Sector in Lao PDR has developed an effective mechanism, in cooperation with CSO and gender and disability experts, in order to develop effective knowledge generation and management.

Box 9: Best practices in the Region: Lao PDR Technical Working Group on Disability and Gender in Education

Effective data collection on education, disability and gender is limited in Lao PDR and historically, little has been done to meet the needs of children with disabilities in education. The little data that is available show that, at present only, 30 per cent of children with disabilities attend school grades 6-9.

In order to redress this, the Laos government has taken some positive first steps to promote Inclusive education. The National Strategy and Plan of Action on Inclusive education 2011 -2015 identifies the need to address educational inclusion for disadvantaged groups, with emphasis on women and girls and people with disabilities. The strategy seeks the “empowerment of women and girls, ethnic people, people with disabilities and their custodians and other disadvantaged groups to ensure that they play an active decision-making role in the planning and implementation of inclusive education programmes.”

A Technical Working Group on Gender, Disability and Inclusion (TWG GDI) has been established under the Education Sector Working Group, with a governance structure that provides for shared co-chairing by the Ministry of Education and civil society organisations (e.g. Plan International). The objective of this TWG GDI is to provide guidance to the process of data collection and knowledge generation in order to assist the Lao government tackle educational marginalization of girls and children with disabilities to create an Inclusive education system.

As a result of this innovative initiative, analyses of gender and children with disabilities have been included in the Education Sector Plan mid-term review for the first time. The TWG GDI is the first of its kind and represents a good practice in the move towards inclusive education systems and could act as a model for other governments in East Asia and the Pacific to follow.

7.3.7 Conduct education sector analyses

The education sector analysis process provides an opportunity to develop the evidence base for both policy making and education sector planning. It is critical to achieving equity and inclusion in education service delivery. The ESP Guidelines (UNESCO IIEP and GPE, 2012) recommend that education sector

analysis include context analysis; analysis of existing policies; analysis of cost and finance; analysis of education system performance; and analysis of system capacity.

The Equity and Inclusion Guide (EFA FTI and UNGEI, 2010) to support education sector plan preparation, revision and appraisal recommends the undertaking of situation assessments to distil baseline data on the status of inequity and exclusion in primary education. This should also identify barriers to access and quality; involve policy analysis and an assessment of the effectiveness of current interventions. This type of assessment is much needed specifically for children with disabilities, and needs to allow for a gender perspective to be mainstreamed. Situation analyses are needed to inform policies and planning, and education sector plans in particular. Given the complexities associated with educating children with disabilities, girls and boys, it is probably necessary to undertake a situation analysis specific to this theme. A list of thematic areas to consider when conducting a situation analysis of children with disabilities in education is outlined below (Box 10).

Box 10: Situation analysis of children with disabilities in basic education

- Barriers which exist to and in education and how these can be addressed to education
- Support services (within and external to the school) including disability assessment
- Data on children with disabilities (disaggregated)
- Policy analysis (e.g. inclusive education, school health etc.)
- Strategy analysis to assess coverage and effectiveness of current interventions
- Capacity of governments and civil society
- Teacher quality and training (pre and in-service training)
- Curricular resources
- School management
- Parental involvement
- Civil society participation including disability NGOs
- Cost and financing

7.3.8 Improve Health and Education linkages

There needs to be a stronger link between school health policies, inclusive education and disability as well as improved coordination between ministries of education and ministries of health. The National School Health Policy for Lao PDR (2010), for example, makes no specific mention of disabilities. In Cambodia a study conducted with the Ministry of Education showed that a significant number of so-called disabled and out-of-school children suffered from easily curable ailments such as hearing loss caused by untreated ear infections. Data also revealed that 5 per cent of children with poor eyesight simply needed eyeglasses to read properly (Global Partnership for Education, 2012). Stronger linkages between the education sector and other governmental departments are essential to help raise awareness about disability and special education needs as well as promote early identification.

7.3.9 Give voice to girls with disabilities “Nothing about us without us”

The principle of consulting with persons with disabilities needs to be observed in education sector development. The principle of meaningful involvement of persons with disabilities and their representative organizations envisaged by the CRPD is designed to empower persons with disabilities by including them in political and social decision-making on issues that affect their lives (UN Partnership to Promote the Rights of Persons with Disabilities, 2013).

In education development, this will require adopting new ways of participation in many countries in policy and practice. Mechanisms will need to be found to give voice to both girls and boys with disabilities on educational issues that affect them. Disability people’s organisations (DPOs) and disability-focused NGOs may have an important role to play in this process.

Box 11: Specific recommendations for Governments and International Development Agencies

1. Facilitate advocacy and awareness raising initiatives to make education for girls with disabilities more visible and gender mainstreamed in education sector policies and practice.
2. Support, together with interested partners, including disability organisations, a comprehensive stocktaking of education of children with disabilities and special educational needs, using a common methodology, to support the implementation of the Incheon Strategy. This should be conducted at the national and regional levels and needs to build upon regional efforts to put in place a more robust framework for collecting and routinising education sector data on children with disabilities and special needs education.

The stocktaking should include a gender lens throughout and investigate:

- Current education policies and national definitions of child disability.
 - Mainstreaming of disabilities in education sector policy and practice e.g. how disabilities are addressed in early childhood development, basic education including in school construction, school access and services, classroom management, and school health policies and programmes.
 - Capacity to screen school children for early identification of disabilities in rural and urban settings and develop early intervention services for children with disabilities.
 - Teacher capacity and pre-service teacher training in inclusive education.
 - Curriculum and pedagogy in inclusive education.
 - Employment of teachers with disabilities who can act as role models.
 - Learning outcomes.
 - Policies and practices to overcome negative attitudes and address the stigmatisation of children with disabilities.
 - Partnerships to support the education of children with disabilities including parents, NGOs, and community participation.
3. Promote qualitative research on the education of girls with disabilities and to act as a knowledge hub for such studies in the region with a view to enabling evidence-based advocacy efforts at country level.

7.4 Conclusion

This discussion paper is a call to action. The time has come to put the education of girls and boys with disabilities at the centre of education development discourse and practice. Opportunities in the region already exist to support this, such as the Incheon Strategy, and there is a growing awareness of the issues. The East Asia Pacific region cannot afford to ignore its most marginalized children. It is hoped that this discussion paper will provide a platform for discussion and enable the development of clear objectives at the national and regional levels to fast track the education rights of children with disabilities with a strong focus on gender equity.

DRAFT

Bibliography

Adamson, P., (2010). *The Children Left Behind: A league table of inequality in child well-being in the world's rich countries* (No. inreca619). Florence: UNICEF Innocenti Research Centre.

Ahuja, A., (2005). *EFA National Action Plans Review Study: Key Findings*. Bangkok: UNESCO.

Aisi, R.G., (2013). *Papua New Guinea Statement*. Presented at 57th Commission on the Status of Women, New York, USA, 11 March 2013. Available from:

<http://www.un.org/womenwatch/daw/csw/csw57/generaldiscussion/memberstates/png.pdf>.

[Accessed 30/7/2013].

American Association of University Women, (2009). *Educating girls with disabilities*. Available from:

<http://www.aauw.org/files/2013/02/position-on-disability-education-111.pdf>. [Accessed 31/07/2013].

Armstrong, F., (1999). *Disability, human rights and education: Cross-cultural perspectives*. Buckingham: Open University Press.

ASB (2013). *Inclusive education*. Available from: <http://www.asbindonesia.org/whatwedo-detail-25.html>. [Accessed 31/07/2013].

Attwood, T. and Grandin, T., (2006). *Asperger's and Girls*. Arlington, Texas: Future Horizons, Inc.

AusAid, (2012). *Mapping of the disability policy and program frameworks of the Pacific*. Available from:

<http://www.ausaid.gov.au/Publications/Pages/mapping-disability-frameworks-pacific1130-1988.aspx>.

[Accessed 31/07/2013].

Autism Speaks, (2013). *Facts about Autism*. Available from: [http://www.autismspeaks.org/what-](http://www.autismspeaks.org/what-autism/facts-about-autism)

[autism/facts-about-autism](http://www.autismspeaks.org/what-autism/facts-about-autism). [Accessed 24/10/2013].

Bawi, S. V., (2012). *Understanding the challenges of disability in Myanmar*. Available from:

http://www.burmalibrary.org/docs13/Understanding_the_Challenges_of_Disability_in_Myanmar-red.pdf. [Accessed 23/07/2013].

Bines, H., and Lei, P., (2007). *Education's missing millions: including disabled children in education through EFA FTI processes and national sector plans*. Milton Keynes: World Vision UK.

Booth, T., and Ainscow, M., (eds), (1998). *From them to us. An international study of inclusion in education*. London: Routledge.

Burchardt, T., (2005). *The education and employment of disabled young people: Frustrated ambition*. Bristol: Policy Press.

Bush, K.D. and Saltarelli, D. (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peace-Building Education for Children*. Florence: Innocenti Research Centre, UNICEF. Available from: <http://www.unicef-icdc.org/publications/pdf/insight4.pdf>. [Accessed 20/05/12].

Campbell, C., (ed), (2002). *Developing inclusive schooling. Perspectives, policies and practices*. London: Institute of Education.

Carter, S., (2006). 'The development of special education services in Thailand.' In *International Journal of Special Education*, 21(2): 32-36.

Coe, S (2013). *Outside the Circle*. A research initiative by Plan International into the rights of children with disabilities to education and protection in West Africa. Dakar: Plan West Africa.

Cole, M., (ed), (2000). *Education, Equality and Human Rights*. New York: Routledge Falmer.

Coleridge, P., (1996). *Disability, Liberation and Development*. Oxford: Oxfam Publications.

Contreras, M., Heilman, B., Barker, G., Singh, A., Verma, R., and Bloomfield, J., (2012). *Bridges to adulthood: Understanding the lifelong influence of men's childhood experiences of violence. Analyzing data from the International Men and Gender Equality Survey (IMAGES)*. Washington DC: International Center for Research on Women; April 2012.

CPG (The Central People's Government of the People's Republic of China), (2010). *Outline of China's National Plan for Medium and Long-term Education Reform and Development (years 2010-2020)*.

Available from:

https://www.aei.gov.au/news/newsarchive/2010/documents/china_education_reform_pdf.pdf.

[Accessed 31/07/2013].

Croft, A. (2010). *Including disabled children in learning: Challenges in developing countries*. Consortium for Research on Educational Access, Transitions and Equity (CREATE). Available from:

http://www.create-rpc.org/pdf_documents/PTA36.pdf. [Accessed 31/07/2013].

Dalen, M., (2003). *The Relationship Between Disability, Gender and Education in the Norwegian Context*. Background discussion paper commissioned for the prepared for the *EFA Global Monitoring Report 2003/4, The Leap to Equality*. Available from:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/background-discussion-papers/20034/>. [Accessed 16/07/2013].

Davis, K., (2008). 'Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful.' In *Feminist Theory*, vol. 9(1): 67–85. Available from:

http://www.kathydavis.info/articles/Intersectionality_as_buzzword.pdf. [Accessed 19/07/2013].

Day of the Girl, (2012). *Girls Denied Education Worldwide*. Available from: <http://dayofthegirl.org/girls-denied-education-worldwide/>. [Accessed 26/07/2013].

Deluca, M., (2011). *Provision of educational resources for students with disabilities, learning difficulties and disadvantages*. FGA Working discussion paper No 39. 11/2011. OECD – CERI (Centre for Educational Research and Innovation).

DFID, (2011). *Education for children with disabilities-improving access and quality*. Guidance Note: A DFID Practice Discussion paper. Available from:

<https://www.gov.uk/government/publications/education-for-children-with-disabilities-improving-access-and-quality-guidance-note-a-dfid-practice-discussion-paper>. [Accessed 31/07/2013].

Disability Rights Promotion International (DRPI), (2010). *Disability Rights in Aotearoa New Zealand: A report on the Human Rights of Disabled People in Aotearoa New Zealand*. Wellington: Ministry of Social Development. Available from:

<http://drpi.research.yorku.ca/sites/default/files/files/NewZealandRep.pdf>. [Accessed 31/07/2013].

Disability Rights Promotion International (DRPI) India, (2009). *Monitoring the human rights of people with disability: India Country Report*.

Disability Rights Promotion International (DRPI) Philippines, (2009). *Monitoring the human rights of people with disability: Philippines country report*.

EFA FTI and UNGEI, (2010). *Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal*. Washington DC: World Bank. Available from:

http://www.ungei.org/resources/files/Equity_and_Inclusion_Guide.pdf. [Accessed 23.07.2013].

EFA FTI Secretariat, (2011). *Fast Tracking Girls' Education: A Progress Report by the Education for All Fast Track Initiative*. Washington DC: EFA FTI Secretariat.

Eide, A., and Loeb, M., (2005). *Data and statistics on disability in developing countries*. London: DFID.

Evans, P. and Deluca. M., (2003). *Disabilities and gender in primary education*. OECD/CEDRI.

Filmer, D., (2008). 'Disability, poverty and schooling in developing countries: results from 14 household surveys.' In *The World Bank Economic Review*, 22: 141-163.

Froschl, M., Rubin, E., and Sprung, B., (1999). *Connecting Gender and Disability*. Newton: Women's Educational Equity Act Resource Centre.

Giffard-Lindsay, K., (2007). *Inclusive education in India: Interpretation, Implementation, and Issues*. Project Report. Falmer, UK: Consortium for Research on Educational Access, Transitions and Equity (CREATE).

Global Campaign for Education UK, (2012). *Equity and Inclusion for All in Education*. Available from: [http://www.savethechildren.org.uk/sites/default/files/images/Equity and Inclusion for All in Education.pdf](http://www.savethechildren.org.uk/sites/default/files/images/Equity_and_Inclusion_for_All_in_Education.pdf). [Accessed 23/10/2013].

Govinder, R., (2009). *Towards inclusive schools and enhanced learning. A synthesis of case study findings from different countries*. Paris: UNESCO.

Govinder, R. (Ed.), (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford. Oxford University Press.

Grimes, P., (2009). *A Quality Education for All: A History of the Lao PDR Inclusive education Project 1993-2009*. Lao PDR: Save the Children Norway. Available from: [http://www.eenet.org.uk/resources/docs/A Quality Education For All LaoPDR.pdf](http://www.eenet.org.uk/resources/docs/A_Quality_Education_For_All_LaoPDR.pdf). [Accessed 21/10/2013].

HEART, (2013). *Inclusive and effective schools*. Available from: <http://www.heart-resources.org/2013/07/inclusive-and-effective-schools/>. [Accessed 21/10/2013].

Hoque. K. E *et al.* (2013). 'Inclusive education into Mainstream Primary Education: A Comparative Study between Malaysia and Bangladesh.' In *International Journal of Learning & Development* 3(3).

Human Rights Watch (2013). As long as they let us stay in class: Barriers to education for persons with disability in China. Available from: <http://www.hrw.org/reports/2013/07/15/long-they-let-us-stay-class-0>. [Accessed 31/07/2013].

Indonesia Ministry of National Education (2007). *EFA Mid-Decade Assessment*. Jakarta: EFA Secretariat. Available from: http://www.unicef.org/evaluation/files/2007-10_Report_EDUCATION_EFA_Mid_Decade_Assessment_Indonesia.pdf. [Accessed 31/07/2013].

International Disability and Development Consortium (2013). *Teachers for All. Inclusive Teaching for Children with Disabilities*. Brussels. IDDC. (Accessed 6/11/2013)

Kabeer, N., (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal, *Gender & Development*, 13(1), 13-24.

Kalyanpur, M., (2007). *A study on Integrating disability into the FTI process and national education plans in Cambodia: Case study undertaken for World Vision UK*. Milton Keynes: World Vision UK.

Kim, J. H., and Bailey, S. (2003). *Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries*. Washington DC: USAID. Available from: http://www.wcwoonline.org/images/stories/virtuemart/product/unsafe_schools_literature_review.pdf. [Accessed 23/07/2013].

King, E. and van de Walle, D. (2007). 'Girls in Lao PDR: Ethnic Affiliation, Poverty and Location.' In M. Lewis and M. Lockeed (Eds.) *Exclusion, gender and education: Case studies from the developing world* (pp31-69). Washington DC: Centre for Global Development.

Lao Ministry of Education and Sports, (2011). *National Strategy and Plan of Action on Inclusive education 2011-2015*. Available from: http://www.moe.gov.la/data/publications/IE_Strategy_Final_Eng.pdf. [Accessed 24/07/2013].

Leach, M., (2000). Gender Implications of Development Agency Policies on Education and Training. *International Journal of Educational Development*, 20(4), 333 – 347.

Malaysia Ministry of Education, (2008). *Education For All. Mid-Decade assessment Report 2000-2007: Reaching the Unreached*. Kuala Lumpur: MoE.

Malaysia Ministry of Education, (2012). *Quick Facts 2012: Malaysia Educational Statistics*. Putrajaya: MoE. Available from: http://emisportal.moe.gov.my/emis/emis2/emisportal2/doc/fckeditor/File/Quickfacts_2012/quickfacts_2012.pdf. [Accessed 31/07/13].

Malinen, O., (2013). *Inclusive education in China*. CEREC Working Discussion paper no 4. University of Tampere. Available from: <http://www.uta.fi/jkk/cerec/publications/workdiscussionpaper/CERECpercent20Workingpercent20Discussionpaperpercent204.pdf>. [Accessed 31/07/2013].

Meekoshka, H., (2004). *Gender and Disability*. Draft entry written for Sage Encyclopaedia of Disability. Sydney: University of New South Wales.

MoET (2011). Policies, strategies and plans to develop inclusive education in Viet Nam. Given by Le Tien Thanh, SEAMEO meeting, Da Nang, 18 October 2011.

Myanmar Ministry of Education, (2005). *That all flowers may bloom*. Ministry of Education: Yangon.

Myanmar Ministry of Education, (2007). *EFA Mid-Decade Assessment report*. Ministry of Education: Yangon.

Miles, S., (2005). *Mainstreaming Disability in Development: The example of Inclusive education*. Manchester: EENET, University of Manchester.

OECD, (2005). *Students with disabilities, learning difficulties and disadvantages*. Brussels: CERI, OECD Publishing.

OECD, (2003). *Education Policy Analysis*. Brussels: OECD Publishing.

Pawlak, P., (2014). *Desk Review of School-Related Gender-Based Violence in the Asia Pacific Region*. UNESCO Bangkok.

Philippines Department of Education, (2011). *Inclusive education: The Philippine Perspective*. PPT presentation given by Dr Yolanda Quijano at SEAMEO meeting, Da Nang, Viet Nam.

Plan International, (2008). *Learn without fear*. Woking: Plan International. Available from: <http://plan-international.org/learnwithoutfear/resources/publications>. [Accessed 19/07/2013].

Plan International (2011). *Because I am a girl: The State of the World's Girls 2011, So what about Boys?*

Available from: <http://plancanada.ca/Downloads/BIAAG/GirlReport/BIAAG-Report-2011-prerelease.pdf>. [Accessed 27/07/2013].

Plan International, (2013). *A girl's right to learn without fear: Working to end gender-based violence at school*. Woking: Plan International. Available from: <http://plan-international.org/about-plan/resources/publications/campaigns/a-girl2019s-right-to-learn-without-fear/>. [Accessed 21/07/2013].

Plan International (2013). *Because I am a girl*. Available from: <http://plan-international.org/girls/about-the-campaign/index.php?lang=en>. [Accessed 28/07/2013].

Reiser, R., (2000). 'Disability, discrimination, the final frontier: Disablement, history and liberation.' In Cole, M. (ed.) *Education, Equality and Human Rights*. New York: Routledge Falmer.

Rousso, H., (2003). *Education for All: A Gender and Disability Perspective*. Washington DC: World Bank.

Rydstrom, H., (2010). 'Having 'learning difficulties': the inclusive education of disabled girls and boys in Viet Nam.' In *Improving Schools*, 13(1): 81-98.

Secretariat for the Convention on the Rights of Persons with Disabilities of the Department of Economic and Social Affairs, UNFPA, and Wellesley Centers for Women, (2008). *Disability Rights, Gender, and Development: A Resource Tool for Action*. Available from: [http://www.un.org/disabilities/documents/Publication/UNWCW per cent20MANUAL.pdf](http://www.un.org/disabilities/documents/Publication/UNWCW%20MANUAL.pdf). [Accessed 1/08/2013].

Seel, A., (2007). *Social Inclusion: Gender and Equity in Education SWAPS in South Asia, Synthesis Report*. Kathmandu: UNICEF. Available from: [http://www.unicef.org/rosa/Unicef Rosa\(Synthesin Report\).pdf](http://www.unicef.org/rosa/Unicef_Rosa(Synthesin_Report).pdf). [Accessed 18/07/2013].

Shakespeare, T., and Watson, N., (2002). 'The social model of disability: an outdated ideology?' In *Research in Social Science and Disability*, 2: 9-28. Available from: [http://www.leeds.ac.uk/disability-studies/archiveuk/Shakespeare/social per cent20model per cent20of per cent20disability.pdf](http://www.leeds.ac.uk/disability-studies/archiveuk/Shakespeare/social%20model%20of%20disability.pdf). [Accessed 26/07/2013].

SIDA, (2012). *Disability rights in Cambodia*. Stockholm: SIDA.

SIDA, (2010). *Disability as a Human Rights issue: Background discussion paper to conducting a dialogue*.

Stockholm: SIDA.

Singal, N., (2006a). 'An Ecosystemic Approach For Understanding Inclusive education: An Indian Case Study.' In *European Journal of Psychology of Education*, Special issue: Ten years after Salamanca, XXI(3): 239-252.

Singal, N., (2006b). 'Inclusive education In India: International Concept, National Interpretation.' In *International Journal of Disability, Development and Education*, 53(3): 351-369.

Singal, N., (2008). *Forgotten Youth: Disability and Development in India*. RECOUP Discussion paper 14. Cambridge: University of Cambridge and DFID.

Stubbs, D., (2009). *Pacific sisters with disabilities: At the intersection of discrimination*. Suva, Fiji: UNDP Pacific Centre. Available from: http://www.undppc.org.fj/resources/article/files/Final_per_cent20PSWD_per_cent20BOOKLET.pdf. [Accessed 11/10/2013].

Sunardi *et al.*, (2011). 'The Implementation of Inclusive education for Students with Special Needs in Indonesia.' In *Excellence in Higher Education*, 2: 1-10.

Takamine, Y., (2003). *Disability issues in East Asia: review and ways forward*. Washington DC: World Bank.

Thomas, P., (2005). *Poverty reduction and development in Cambodia: Enabling disabled people to play a role*. London: DFID. Available from: http://r4d.dfid.gov.uk/PDF/Outputs/Disability/PolicyProject_cambodia.pdf. [Accessed 31/07/2013].

USAID, (2003). *Unsafe schools: A literature review of school-related gender-based violence in developing countries*. Washington: USAID.

UN Partnership to Promote the Rights of Persons with Disabilities, (2013). *Towards an Inclusive and Accessible Future for all. Voices of Persons with Disabilities on the Post 2015 Development Framework*. New York. United Nations. (Accessed 6/11/2013)

UNDP Thailand, (2012). *Promote Gender equality and empower women; where are we?* Available from: <http://www.undp.org/content/thailand/en/home/mdgoverview/overview/mdg3/>. [Accessed 23/07/2013].

UNESCAP, (2010). *Disability at a glance: A profile of 36 countries and areas in Asia and the Pacific*. Bangkok: UNESCAP. Available from: <http://www.unescap.org/publications/detail.asp?id=1407>. [Accessed 28/07/2013].

UNESCAP, (2012a). *Disability at a glance: Strengthening the evidence base in Asia and the Pacific*. Bangkok: UNESCAP. Available from: <http://www.unescap.org/publications/detail.asp?id=1521>. [Accessed 25/07/2013].

UNESCAP (2012b). *Incheon Strategy to "Make the Right Real" for Persons with Disabilities in Asia and the Pacific*. Bangkok: UNESCAP. Available from: <http://www.unescap.org/publications/detail.asp?id=1523> [Accessed 10/10/2013].

UNESCAP (2012c). *Review of the implementation of the Biwako Millennium Framework for Action and Biwako Plus Five towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific*. Bangkok: UNESCAP. Available from: <http://www.unescap.org/sdd/>. [Accessed 17/07/2013].

UNESCO, (1994). *Salamanca Statement and Framework for Action on Special Needs Education*. Salamanca: UNESCO.

UNESCO, (2000). *The Dakar Framework for Action. Education for All: Meeting our collective commitments*. Paris: UNESCO.

UNESCO, (2001). *Education for All: The Year 2000 Assessment, Thailand Country Report*. Bangkok: UNESCO.

UNESCO, (2003). 'The Mother Tongue Dilemma.' In *Education Today*, 6. Available from: http://www.unesco.org/education/education_today/ed_today6.pdf. [Accessed 24/10/13].

UNESCO, (2005). *Towards Inclusive education: Initiatives from the Pacific Region*, UNESCO: Apia.

UNESCO, (2007a). *Education Sector-Wide Approaches (SWAs): Background, Guide and Lessons*. Paris: UNESCO.

UNESCO, (2007b). *Ten reasons why the Convention against discrimination in education is highly significant in today's world*. Paris: UNESCO.

- UNESCO, (2008a). *Insular South East Asia: Synthesis report*. Prepared for *Asia and the Pacific Education For All mid-decade assessment*. Bangkok: UNESCO.
- UNESCO, (2008b). *Mekong Sub-Region: Synthesis report*. Prepared for *Asia and the Pacific Education For All mid-decade assessment*. Bangkok: UNESCO.
- UNESCO, (2009a). *Policy Guidelines on Inclusive education*. Paris: UNESCO.
- UNESCO, (2009b). *Teaching Children with Disabilities in Inclusive Settings*. Bangkok: UNESCO.
- UNESCO, (2009c). *Towards Inclusive education for Children with Disabilities: A Guideline*. Bangkok: UNESCO
- UNESCO, (2010a). *Reaching the unreached in education in Asia and the Pacific to meet the EFA goals by 2015: A commitment to action*. Bangkok: UNESCO.
- UNESCO, (2010b). *EFA Global Monitoring Report 2010: Reaching the Marginalised*. Oxford: UNESCO.
- UNESCO, (2011). *Parenting Education: A Guidebook*. Bangkok: UNESCO.
- UNESCO, (2012a). *EFA Global Monitoring Report 2012: Youth and Skills, Putting education to work*. Paris: UNESCO. Available from: <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>. [Accessed 23/10/2013].
- UNESCO, (2012b). *Gender-based violence*. Available from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/gender-based-violence-gbv/>. [Accessed 23/07/2013].
- UNESCO (UIS), (2012). *Reaching out-of-school children is crucial for development*. Available from: <http://www.uis.unesco.org/Education/Documents/fs-18-OOSC-2.pdf>. [Accessed 26/07/2013].
- UNESCO (UIS), (2013). *Schooling for millions of children jeopardised by reductions in aid*. Available from: <http://www.uis.unesco.org/Education/Documents/fs-25-out-of-school-children-en.pdf>. [Accessed 26/07/2013].
- UNESCO IIEP and GPE, (2012). *Guidelines for Education sector plan preparation and appraisal*. Paris and Washington DC: UNESCO.
- UNGEI, (2010). *UNGEI at 10: A Journey to Gender equality in Education*. New York: UNGEI.

UNGEI, (2012a). *Engendering empowerment: Education and equality. A companion volume to the E4 conferences*. New York: UNICEF. Available from:

http://www.ungei.org/resources/files/EngenderingEmpowerment_WebVersion.pdf. [Accessed 1/08/2013].

UNGEI, (2012b). *Why are Boys Underperforming In Education?: Gender Analysis of Four Asia Pacific Countries*. Bangkok: UNICEF.

UNHCR, (2012). Working with men and boy survivors of sexual and gender-based violence in forced displacement. Geneva: UNHCR. Available from: <http://www.refworld.org/pdfid/5006aa262.pdf>. [Accessed 30/7/2013].

UNICEF, (1998). *Implementation handbook for the Convention on the Rights of the Child*. New York: UNICEF.

UNICEF, (2003). *Inclusive education for children with disabilities: Lessons from the East Asia and Pacific Region*. Bangkok: UNICEF.

UNICEF, (2005a). *Examples of Inclusive education: Nepal*. Kathmandu: UNICEF.

UNICEF, (2005b). *Regional Assessment on Violence Against Children in East Asia and the Pacific Region*. Bangkok: UNICEF.

UNICEF, (2005c). *Violence Against Children: Report on the East Asia and Pacific Regional Consultation*. Bangkok: UNICEF.

UNICEF, (2007a). *A Human Rights Based Approach to Education for All*. New York: UNICEF.

UNICEF, (2007b). *Situation Review of Children in ASEAN*. Bangkok: UNICEF.

UNICEF, (2008). *UNICEF Child Protection Strategy*. New York: UNICEF.

UNICEF, (2009). *Child Friendly Schools Manual*. New York: UNICEF. Available from: http://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf. [Accessed 29/07/2013].

UNICEF, (2010a). *An analysis of the situation of children in Viet Nam*. Hanoi: UNICEF.

- UNICEF, (2010c). *Pacific Children with Disabilities Report*. UNICEF Pacific. Available from: [http://www.unicef.org/pacificislands/Children with disabilities final report\(2\).pdf](http://www.unicef.org/pacificislands/Children_with_disabilities_final_report(2).pdf). [Accessed 23/07/2013].
- UNICEF, (2012a). *Child Protection in Educational Settings: Findings from Six Countries in East Asia and the Pacific*. Bangkok: UNICEF.
- UNICEF, (2012b). *Water, Sanitation and Hygiene*. Available from: http://www.unicef.org/wash/index_schools.html. [Accessed 29/07/2013].
- UNICEF, (2012c). *Situation analysis of children in Myanmar*. Yangon: UNICEF.
- UNICEF, (2013). *State of the World's Children 2013: Children with Disabilities*. New York: UNICEF. Available from: http://www.unicef.org/sowc2013/files/SWCR2013_ENG_Lo_res_24_Apr_2013.pdf. [Accessed 15/07/2013].
- UNICEF ROSA (2003). *Examples of Inclusive education in Bangladesh*. Available from: <http://www.unicef.org/rosa/InclusiveBan.pdf>. [Accessed 15/10/2013].
- United Nations, (1989). *Convention on the Rights of the Child*. Available from: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>. [Accessed 23/07/2013].
- United Nations, (1993). *The Standard Rules on the Equalisation of Opportunities for People with Disabilities*. Available from: <http://www.un.org/esa/socdev/enable/dissre00.htm>. [Accessed 23/07/2013].
- United Nations, (2007). From *Exclusion to Equality: Realizing the rights of persons with disabilities*. Available from: <http://www.un.org/disabilities/documents/toolaction/ipuhb.pdf>. [Accessed 24/10/2013].
- United Nations, (2008). *Convention on the Rights of Persons with Disabilities*. Available from: <http://www.un.org/disabilities/convention/conventionfull.shtml>. [Accessed 23/07/2013].
- United Nations, (2006). *UN Study on Violence against Children*, New York: UN.
- UNWOMEN, (2011). *Ending violence against women and girls: Evidence, Data and Knowledge in the Pacific Island Countries, Literature Review and Annotated Bibliography*. Available from: [http://www.unwomenpacific.org/resources/uploads/embeds/file/UN per cent20Women per](http://www.unwomenpacific.org/resources/uploads/embeds/file/UN_per_cent20Women_per)

[cent20Ending per cent20VAW per cent20Literature per cent20Review per cent202nd per cent20Edition.pdf](#). [Accessed 30/7/2013].

Van der Berg, S., (2008). *Poverty and Education*. Available from:

http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2009/EdPol10.pdf. [Accessed 23/10/2013].

Wearmouth, J., (2012). *Special Educational Needs: The Basics*. Abingdon: Routledge.

Wilmshurst, L., and Brue, A., (2010). *The Complete Guide to Special Education*. San Francisco: Jossey-Bass.

Women's Refugee Commission, (2011). *Preventing Gender-based Violence, Building Livelihoods: Guidance and Tools for Improved Programming*. New York: Women's Refugee Commission.

World Bank, (2012). *Papua New Guinea - Country gender assessment for the period 2011-2012*. Washington DC: World Bank.

World Bank, (2003). *Education for All: Including children with disabilities*. Washington DC: World Bank.

World Health Organisation (WHO), (2002). *Towards a Common Language for Functioning, Disability and Health*. Geneva: WHO. Available from:

<http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf>.

World Health Organisation (WHO), (2004). *World Health Survey 2002-2004*. Geneva: World Health Organization. Available from: <http://www.who.int/healthinfo/survey/en/>. [Accessed 19/07/2013].

World Health Organisation (WHO), (2008). *The Global Burden of Disease: 2004 Update*. Geneva: WHO. Available from:

http://www.who.int/healthinfo/global_burden_disease/GBD_report_2004update_full.pdf. [Accessed 17/07/2013].

World Health Organisation (WHO), (2010). *Community-based Rehabilitation: CBR Guidelines*. Malta: WHO. Available from: <http://www.who.int/disabilities/cbr/guidelines/en/>. [Accessed 23/07/2013].

World Health Organisation (WHO) and World Bank, (2011). *World Report on Disability*. Geneva and Washington DC: WHO and World Bank.

World Health Organisation (WHO) and UNICEF, (2012). *Early childhood development and disability: Discussion discussion paper*. Geneva: WHO.

World Vision UK, (2010). *Supporting the Education Rights of Children with Disabilities: The Fast Track Initiative and early childhood care and education*. Milton Keynes: World Vision UK.

DRAFT

Annex 1: ESCAP member states in Asia Pacific region and the CRPD

ESCAP Member States in Asia Pacific Region	Signed CRPD	Ratified CRPD
Afghanistan		
Armenia	0	0
Azerbaijan	0	0
Bangladesh	0	0
Bhutan	0	
Brunei Darussalam	0	
Cambodia	0	0
China	0	0
Cook Islands		0
Fiji	0	
Georgia	0	
India	0	0
Indonesia	0	0
Iran (Islamic Republic of)		0
Japan	0	
Kazakhstan	0	
Kiribati		
Korea (Democratic People's Republic of)	0	
Korea (Republic of)	0	0
Kyrgyzstan	0	

Lao People's Democratic Republic	O	O
Malaysia	O	O
Maldives	O	O
Marshall Islands		
Micronesia (Federated States of)	O	
Mongolia		O
Myanmar		
Nauru		
Nepal	O	O
Pakistan	O	O
Palau	O	O
Papua New Guinea	O	O
Philippines (the)	O	O
Russian Federation	O	O
Samoa		
Singapore	O	O
Solomon Islands	O	
Sri Lanka	O	
Tajikistan		
Thailand	O	O
Timor-Leste		
Tonga	O	

Turkey	0	0
Turkmenistan		
Tuvalu		
Uzbekistan	0	
Vanuatu	0	0
Viet Nam	0	

DRAFT