Bibliography

ACAMO (n.d.). *The ACAMO Story*, Association of the Blind and Partially Sighted in Mozambique, http://acamo.awardspace.com/acamostory.php

Ackerman, P, Thormann, MS and Huq, S (2005). *Assessment of Educational Needs of Disabled Children in Bangladesh*. US Agency for International Development, Washington, DC.

Ainscow, M (1999). *Understanding the Development of Inclusive Schools*, Falmer Press, London.

_____ , Booth, T and Dyson, A (2006). *Improving Schools, Developing Inclusive Education*, Routledge, Abingdon.

Akerberg, A (2001). *Human Rights and Persons with Disabilities*, Report from SHIA Human Rights and Disability Network, Stockholm.

Alasuutari, HCJ, Hibesa, J and Makihonko, M (2006). 'Development of Inclusive Education in North West Zambia as Part of a Sectoral Development Programme', in *When All Means All*, Government of Finland, Helsinki.

Albert, B (2006). *In or Out of Mainstream? Lessons from Research on Disability and Developmental Cooperation*, Disability Press, Leeds, UK.

Alliance for Inclusive Education (2004). *Snapshots of Possibility*, www.allfie.org.uk

_____ (2010a). 'Confronting Cameron', *Inclusion Now*, 26: 3.

_____ (2010b). *Manifesto for Inclusion*, AIE, London, http://www.allfie.org.uk/docs/ALLFIE%20Manifesto.pdf

Altman, B (2006). 'The Washington Group: Origin and Purpose', in Barnatt, SN and Altman, BM (eds), *International Views on Disability Measures: Moving Toward Comparative Measurement*, Elsevier, Oxford, pp. 9–16.

Alur, M (1998). *Invisible Children: A Study of Policy Exclusion*, Viva Books, New Delhi.

_____ and Bach, M (2008). 'From Rhetoric to Reality: The North South Dialogue II', in Alur, M and Timmons, V (eds), *Inclusive Education Across Cultures: Crossing Boundaries, Sharing Ideas*, Sage Publications, New Delhi, India.

_____ and Booth, T (2005). *Inclusive Education: The Proceedings of North South Dialogue I*, UBS Publishers' Distributers, Delhi, India.

_____ and Evans, J (2005a). 'Intervention in Inclusive Education in Mumbai – 16 Practical Manuals,' supported by CIDA and UNICEF, National Resource Centre for Inclusion, Mumbai, India.

_____ and Evans, J (2005b). *Culturally Appropriate Policy and Practices*, National Resource Centre for Inclusion, Mumbai, India.

_____ and Rioux, M (2004). *Included: An Exploration of Six Early Years Pilot Projects for Children with Disabilities in India*, National Resource Centre for Inclusion, Mumbai, India.

Alves, C (n.d.). 'Inclusive Education in the Regular Teaching System: The Case of Rio de Janeiro Municipality', http://www.acessibilidade.net/at/kit2004/Programas%20CD/ATs/cnotinfor/Relatorio_Inclusiva/pdf/Educacao_inclusiva_RJ_en.pdf

Anthony, J (2009). 'Access to Education for Students with Autism in Ghana: Implications for EFA', Background paper for *EFA Global Monitoring Report 2010*, UNESCO.

Armstrong, AC, Armstrong, D, Lynch, C and Severin, S, 'Special and Inclusive Education in the Eastern Caribbean: Policy, Practice and Provision', *International Journal of Inclusive Education*, 9.

Ball, S (2007). 'Education plc: Understanding Private Sector Participation in Public Sector Education', Routledge, London.

Ballard, K (2003). 'The Analysis of Context: Some Thoughts on Teacher Education, Culture, Colonisation and Inequality', in Nes, K, Stromstad, M and Booth, T (eds), *The Challenge of Inclusion: Reforming Teacher Education*, Falmer Press, London, pp. 59–77.

Barnes, C (1991). *Disabled People in Britain and Discrimination*, Hurst & Co, London.

_____ and Mercer, G (2010). *Exploring Disability*, Polity Press, Oxford, Chapter 10.

Beukelman, D and Mirenda, P (1998). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults* (2nd ed.), Paul H Brookes, Baltimore, USA.

Bevan-Brown, J (2006). 'Beyond Policy and Good Intentions', *International Journal of Inclusive Education*, 10(2): 221–234.

_____ (2009). 'The Cultural Self-Review – Helping Teachers to Provide a Culturally Appropriate Education to Maori Students in New Zealand', Asia EENET Newsletter No 8, http://www.eenet.org.uk/resources/docs/EENET_Asia_8_EN.pdf

Biklen, D (2005). *Autism and the Myth of the Person Alone*, New York University Press, NY, USA.

Bird, K and Pratt, N (2004). 'Fracture Points in Social Policies for Chronic Poverty Reduction', CPRC Working Paper, Chronic Poverty Research Centre, University of Manchester, Manchester, UK.

Booth, T (2009). 'Keeping the Future Alive: Maintaining Inclusive Values in Education and Society', in Alur, M and Timmons, V (eds), *Inclusive Education Across Cultures: Crossing Boundaries, Sharing Ideas*, Sage Publications, New Delhi, India.

_____ and Ainscow, M (2002). *Index for Inclusion: Developing Learning and Participation in Schools*, Centre for Studies on Inclusive Education (CSIE), http://www.csie.org.uk

_____ and Black-Hawkins, K (2001). 'Developing Learning and Participation in the Countries of the South: The Role of an Index for Inclusion', UNESCO, Paris.

Bourke, R, Bevan-Brown, J, Bevan-Brown, W, Carroll-Lind, J, Cullen, J, Grant, S, Kearney, A, Maw, N, McAlpine, D, Mentis, M, Morton, M, O'Neill, J, Poskitt, J, Prochnow, J and Ward, A (2002). *Special Education 2000. Monitoring and Evaluation of the Policy, Final Report to the Ministry of Education*, Institute for Professional Development and Educational Research, Massey University, Palmerston North, New Zealand.

Brazilian Ministry of Education (2008). 'The Development of Inclusive Education: The Way of the Future', Brazilian Government side meeting at UNCRPD Conference of States Parties, 'Brazilian Inclusive Policies for Persons with Disabilities', 1 September 2010.

Buckley, S (2008.) 'Families and Schools Influence Academic Achievements', *Down Syndrome Research and Practice*, 12(2): 92, www.down-syndrome.org/research-highlights/2091/

_____ , Bird, G, Sacks, B and Archer, T (2006). 'A Comparison of Mainstream and Special Education for Teenagers with Down Syndrome: Implications for Parents and Teachers', *Down Syndrome Research and Practice*, 9(3): 54–67, www.down-syndrome.org/reports/295/

Bunch, G (1999). *Inclusion: How To: Essential Classroom Strategies*, Inclusion Press, Toronto.

Burrows, S and Sullivan, A (2004). 'Developing an Inclusion Policy in the Classroom', in Rieser, R, *All Equal All Different,* Pack for Early Years and Primary Schools, Disability Equality in Education, London, http://www.worldofinclusion.com/res/alleq/All_Equal_All_Different_Teachers_guide_Text_Only.doc

Burstein, N, Sears, S, Wilcoxen, A, Cabello, B and Spagna, M (2004). 'Moving Toward Inclusive Practices', *Remedial and Special Education*, 25(2): 104-116.

Caecers, S *et al*. (2010). *Inclusive Education in Pakistan: Experiences and Lessons Learned from the ENGAGE Project*, American Institutes for Research, Washington, DC.

Carroll-Lind, J and Rees, K (2009). 'School for All: Children's Right to an Inclusive Education in New Zealand' in *Proceedings of the Making Inclusive Education Happen: Ideas for Sustainable Change*, 28–30 September 2009, Te Papa, Wellington, http://www.imaginebetter.co.nz/downloads/IE_Conference/PR/29c_Carroll-LindPR.pdf

Centre for Services and Information on Disability (2005). *Situational Analysis and Assessment of Education for Children with Disabilities in Bangladesh, South Asia, East Asia and South Africa*, CSID Disability Knowledge and Research Programme, Bangladesh.

Chadha A (2010). 'TSG on the status of IE in SSA', *Confluence*, 8, Department of School Education and Literacy, MHRD, Shastri Bhawan, New Delhi-110 001, pp. 31–34.

Charawa, G (2010). 'Disability, Education and Health Care: From Policy to Implementation', African Decade of Disabled People, Cape Town, http://www.docstoc.com/docs/51782436/Mozambique-Education-Report.

Chavuta, A, Itimu-Phiri, AN, Chiwaya, S, Sikero, N and Alindiamao, G (2008). *Inclusive Education Project*, Shire Highlands Education Division – Malawi Baseline Study Report, Montfort Special Needs Education College and Leonard Cheshire Disability International, http://www.eenet.org.uk/resources/docs/Malawi%20baseline%20study.pdf

Children's Society (2008). 'Disability Equality: Promoting Positive Attitudes through the Teaching of the National Curriculum', The Children's Society, London.

Choudhuri, MA, Alam, KJ, Hasan, R and Rashida, SA (2005). 'Situational Analysis and Assessment of Education for Children with Disabilities in Bangladesh, South Asia, East Asia and South Africa', commissioned by Overseas Development Group, University of East Anglia, UK, as part of the DFID Disability Knowledge and Research Programme.

Civicus (2010). 'Civil Society: The Clampdown is Real', World Alliance of Citizen Participation, http://www.civicus.org/

Clinker, M and Moore, B (2008). 'Smartboards, Literacy, and Differentiated Communication: Out of the Box Integration', Presentation at the 2008 Bridges to Learning Conference, May, Toronto, Canada.

Coe, S and Wapling, L (2010). 'Travelling Together: How to Include Disabled People on the Main Road to Development', World Vision, http://www.worldvision.org.uk/server.php?show=nav.3558

Cohen, L (2009). 'Educational Equity for Individuals with Disabilities', in Jones-Parry, R (ed.), *Commonwealth Education Partnerships 2009/2010*, Nexus Strategic Partnerships, Cambridge, UK.

Coleridge, P (1992). *Disability, Liberation and Development*, Oxfam, Oxford.

_____, Simonnot, C and Steverlynck, D (2010). *Study of Disability in EC Development Cooperation*, Framework Contract Commission 2007, Lot nr 4 Contract Nr 2009/212558 European Commission, November.

Connor, D and Ferri, B (2007). 'The Conflict Within: Resistance to Inclusion and Other Paradoxes in Special Education', *Disability and Society*, 22(1): 63–77.

Council for Disabled Children (2011). 'Response to Green Paper Support and Aspiration', National Children's Bureau, London, http://www.ncb.org.uk/cdc/SENDGreenPaper_keypoints.pdf

Crawford, C (2008a). *Defining a Rights Based Framework: Advancing Inclusion of Students with Disabilities*, A Summary of the Canadian Association of Statutory Human Rights Agencies (CASHRA) 2008 National Forum, Ontario, Canada, 25–27 September.

_____ (2008b) 'Social Trajectories and the Inclusive Education of People with Disabilities', Presentation to the Canadian Association of Statutory Human Rights Agencies (CASHRA) 2008 National Forum, Ontario, Canada, 25–27 September.

Deaf Child Worldwide (2010). 'Evaluation of the Bushenyi District Inclusive Education Programme', Deaf Child Worldwide, London, UK.

Department for Children, Schools and Families (2006). 'Promoting Disability Equality in Schools', http://www.teachernet.gov.uk/wholeschool/sen/disabilityandthedda/guidancedisabilityequalityinschools

_____ (2001). *Inclusive Schooling: Children with Special Educational Needs Give Advice on the Range of Adjustments Schools are Expected to Make*, http://publications.teachernet.gov.uk/eorderingDownload/DfES-0774-2001.pdf

Department for Education (2010). *Children with Special Educational Needs 2010: An Analysis*, London, http://www.education.gov.uk/rsgateway/DB/STA/t000965/osr25-2010.pdf

_____ (2011). *Support and Aspiration: A New Approach to Special Educational Needs and Disability*, SEN Green Paper, http://www.education.gov.uk/publications/eOrderingDownload/Green-Paper-SEN.pdf

Department for Education and Science (2006). 'Implementing the Disability Discrimination Act in Schools and Early Years', Stationery Office, London.

Department for International Development (2000). *Disability, Poverty and Development*, DFID, London.

_____ (2007). 'How To Note: Working on Disability in Country Programmes', DFID, London, http://www.make-development-inclusive.org/docsen/howtonotedfid.pdf

_____ (2010a). 'Education for Children with Disabilities: Improving Access and Quality', Guidance Note, http://www.make-development-inclusive.org/docsen/howtonotedfid.pdf

_____ (2010b). 'Disability Core Script', http://www.dfid.gov.uk/Documents/diversity/disability-core-script.pdf

Despouy, L (1993). *Human Rights and Disability*, United Nations, New York.

Disabled Peoples International (1981). Constitution, http://www.dpi.org/lang-en/documents/index?page=4

Drieger, D (1992). *The Last Civil Rights Movement*, Hurst, London.

Duncan, G (2001). 'An Update on Special Needs Education in Jamaica', Information Paper, Jamaica Association for Persons with Mental Retardation, Kingston, Jamaica.

Dyson, A (2004). 'Inclusive Education: A Global Agenda', *Japanese Journal of Special Education*, 41(6).

_____, Ainscow, M and Farrell, P (2006). 'Towards a More Inclusive Education System', Evidence to House of Commons Select Committee on Education and Skills, http://www.publications.parliament.uk/pa/cm200506/cmselect/cmeduski/478/6021304.htm

EADSNE (2007). 'Assessment in Inclusive Settings: Key Issues for Policy and Practice', European Agency for Development in Special Needs Education, Odense, Denmark.

Edgar, T (2005). 'Getting All Children into School and Helping Them Learn', Pacific Workshop on Inclusive Education, Samoa, November 2005, UNESCO, http://unesdoc.unesco.org/images/0014/001472/147204e.pdf

EFA Flagship Initiatives (2004). http://unesdoc.unesco.org/images/0013/001356/135639e.pdf

EFA-FTI (2010). *Education Results in Mozambique*, http://www.youtube.com/watch?v=fdW3hQXESXI, http://www.commonwealtheducationfund.org/downloads/EPEs/CEF%20Mozambique%20End%20of%20Project%20Evaluation%20Report.pdf

European Commission (2004). 'Guidance Note on Disability and Development', Belgium, EC. http://ec.europa.eu/development/body/publications/docs/Disability_en.pdf

_____ (2010). *Disability Strategy 2010–2020*, European Commission, Brussels, http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:EN:PDF

European Foundation Centre (2010). *Final Report: Study on Challenges and Good Practices in the Implementation of the UN Convention on the Rights of Persons with Disabilities*, VC/2008/1214, European Commission, Brussels.

Fernando, S (2010). 'Policy and Practice in the Educational Inclusion of Children and Young People with Visual Impairment in Sri Lanka and Pakistan', *The Educator*, 22, January, International Council for Education of People with Visual Impairment

Fisher, M and Meyer, L (2002). 'Development and social competence after two years enrolled in inclusive and self-contained educational programs.' USA: Research and Practice for Persons with Severe Disabilities, 27, (3). pp165–174.

Flood, T (2005). '"Food" or "Thought"? The Social Model and the Majority World', in Barnes, C and Mercer, G (eds), *The Social Model of Disability: Europe and the Majority World*, The Disability Press, Leeds, pp. 180–192.

Florian, L, Young, K and Rouse, M (2010). 'Preparing Teachers for Inclusive and Diverse Educational Environments: Studying Curricular Reform in an Initial Teacher Education Course', *International Journal of Inclusive Education*

_____ and Rouse, M (2010). 'Teachers' Professional Learning and Inclusive Practice', in Rose, R (ed.), 'Confronting Obstacles to Inclusion – International Responses to Developing Inclusive Schools', pp. 185–199, Routledge, London.

Fulcher, G (1989). *Disabling Policies? A Comparative Approach to Education Policy and Disability*, Falmer, London.

Gentle, F (2006). 'Training for Inclusive Education, Papua New Guinea', EENET, No. 10.

Ghana Ministry of Education (2008). 'Preliminary Education Sector Performance Report', Ministry of Education, Science and Sports, Accra, Ghana.

Giddens, A (2001). *Sociology*, 4th ed., Polity Press, Cambridge.

Glat, R and Ferreira, R (2004). 'National Panorama of Inclusive Education in Brazil', World Bank, http://www.acessibilidade.net/at/kit2004/Programas%20CD/ATs/cnotinfor/Relatorio_Inclusiva/pdf/Educacao_inclusiva_Br_en.pdf

Global Campaign for Education (2011). 'Education Promises', http://www.campaignforeducation.org/en/why-education-for-all/education-promises/

Gorman, W (1999). 'Canadian Native Students and Inequitable Learning', *Canadian Social Studies*, 33(4): 114–116.

Government of Queensland (2005). 'Education Adjustment Program', Department of Education and Training, http://education.qld.gov.au/students/disabilities/adjustment/

_____ (2004). *Report of the Ministerial Task Force on Inclusive Education (Students with Disabilities)*, http://education.qld.gov.au/students/disabilities/adjustment/development/docs/disable-report.pdf

_____ (2010). *Education for Children with a Disability – A Guide for Parents*, www.education.qld.gov.au/studentservices/learning/disability/parentguide/

Grimes, P (2010). *A Quality Education for All. A History of the Lao PDR Inclusive Education Project 1993–2009*, Save the Children, Norway http://www.eenet.org.uk/resources/docs/A_Quality_Education_For_All_LaoPDR.pdf

Guild, D and Espiner, D (2005). 'Welcome to the Three Rs of Diversity', Te Kete Ipurangi, New Zealand, http://www.tki.org.nz/r/diversity/

Hansen, J with Leyden, G, Bunch, G and Pearpoint, J (2006). *Each Belongs: The Remarkable Story of the First School System to Move to Inclusion*, Inclusion Press, Toronto, Canada.

Hart, S, Dixon, A, Drummond, M and McIntyre, D (2004). *Learning Without Limits*, Open University/McGraw Hill.

Hegarty, S (2003). 'Inclusion and EFA: Some Perspectives from Outside Education', National Foundation for Educational Research, Slough, UK.

Hoogeveen, JG (2005). 'Measuring Welfare for Small but Vulnerable Groups. Poverty and Disability in Uganda', *Journal of African Economies*, 14(4): 603–31.

Hooja V (2010). 'Preparing Schools for Inclusion', *Confluence*, 8.

Hutchinson, NL (2007). *Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers*, Pearson Education, Toronto, Canada.

Inclusion International (2009). *Better Education for All: When We're Included Too. A Global Report*, http://inclusion-international.org.cluster.cwcs.co.uk/wp-content/uploads/Better-Education-for-All_Global-Report_October-2009.pdf

Inclusive Solutions (2002). 'Circles of Friends', www.inclusive-solutions.com/circlesoffriends.asp

International Disability Alliance (2010). 'Effective Use of International Human Rights Monitoring Mechanisms to Protect the Rights of Persons with Disabilities', http://www.internationaldisabilityalliance.org/wp-content/uploads/2010/09/CRPD-reporting-guidance-document-English-FINAL-print.pdf

Jangira, NK (1994). 'India', in *Making It Happen: Examples of Good Practice in Special Needs Education and Community-based Programmes*, UNESCO, Paris.

Japanese International Cooperation Agency (2002). *Country Profile on Disability: Islamic Republic of Pakistan*, JICA Planning and Evaluation Department, Tokyo, Japan.

Jayaweera, S and Gunawardena, C (2007). S*ocial Inclusion: Gender and Equity in Education Swaps in South Asia. Sri Lanka Case Study*, UNICEF, www.unicef.org/rosa/Unicef_Rosa(Srilanka_case_study).pdf

Jessop, T (1998). *A Model for Best Practice at Loreto Day School*, Sealdah, Calcutta.

Jha, MM (2002). *School Without Walls: Inclusive Education for All*, Heinemann, Oxford.

Jones, H (2001). 'Disabled Children's Rights – A Practical Guide', Save the Children, Stockholm, p. 28.

Jonsson, T and Wiman, R (2002). 'Education, Poverty and Disability in Developing Countries', Technical Note prepared for the *Poverty Reduction Source Book*, World Bank, Washington, DC.

Kagia, R (ed.) (2005). 'Balancing the Development Agenda: The Transformation of the World Bank under James Wolfensohn 1995–2005', World Bank, Washington, DC.

Kanyanta, SB (2005). 'Moving Towards Inclusive Education Policies and Practices? Basic Education for AIDS Orphans and Other Vulnerable Children in Zambia', *International Journal of Inclusive Education*, 11(4): 417–30.

Karangwa, E (2006). 'Grassroots Community-Based Inclusive Education: Exploring Educational Prospects for Young People with Disabilities in the Post-conflict Rwandan Communities', Unpublished thesis, Katholieke Universiteit, Leuven, Belgium.

Kashfi, F (2009). 'Youth Financial Services: The Case of BRAC and the Adolescent Girls of Bangladesh', Case Study 5, Making Cents International, Washington, DC.

Kearney, A (2009). 'Barriers to School Inclusion: An Investigation into the Exclusion of Disabled Students from and within New Zealand Schools', Unpublished thesis, Massey University, Palmerston North, New Zealand.

Kenyan Ministry of Education (2008). 'Draft Special Education Needs Policy', Nairobi, Kenya.

Kenyan National Council for Human Rights (2007). 'Objects of Pity or Individuals With Rights: The Right to Education for Children with Disabilities', KNCHR, Nairobi, Kenya.

Kobiané, J-F and Bougma, M (2006). *Rapport d'Analyse du Thème IV. Instruction, Alphabétisation et Scolarisation* (*Analytical Report on Theme IV: Teaching, Literacy Training and Schooling*), Institut National de la Statistique et de la Démographie, Ouagadougou, Burkina Faso.

Krishnakumar, P (2009). 'Early Childhood Care and Development for All in Sri Lanka', EENET Vol 13, http://www.eenet.org.uk/resources/eenet_newsletter/news13/page7.php

Lang, R and Murangira, A (2009). *Disability Scoping Study: Final Report*, DFID, http://www.ucl.ac.uk/lc-ccr/downloads/06052009_Disability_Scoping_Study_Uganda.pdf

Lansdown, G (2009). *See Me, Hear Me: A Guide to Using the UN Convention on the Rights of Person with Disabilities to Promote the Rights of Children*, Save the Children, http://www.savethechildren.org.uk/en/docs/See_Me_Hear_Me_internals_final.pdf

Lei, P (2009). 'Planning for Inclusion', in Parry-Jones, R (ed.), *Commonwealth Education Partnerships 2009/10*, Nexus Strategic Partnerships for the Commonwealth Secretariat, London, pp. 75–78.

Lesotho Ministry of Education (1996). 'Preparing Teachers for Inclusive Education', a video-based training course, Special Education Unit, Ministry of Education, available from EENET.

Lewis, I (2009). 'Education for Disabled People in Ethiopia and Rwanda', Background paper for *EFA Global Monitoring Report* 2010, UNESCO, http://unesdoc.unesco.org/images/0018/001865/186564e.pdf

Light, R (2002). 'A Real Horror Story: The Abuse of Disabled People's Human Rights', Disability Awareness in Action, http://www.daa.org.uk/

Lindqvist, B (1999). 'Education as a Fundamental Right', *Education Update*, 2(4): 7.

_____ Rioux, M and Samson, R (2007). 'Moving Forward – Progress in Global Disability Rights Monitoring', Disability Rights Promotion International, York, Toronto.

Lloyd, CB (2010). 'Translating Education Gains into Labour Force Gains for Young Women: Alternative Education Strategies', Background paper for *EFA Global Monitoring Report 2011*, UNESCO, Paris.

Loeb, ME and Eide, AH (2004). *Living Conditions among People with Activity Limitations in Malawi: A National Representative Study*, SINTEF Health Research, Oslo.

Lord, J, Posarac, A, Nicoli, M, Peffley, K, McClain-Nhlapo, C and Keogh, M (2010). *Disability and International Cooperation and Development: A Review of Policies and Practices*, World Bank, Washington, DC.

Lynch, J (1994). 'Provision for Children with Special Educational Needs in the Asia Region', World Bank technical paper no. 261, Asia Technical Series, www.worldbank.org/sp

MacArthur, J (2009). 'Learning Better Together: Working Towards Inclusive Education in New Zealand Schools', IHC New Zealand, http://www.ihc.org.nz/Portals/0/Get%20Information/inclusive-education/inclusive-education-report.pdf

MacQuarrie, A (2009). *Inclusive Education in Canada: A Background Report*, Unpublished report.

Mariga, L and Phachaka, L (1993). 'Integrating Children with Special Needs into Regular Primary Schools in Lesotho', Report of a Feasibility Study, Ministry of Education, Maseru, Lesotho.

Mason, M and Rieser, R (1994). 'Altogether Better', Comic Relief, http://www.worldofinclusion.com/res/altogether/AltogetherBetter.pdf

McClain-Nhlapo, C (2007). 'Including People with Disabilities in Actions to Reduce Poverty and Hunger', International Food Policy Research Institute, Washington, DC.

McDonnell, P (2003). 'Developments in Special Education in Ireland: Deep Structures and Policy Making', *International Journal of Inclusive Education*, 7: 259–269.

Mete, C (2008). 'Introduction', in Mete, C (ed.), *Economic Implications of Chronic Illness and Disability in Eastern Europe and the Former Soviet Union*, World Bank, Washington, DC.

Miles, S (2000). *Enabling Inclusive Education: Challenges and Dilemmas*, EENET, University of Manchester, Manchester, UK.

_____ (2002). *Schools for All: Including Disabled Children in Schools*, Save the Children, EENET, University of Manchester, Manchester, UK.

_____ (2007). 'Inclusive Education', in Barron, T and Amerena, P (eds), *Disability and Inclusive Development*, Leonard Cheshire International, London.

_____ with Ainscow, M, Kangwa, P, Kisanji, J. Lewis, I, Mmbaga, D and Mumba, P (2003). *Learning from Difference: Understanding Community Initiatives to Improve Access to Education*, Final report to DFID, EENET, University of Manchester, UK.

_____ and Singal, N (2010). 'The Education for All and Inclusive Education Debate: Conflict, Contradiction or Opportunity', *International Journal of Inclusive Education*, 14(1): 1–15.

Mills, D (2010). Meaningful Understanding: Institutionalised Practice on Inclusive Education in Kunene Region, Namibia. A Case Study, http://www.eenet.org.uk/resources/docs/Case_Study_Namibia.pdf

Mitchell, D (2008). *What Really Works in Special and Inclusive Education: Using Evidence Based Teaching Strategies*, Routledge, London and New York.

_____ (2009). 'Inclusive Education', in Parry-Jones, R (ed.), *Commonwealth Education Partnerships 2009/10*, Nexus Strategic Partnerships for the Commonwealth Secretariat, London, p. 55.

_____ (2010). *Education that Fits: Review of International Trends in the Education of Students with Special Educational Needs*, University of Canterbury, Christchurch, New Zealand, http://www.educationcounts.govt.nz/publications/special_education/education-that-fits-review-of-international-trends-in-the-education-of-students-with-special-educational-needs

Mittler, P (2002). 'International Experience in Including Children with Disabilities in Ordinary Schools', EENET, University of Manchester, Manchester, UK.

Mozambique Ministry of Education and Culture (2008). *National Report: Inclusive Education: The Path to the Future*, Maputo, Mozambique.

Mulama, J (2004). *Education – Kenya: 'Schooling for All' An Empty Slogan for Disabled Children*, http://ipsnews.net/news.asp?idnews=24246

Muñoz, V (2007). *The Right to Education of Persons with Disabilities*, Report of the Special Rapporteur on the Right to Education to the UN Human Rights Council, A/HRC/4/29, Geneva, 19 February 2007.

Naicker, S (2006). 'From Policy to Practice: A South African Perspective on Implementing Inclusive Education Policy', *International Journal of Whole Schooling*, 3(1).

Nath, SR (2009). 'Educational Marginalization in Bangladesh', Background paper for *EFA Global Monitoring Report 2010,* UNESCO, Paris.

National Centre for Promotion of Employment for Disabled People (2005). 'The Journey Towards Promotion of Inclusive Education in India: The Events that Led to the Formulation of a Comprehensive Education Action Plan', New Delhi, India.

National University of Education Planning and Administration (2008). *Status of Education in India National Report*, http://www.ibe.unesco.org/National_Reports/ICE_2008/india_NR08.pdf

Ncube, J (2006). 'Capacity Building with DPOs in Mozambique', in Albert, B (ed.), *In or Out of the Mainstream? Lessons from Research in Disability and Development Cooperation*, The Disability Press, Leeds, UK.

_____ and Macfadyen, P (2006). 'Young Voices on the UN Convention on the Rights of Persons with Disabilities', Leonard Cheshire International, London.

Neary, M (2006). 'Outside Looking In: Strategy Building for Change in Education', unpublished draft, Newfoundland and Labrador Association for Community Living.

Neilson, W (2005). 'Disability: Attitudes, History and Discourses', in Fraser, D, Moltzen, R and Ryba, K (eds), *Learners with Special Needs in Aotearoa New Zealand* (3rd ed.), Thomson Dunmore Press, Victoria, Australia, pp. 9–21.

New Brunswick Department of Education (2006). *MacKay Report*, http://www.gnb.ca/0000/publications/mackay/mackay-e.asp

_____ (2007). *Inclusion! What is Inclusion Anyway? Questions and Answers about the MacKay Report*, http://www.gnb.ca/0000/publications/mackay/Inclusion%20Booklet%20LR%20English.pdf

New Brunswick Human Rights Commission (2007). *Guidelines on Accommodating Students with Disabilities*, Fredericton, New Brunswick.

New Zealand Education Review Office (2003). *The New Zealand Disability Strategy in Schools*, Wellington, New Zealand.

_____ (2010). 'Including Students with High Needs', Wellington, New Zealand, http://www.ero.govt.nz/National-Reports/Including-Students-with-High-Needs-June-2010

New Zealand Ministry of Education (2003). *Special Education Policy Guidelines*, Wellington, New Zealand.

_____ (2010). 'Success For All – Every School, Every Child', http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/SuccessForAll.aspx

New Zealand Office for Disability Issues (2001). *The New Zealand Disability Strategy*, http://www.odi.govt.nz/resources/publications/nzds/index.html

Nkutu, SK (2007). 'Evaluation of Inclusive Education Project in Zanzibar', Norwegian Association for Persons with Developmental Disabilities (NFU).

OECD (1994). *The Integration of Disabled Children into Mainstream Education Ambitions, Theories and Practices*, OECD, Paris.

_____ (2000a). *Inclusive Education at Work. Students with Disabilities in Mainstream Schools*, http://www.oecd-ilibrary.org/content/book/9789264180383-en

_____ (2000b). 'Special Needs Education Statistics', OECD, Paris.

_____ (2007a). 'Students with Disabilities, Learning Difficulties and Disadvantages: Policies, Statistics and Indicators', OECD, Paris.

_____ (2007b). *OECD Review of the Quality and Equity of Education Outcomes in Scotland*, www.oecd.org/edu/reviews/nationalpolicies

_____ (2008). 'Reviews of National Policies for Education: South Africa', http://www.education.gov.za/LinkClick.aspx?fileticket=sKsxhYorWOk%3D&tabid=452&mid=1034

OFSTED (2004). 'Special Educational Needs and Disability: Towards Inclusive Schools', http://www.ofsted.gov.uk/resources/results/Special%20educational%20needs%20and%20disability%3A%20towards%20inclusive%20schools

_____ (2006). *Does it Matter Where Pupils are Taught?*, The Stationery Office, London.

_____ (2010). *The Special Educational Needs and Disability Review: A Statement is not Enough*. The Stationery Office, London.

O'Keefe, P (2007). 'People with Disabilities from India: From Commitments to Outcomes', Human Development Unit, South East Asia Region, World Bank, Washington, DC.

Oliver, M (1990). *The Politics of Disablement*, MacMillan, Basingstoke, UK.

Omagor-Loican, M (2005). 'Policies and Regulations Supporting Inclusion for all in Uganda', Ministry of Education and Sports, Kampala, Uganda.

O'Toole, B (1994). 'Guyana: Involvement of Volunteers, Parents and Community Members with Children with Special Needs', in *Making it Happen: Examples of Good Practice in Special Needs Education and Community-based Programmes*, UNESCO, Paris.

Oyare, L (2010). 'A Comprehensive Approach to Education for All in Kibera, Kenya', EENET 14. http://www.eenet.org.uk/resources/eenet_newsletter/news14/page15.php

Papua New Guinea Ministry of Education (2009). *Universal Basic Education Plan 2010–2019*, Department for Education, Waigani, Papua New Guinea.

Parents for Inclusion (2006). 'Welcome', www.parentsforinclusion.org/

Pearpoint, J, Forest, M and Snow, J (1992). *The Inclusion Papers: Strategies to Make Inclusion Work*, Inclusion Press, Toronto, Canada.

Perner, D and Porter, G (2008). *Creating Inclusive Schools: Changing Roles and Strategies*, http://www.inclusion-europe.org/documents/Graz_GP_Creating%20Inclusive%20Schools.pdf

Peters, SJ (2003). *Inclusive Education: Achieving Education for All by Including Those With Disabilities and Special Education Needs*, Garland Publishing, New York, p. 47.

_____ (2004). *Inclusive Education: An EFA Strategy for All Children*, World Bank, Washington, DC.

_____, Johnstone, C and Ferguson, P (2005). 'A Disability Rights Model for Evaluating Inclusive Education', *International Journal of Inclusive Education*, 9(2): 139–160.

Piau-Lynch, A (2007). 'Status Report on Inclusive Education in Vanuatu', Inclusive Education Workshop 1, Nadi, Fiji, 1–5 October, http://www.google.co.uk/search?source=ig&hl=en&rlz=1G1ACAW_ENUK423&q=PiauLynch%2C+A.%282007%29+Status+report+on+Inclusive+Education+in+Vanuatu+for+the+Inclusive+Education+Workshop&btnG=Google+Search&aq=f&aqi=&aql=&oq

Porter, G (2001). 'Disability and Inclusive Education', Paper prepared for the Inter-American Development Bank Seminar on Inclusion and Disability Santiago, Chile, March 16, 2001

_____ (2004). 'Meeting The Challenge: Inclusion and Diversity in Canadian Schools', Canadian Education Association, Toronto, Canada.

_____ (2008a). 'Making Canadian Schools Inclusive', *Canadian Education Association Journal*, 48(2).

_____ (2008b). 'Making Canadian Schools Inclusive: A Call for Action in Education', Canadian Education Association, Toronto, Canada.

_____ and Smith, D (eds) (2011). *Exploring Inclusive Educational Practices through Professional Inquiry*, Sense Publishers.

Qualifications and Curriculum Authority (2004). *Inclusive Learning*, www.canterbury.ac.uk/education/protected/spss/docs/inclusion.pdf

Quarmby, K (2011). *Scapegoat: Why We are Failing Disabled People*, Portobello Books, London.

Quinn, G and Degener, T (2001). *Human Rights and Disability*, OHCHR, New York.

Rao, I (2003). 'A New Approach to Scaling Up Education for Disadvantaged Children in South Asia', EENET, University of Manchester, Manchester, UK.

_____ (2004). 'Equity to Women with Disabilities in India', Strategy paper for the National Commission for Women, India, www.dpi.org/lang-en/resources/details.php?page=90

Results UK (2009). 'DFID, Disability and Education: Bridging the Implementation Gap', http://results.org.uk/publication-author/results-uk

Rieser, R (2003). *All Equal All Different*, DEE, London.

_____ (2004). *Disabling Imagery? A Teaching Guide to Disability and Moving Image Media*, DVD, British Film Institute/DEE, London, www.bfi.org.uk/disablingimagery

_____ (2006a). 'Disability Equality: Confronting the Oppression of the Past', in Cole, M, *Equality and Human Rights*, Routledge, London, Chapter 7.

_____ (2006b). 'Inclusive Education or Special Educational Needs: Meeting the Challenge of Disability Discrimination in Schools', in Cole, M., *Equality and Human Rights*, Routledge, London, Chapter 8.

_____ (2007). 'Implementing Article 24 – Inclusive Education: A Challenge for the Disabled People's Movement', Paper prepared for the 7th DPI World Summit, Seoul, September 2007.

_____ (2011). 'Developing the Capacity of Disabled People's Organisations in the South Pacific Commonwealth Island Countries with Regard to the UNCRPD', Final Report for the Commonwealth Foundation, London, www.worldofinclusion.com

_____ and Mason, M (1990/1992). *Disability Equality in the Classroom: A Human Rights Issue*, DEE, London, http://www.worldofinclusion.com/res/deinclass/DEC1.PDF

Roeher Institute (2005). 'Scoping Inclusive Education for Canadian students with Intellectual and Other Disabilities', Roeher Institute, Toronto, Canada.

Rosenberg, S and Beukelman, DR (1987). 'The Participation Model', in Coston, CA (ed.), *Proceedings of the National Planners Conference on Assistive Device Service Delivery*, Association for the Advancement of Rehabilitation Technology, Washington, DC, pp. 159–161.

Rouse, M (2010). 'Reforming Initial Teacher Education: A Necessary but Not Sufficient Condition for Developing Inclusive Practice', in Forlin, C (ed.), *Teacher Education for Inclusion: Changing Paradigms and Innovative Approaches*, Routledge, London, pp. 47–54.

Rousso, H (2005). 'Education for All: A Gender and Disability Perspective', Disabilities Unlimited, www.miusa.org/idd/resources/files/educationresources/gendereducda

Ryan, A, Jennings, J and White, J (2007). 'BRAC Education Programme. BEP 2004–2009. Mid Term Review', NORAD, Oslo, Norway.

Sachs, J (2005). *The End of Poverty: Economic Possibilities of Our Time*, Penguin Press, New York.

Save the Children (1997). 'Towards Inclusion: SCF UK's Experience in Integrated Education. Case Study – Vietnam', http://www.eenet.org.uk/resources/docs/vietnam_scuk.php

_____ (2006a). 'Inclusive Education: A Policy Statement', http://www.eenet.org.uk/resources/docs/SC%20UK%20IE%20policy%20English.pdf

_____ (2006b). *Children who have Disability in Early Childhood Care and Development Centres: A Resource Book for Teachers,* www.eenet.org.uk/resources/docs/ECCD_Disability_Manual.pdf

_____ (2008). *Making Schools Inclusive: How Change can Happen*, www.savethechildren.org.uk/en/docs/making-schools-inclusive.pdf

Scottish Teacher Education Committee (2010). 'National Framework for Inclusion', Universities of Aberdeen, Dundee, Edinburgh, Glasgow, Stirling, Strathclyde and West of Scotland for Scottish Government, http://www.frameworkforinclusion.org/pages/index.php?category=0

Sen, A (1999). *Development as Freedom*, Knopf, New York.

_____ (2004). 'Keynote Address', in *Access, Inclusion and Achievement: Closing the Gap, Report of the 15th Conference of Commonwealth Education Ministers*, Edinburgh, October 2003, Commonwealth Secretariat, London.

Sen, P (ed.) (2010). *Human Rights in the Commonwealth: A Status Report*, Commonwealth Secretariat, London.

Sen, P and Vincent, M (2010). *Convention on the Rights of Persons with Disabilities: A Guide by the Commonwealth Secretariat Human Rights Unit*, Commonwealth Secretariat, London.

Sightsavers (2008). *Meeting The Challenge: How the UK Government can meet its commitment to promoting the inclusion of disabled children in mainstream, quality education in developing countries.*, http://www.sightsavers.org/in_depth/policy_and_research/education/13078_Meeting%20the%20challenge.doc

_____ (2010) 'Education Programme Bangladesh', Sightsavers Bangladesh Country Office, Dhaka, Bangladesh.

Singal, N (2006a). 'An Ecosystemic Approach For Understanding Inclusive Education: An Indian Case

Study', *European Journal of Psychology of Education, Special Issue: Ten Years after Salamanca*, XXI(3): 239–252.

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

_____ (2008). 'Forgotten Youth: Disability and Development in India', Recoup Working Paper 14, http://recoup.educ.cam.ac.uk/publications/WP14-NS.pdf

_____ (2009). 'Education of Children with Disabilities in India', Background paper for *EFA Global Monitoring Report 2010*, UNESCO, Paris.

_____ and Bhatti, F with Malik, R (2009). 'Counting the Invisible: Understanding the Lives of People with Disabilities in Pakistan', Recoup Working Paper 23, http://recoup.educ.cam.ac.uk/publications/WP23-NS.pdf

Slee, R (2005). 'Education and the Politics of Recognition. Inclusive Education – An Australian Snapshot', in Mitchell, D (ed.), *Contextualising inclusive education: Evaluating old and new international perspectives*, Routledge, London, pp. 139–165.

_____ (2011). *The Irregular School: Exclusion, Schooling and Inclusive Education*, Routledge, London.

South African Department of Education (2001). *Education White Paper No. 6, Special Needs Education: Building an Inclusive Education and Training System*, ELSEN Directorate, Pretoria, South Africa.

_____ (2008). 'National Strategy for Screening, Identification, Assessment and Support', School Pack, www.thutong.doe.gov.za/resourcedownload.aspx?id=35979

South African Department of Basic Education (2010). *Guidelines for Full-service/Inclusive Schools*, Department of Basic Education, http://www.thutong.doe.gov.za/ResourceDownload.aspx?id=44323

Stainback, W and Stainback, S (1990). *Support Networks for Inclusive Schooling: Interdependent Integrated Education, Brookes Publishing*, Baltimore, MD, USA.

_____ (eds) (1996). *Inclusion: A Guide for Educators*, Brookes Publishing, Baltimore, MD, USA.

Statistics Canada (2008). *Participation and Activity Limitation Survey 2006: A Profile of Education for Children with Disabilities in Canada*.

Statistics South Africa (2005). *Disability Prevalence 2001*, Pretoria, South Africa.

Stubbs, S (2008). *Inclusive Education: Where There Are Few Resources*, Atlas Alliance, Norway, www.eenet.org.uk

Tahir, MR (2009). 'Inclusion – The Only Way Forward for Achieving The EFA Goals in Pakistan', *EENET Asia Newsletter*, 7.

Tanzania UP (2008). *Tanzania Disability Survey*, National Bureau of Statistics, Dar es Salaam, United Republic of Tanzania .

Tembon, M and Fort, L (eds) (2007). *Girls' Education in the 21st Century: Gender Equality, Empowerment and Growth*, World Bank, Washington, DC.

Thomas, P (2004). *DFID and Disability: A Mapping of the Department for International Development and Disability Issues*, DFID, London.

Thorburn, MJ (1994). 'Jamaica: Early Intervention and Education Initiatives in Rural Areas', in *Making it Happen: Examples of Good Practice in Special Needs Education and Community-based Programmes*, UNESCO, Paris.

Tomlinson, CA (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*, Association for Supervision and Curriculum Development, Alexandria, VA, USA.

Turnbull, R, Turnbull, A, Shank, M, Smith, S and Leal, D (2002). *Exceptional Lives: Special Education in Today's Schools* (3rd ed.), Merrill/Prentice-Hall, Columbus, OH, USA.

Turner, S, Alborz, A and Gayle, V (2008). 'Predictors of Academic Attainments of Children with Down's Syndrome', *Journal of Intellectual Disability Research*, 52(5): 380–392.

Uditsky, B and Hughson, A (2008). Living the Dream: Inclusive Post-Secondary Education, DVD, Alberta Community Living Association, http://www.youtube.com/watch?v=YD5-oXszf30

UKDPC International Committee (2007). *Equalise It: A Manifesto for Disability Equality in Development Cooperation*, http://www.daa.org.uk/index.php?page=equalise-it

UNAIDS (2002). R*eport on the Global HIV/AIDS Epidemic*, UNAIDS, New York.

UNCRPD Committee (2009). *Guidelines on Treaty Specific Documents to be Submitted by States Parties under Article 35(1)*, CRPD/C/2/3 of 18 November 2009, OHCHR, Geneva.

UNESCAP (2006). *Disability at a Glance: A Profile of 28 Countries in Asia and the Pacific*, Bangkok

UNESCO (1994). 'Final Report, World Conference on Special Needs Education: Access and Quality', Paris, http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf Salamanca

_____ (2000). *The Dakar Framework for Action. Education for All: Meeting our Collective Commitments*, World Education Forum, Dakar, Senegal, 26–28 April, http://unesdoc.unesco.org/images/0012/001211/121147e.pdf

_____ (2001a). *Open File on Inclusive Education*, UNESCO, Paris.

_____ (2001b). *Inclusive Schools and Community Support Programmes. Phase 2*, UNESCO, Paris

_____ (2001c). *Including the Excluded – Meeting Diversity in Education: Example Uganda*, UNESCO, Paris.

_____ (2003). 'Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and a Vision', Conceptual Paper, UNESCO, Paris, http://unesdoc.unesco.org/images/0013/001347/134785e.pdf

_____ (2005). *Guidelines for Inclusion: Ensuring Access to Education for All*, UNESCO, Paris, http://unesdoc.unesco.org/images/0014/001402/140224e.pdf

_____ (2006). 'Strong Foundations: Early Childhood Care and Education', *EFA Global Monitoring Report 2007*, UNESCO, Paris.

_____ (2008a). *Inclusive Education: The Way of the Future*, Final Report, International Conference on Education 48th session, Geneva, 2009, UNESCO International Bureau of Education, Geneva.

_____ (2008b). *Sri Lanka Country Report*, International Conference on Education 48th session, Geneva, 2009, UNESCO International Bureau of Education, Geneva.

_____ (2009a). *Policy Guidelines on Inclusion in Education*, UNESCO, Paris, http://unesdoc.unesco.org/images/0017/001778/177849e.pdf

_____ (2009b). 'Estimating the Costs of Achieving Education for All in Low-income Countries', Background paper for *EFA Global Monitoring Report 2010*, ED/EFA/MRT/PI/46.

_____ (2009c). *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments*, Asia-Pacific Programme of Education for All, Bangkok, http://www2.unescobkk.org/elib/publications/032revised/brochure_embracing.pdf

_____ (2009d). *Inclusive Education: The Way of the Future*, Final Report, International Conference on Education, 48th Session, 25–28 November 2008, Geneva, http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/ICE_FINAL_REPORT_eng.pdf

_____ (2010). *EFA Global Monitoring Report 20l0. Reaching the Marginalized*, Oxford University Press, Oxford.

_____ (2011a). *Building Human Capacities in Least Developed Countries*, UNESCO, Paris.

_____ (2011b). *EFA Global Monitoring Report 2011. The Hidden Crisis: Armed Conflict and Education*, http://unesdoc.unesco.org/images/0019/001907/190743e.pdf

_____ (n.d.). *Children with Disabilities*, UNESCO, Paris.

UNICEF (2003a). *Examples of Inclusive Education Bangladesh*, UNICEF Regional Office for Asia, Kathmandu, Nepal.

_____ (2003b). *Examples of Inclusive Education Sri Lanka*, UNICEF Regional Office for Asia, Kathmandu, Nepal.

_____ (2007). *Promoting the Rights of Children with Disabilities*, UNICEF, Florence.

United Nations (1993). 'United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities', A/C.3/48/L.3, UN, New York, 1 October 1993, http://www.un.org/documents/ga/res/48/a48r096.htm

_____ (2006a). 'Global Survey on Government Implementation of the Standard Rules', http://www.un.org/esa/socdev/enable/rapporteur.htm

_____ (2006b). 'Convention on the Rights of Persons with Disabilities and Optional Protocol', http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

_____ (2007). *Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities: From Exclusion to Equality – Realizing the Rights of Persons with Disabilities*, No. 14, United Nations, Geneva

_____ (2010). *The Millennium Development Goals Report*, http://www.un.org/millennium-goals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20.pdf

UNOHCHR (2010). *Monitoring the Convention on the Rights of Persons with Disabilities: Guidance for Human Rights Monitors*, http://www.ohchr.org/Documents/Publications/Disabilities_training_17EN.pdf

UPIAS (1975). 'Union of Physically Impaired Against Segregation', http://www.leeds.ac.uk/disability-studies/archiveuk/UPIAS/UPIAS.pdf

Vanuatu Ministry of Education (2007). *Status Report on Inclusive Education in Vanuatu*, Port Vila, Vanuatu.

Vegas, E (2007). 'Teacher Labour Markets in Developing Countries', *Excellence in the Classroom*, 17(1): 219–32.

Wagner, M and Timmons, V (2008). The Connection Between Inclusion and Health, National Inclusion Research Team, www.iassid.org/docs/CV_Vianne_Timmons.doc

Wapling, L and Peckett, J (2010). Including Deaf Children: A Community-based, Parent-led Approach in Bushenyi, Uganda, EENET 14, http://www.eenet.org.uk/resources/docs/Enabling%20Education~issue%2014~2010.pdf

Willms, JD (2000). 'Standards of Care: Investments to Improve Children's Educational Outcomes in Latin America', Paper presented at Year 2000 Conference on Early Childhood Development, World Bank, Washington.

_____ (2006). *Learning Divides: Ten Policy Questions About the Performance and Equity of Schools and Schooling Systems*, UNESCO Institute for Statistics, Montreal.

Wilson, K, Miles, S and Kaplan, I (2008). *Family Friendly! Working with Deaf Children and their Communities Worldwide*, Deaf Child Worldwide, London.

World Bank (2004). 'Education for All – Building the Schools', Education Notes, 2004.

_____ (2008a). EdStats, http://data.worldbank.org/data-catalog/ed-stats

_____ (2008b). 'Double Jeopardy: Responding to High Food and Fuel Prices', Poverty Reduction and Economic Management Network, Working Paper 44951, G8 Summit, Hokkaido, Japan.

_____ (2009). *Escaping Stigma and Neglect. People with Disabilities in Sierra Leone*, Africa Human Development Series, World Bank, Washington, DC.

_____ (2011). *When Children Learn Nations Prosper*, DVD, http://www.youtube.com/watch?v=fn2I90km_-8&utm_source=MailingList&utm_medium=email&utm_campaign=Blog+Announcement-June-7-2011

World of Inclusion (2007). *Developing Inclusive Education in South Africa*, World of Inclusion/Redweather, DVD2 and online at www.redweather.co.uk/developing-inclusive-education-in-south-africa

_____ (2011). 'Developing the Capacity of DPOs in the Commonwealth Countries of the South Pacific to Implement the UN CRPD', www.worldofinclusion.com

WHO (2009). *Mainstreaming Disability in the Millennium Development Goals (MDGs): Policies, Processes and Mechanisms: Development for All*, Report of the Expert Group Meeting, 14–16 April, Geneva, http://www.un.org/disabilities/default.asp?id=1470

_____ (2010). *Community-based Rehabilitation: CBR Guidelines. Education Component*, http://whqlibdoc.who.int/publications/2010/9789241548052_education_eng.pdf

_____ /World Bank (2011). *World Report on Disability*, http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf

'World Declaration of Education for All' (1990), Jomtien, Thailand http://www.unesco.org/education/pdf/JOMTIE_E.PDF

World Vision (2007a). *Education's Missing Millions' Summary Report and Proposals*, http://www.worldvision.org.uk/upload/pdf/Education%27s_Missing_Millions_-_Summary_Report.pdf

_____ (2007b). Including the Excluded: Integrating Disability into the EFA Fast Track Initiative Processes and National Education Plans in Cambodia', http://www.worldvision.org.uk/upload/pdf/Including_the_Excluded_-_Cambodia_case_study.pdf

Yeo R (2005). *Disability, Poverty and the New Development Agenda*, DFID, London.

Index

3Rs of diversity 283
5As of inclusion 296

AAC (augmentative and alternative communication) 198–9
ABC (Assistance for Blind Children) 243
Able Disabled All People Together (ADAPT) 204–5
ACAMO (Association of the Blind and Partially Sighted in Mozambique) 150
acceptance 296
access 296
accommodation
  definition 191–2
  drop-out and 271
  UNCRPD guidance 227–8
Accra Agenda for Action 104
achievement, definitions 27
Action on Disability and Development (ADD) 89
Ad Hoc Committee, UNCRPD 4
ADAPT (Able Disabled All People Together) 204–5
adaptation 296
ADD (Action on Disability and Development) 89
ADEMO (Associação dos Deficientes Moçambicanos) 219
ADHD (attention deficit hyperactivity disorder) 263
administrator training 112
adolescents' centres 71
adult education 94
  see also lifelong learning
advocacy strategies 100, 221–2, 270, 287
Afghanistan 44
Africa
  attitudes to disability 33–4
  community-led inclusive education 269–70
  district-level inclusion 189, 206–11, 218–19, 221–6
  EFA initiatives 17–18, 25
  gender roles 70
  HIV/AIDS impact 182
  policy development/implementation 87, 98
  poverty 20–1
  UNCRPD 5
  see also individual countries
Agururu Primary School, Uganda 255–6
aid donors *see* donors
AIDS 181–4
AIR (American Institutes for Research) report 158–9
Alberta, Canada 200
Alliance for Inclusive Education 114–15, 293, 300
American Institutes for Research (AIR) report 158–9
anganwadis (nurseries) 202–4
Anhui, China 62
Arab Organization of Disabled People (AODP) 81–2
Article 24, UNCRPD 1–3, 287
  accommodation guidance 227–8
  costs 67
  DREM 53, 57
  IDA questions 82
  implementation 111
  removing barriers 271
Article 31, UNCRPD 287–8
Article 32, UNCRPD 30–1, 121
Asia 67
  see also China; India
assessments 276–7
  adapting 296
  checklist 266
Assistance for Blind Children (ABC) 243
Associação dos Deficientes Moçambicanos (ADEMO) 219
Association of the Blind and Partially Sighted in Mozambique (ACAMO) 150
asylums 36
attention deficit hyperactivity disorder (ADHD) 263
attitudes to disability
  changing 33–42, 269–70, 294–5
  Ghana 136
  Kenya 207
  Mongolia 147–9
  South Africa 166, 168
  Uganda 255–6
augmentative and alternative communication (AAC) 198–9
Australia 188, 193–6
autism 134–6, 240–1, 262–3
awareness-raising 250–1, 274
Aziz's story 261

Baanbreker Primary School, South Africa 252
Bangladesh 71, 122–7, 242–3, 268–9, 271
Bangladesh Rural Advancement Committee (BRAC) 71, 124–6, 269, 271
barriers to inclusion 270–4, 291–4
  see also attitudes to disability
beliefs, teachers 280–1
Better Education for All study 93
Bevan-Brown, J 75
bilateral development agencies 105
bilingualism 238
blind children 69, 81, 150, 174, 237–45, 293
blind teachers 257–8
Blind Welfare Association, St Lucia 174
Bloom's Taxonomy of Cognitive Domains 273
Bocage Combined School, St Lucia 253–4
Boonma's story 263
Booth, T 51–2
Botswana 18
BRAC *see* Bangladesh Rural Advancement Committee
Braille techniques 176, 243
  see also blind
Brazil 121, 127–9
Brunei Darussalam 283
building programmes, schools 237, 294
Bukhosibetfu Primary School, South Africa 251
Bulgaria 21
Bunch, Gary 272, 299
Burrows, Susie 231–4
Bushenyi, Uganda 223–4, 239

CACL *see* Canadian Association for Community Living
CAMRODD *see* Caribbean Association for Mobilizing Resources and Opportunities for People with Developmental Disabilities
Canada
  district-level inclusion 188–93, 197–9, 200, 214–15
  Hamilton-Wentworth School Board 130, 189, 197–8
  profile of inclusive education 129–34
  Smart Inclusion 198–9

Canadian Association for Community Living (CACL) 129–30, 132
capitalism 297–8
CAPP (culturally appropriate policy and practice), India 205
Caribbean Association for Mobilizing Resources and Opportunities for People with Developmental Disabilities (CAMRODD) 114, 120
Caribbean countries
  community-based rehabilitation 60–1
  Education for All 253
  partnership working 143–4
  regional organisation development 120
  UNCRPD 5
  see also individual countries
CBR *see* community-based rehabilitation
CCAs (co-curricular activities) 246
CEF (Commonwealth Education Fund) 150
charity thinking 33–8
Chavine's story 261
Chennai, India 215–16
Cherry's story 259–60
child-based funding 66
child-focus
  early years education 59–60
  Hamilton-Wentworth School Board 197
  Mpika, Zambia 225
child-friendly schools, Vanuatu 213–14
child-to-child education 76, 296
  drop-out prevention 269, 274
  Kenya 207
  Swaziland 251
  Zambia 210–11, 226
China 62
CHOGMs (Commonwealth Heads of Government Meetings) 83
citizenship 187
civil society organisations (CSOs) 79, 87
class (social) 70
classroom education 227–66
  democratisation 224–6
  organisation 231–4, 265–6
  reasonable adjustments checklist 264–6
  UNESCO *Toolkit* 229
co-agency principle 272–3
co-curricular activities (CCAs) 246
COBET (Complementary Basic Education in Tanzania) 268
Cognitive Domains, Bloom's Taxonomy of 273
Coleridge, P. 40–2
colleges 200
Colombia 268
Committee on the Rights of the Child 54
Committee on the Rights of Persons with Disabilities (CRPD) 77–80, 104, 300
Commonwealth countries
  gender disparities 71
  policies 83–4, 107
  UNCRPD 5–8
  see also individual countries
Commonwealth Education Fund (CEF) 150
Commonwealth Heads of Government Meetings (CHOGMs) 83
communication challenges 198–9, 290–1
community-based rehabilitation (CBR) 49, 58–62, 269
community-led inclusive education 269–70, 294
community participation
  ILFE creation 229
  Index for Inclusion 235
  India 215–16
  Kenya 207–8
  UNESCO strategies 186
community schools 54, 289
Complementary Basic Education in Tanzania (COBET) 268
completion rates, primary education 68
Conference of South Countries 47
Conference of States Parties, UNCRPD 300
contexts, DREM 55
the Convention *see* United Nations Convention on the Rights of Persons with Disabilities
Convention on the Rights of the Child (CRC) 10, 23, 31, 102, 309–10
co-operation
  international 113, 121, 177–9, 181
  local authorities 214
costs
  drop-out and 269
  of inclusion 65–7
  see also funding education
CRC *see* Convention on the Rights of the Child
CRPD *see* Committee on the Rights of Persons with Disabilities
CSOs *see* civil society organisations
culturally appropriate policy and practice (CAPP), India 205
culture
  attitudes to disability 33, 136
  creating inclusive 235
  gender and 70
  indigenous peoples 74
curricula
  adapting 296
  bringing disability into 274–6
  development strategies 186–7
Cyprus 134

Dakar Framework 2000 311–12
dance 262
Danish International Development Agency (DANIDA) 177–8
David's story 257–8
Davigdor Infant School, Hove, UK 211–12
deaf children
  attitudes and 255–6
  international polices 81
  Malaysia 147
  mathematics learning 262
  Mongolia 149
  Papua New Guinea 161–2
  poor countries 237–45
  Rwanda 163
  Uganda 223–4
  World Report on Disability 293
deafblind children 81, 237–45
DECISIPH (Droit, Egalité, Citoyenneté, Solidarité, Inclusion des Personnes Handicapées) 97
Declaration on the Rights of Indigenous Peoples 72
DEE (Disability Equality in Education) 156
DEPP (Disability Education and Poverty Project) 156
demand-side interventions 268
democratisation of classrooms 224–6
Department for International Development (DFID), UK 5, 86–9, 115–16, 300
DET (disability equality training) 13, 108, 297

developing countries 44
see also individual countries; Southern countries
development agencies 90, 105
development–freedom relationship 66–7
developmental impairments, teacher tips 230–1
Developments in Literacy (DIL), Pakistan 68–9
DFID *see* Department for International Development
Dharavi early years project, India 202–4
Dharmapala Vidyalaya, Sri Lanka 246–7
differentiated instruction (DI) 198
DIL (Developments in Literacy), Pakistan 68–9
disability
bringing into curricula 274–6
changing attitudes to 33–42, 269–70, 294–5
handicap distinction 85
as human rights issue 4
as oppression 51
poverty and 20–2, 297
Disability Discrimination Act 2001, UK 180
Disability Education and Poverty Project (DEPP) 156
Disability Equality in Education (DEE) 116–17
see also World of Inclusion
disability equality training (DET) 13, 108, 297
Disability, Knowledge and Research project, DFID 86
Disability LIB Project 301
Disability, Poverty and Development paper, DFID 86
disability rights education model (DREM) 53–8
Disability Rights Fund (DRF) 57, 85–6, 89, 301
Disabled Peoples' International (DPI) 81, 84–5
1981 statement 38–9
UNCRPD adoption 4
Disabled Peoples' Movement 36
disabled people's organisations (DPOs)
attitude-changing 294
CRPD guidance 79–80
DFID support 87
funding 85–6
IDA network 80–1
Malawi 146
MIW initiatives 98
Mozambique 151
national policies 114–16
New Zealand 155
Southern Africa 115–16
UNCRPD adoption 4, 14
disabled person, definition 3
discipline techniques 229
discrimination 231–2, 259–63, 287
see also prejudice
Discrimination Act, UK 259–63
district-level inclusion 64–5, 167, 171, 185–226
District Primary Education Programme (DPEP), India 137–8, 217–18
diversity
policy development 235
recognising/addressing 292–4
three Rs of 283
domestic work 69
donors 29–30, 90
Down syndrome 81, 241–2, 246, 290–1
Down Syndrome International (DSI) 81
DPEP (District Primary Education Programme), India 137–8, 217–18
DPI *see* Disabled Peoples' International
DPOs *see* disabled people's organisations
DREM (disability rights education model) 53–8
DRF *see* Disability Rights Fund
Droit, Egalité, Citoyenneté, Solidarité, Inclusion des Personnes Handicapées (DECISIPH) 97
drop-out
prevention 267–85
rates of 25, 29, 142–3
DSI (Down Syndrome International) 81
Dutch Coalition on Disability and Development 43
'duty to accommodate' 191–2

E-9 Declaration 2000 11, 312
Each Belongs Credo, Hamilton-Wentworth School Board 197–8
early years education
ECCD programmes 173
ECCE programmes 93–4, 112
EFA reports 26
identifying needs 59–62
India 202–4
ECCD (Early Childhood Education and Development) 173
ECCE (Early Childhood Care and Education) 26, 93–4, 112
economic empowerment 76
economic obstacles 297–8
EDF (European Disability Forum) 82
education
medical model application 39–40, 46, 52
'progressive realisation' clause 3–4
social model application 39–40, 45–6
Education Act, 1944, UK 179
Education for All (EFA) 1, 23–7, 29–31
Caribbean countries 253
costs 67
developing projects 14, 46
DREM 57
Flagship on the Right to Education for Persons with Disabilities 11
Ghana 135
Global Monitoring Report 18, 24–6, 71, 183, 267
India 139–41, 215–16
international policies 93–5
Mozambique 149–51
Pakistan 156–60
progress limitations 19–32, 52–3
Rwanda 163–4
targets 2000 17
UK Green Paper 180
World Declaration on 11
see also Fast Track Initiative; Jomtien Declaration 1990
Education Development Centre, Kenya 244–5
Education International (EI) 90–1
Education Program Development Fund (EPDF) 106–8
education providers, Canada 192–3
Education Review Office (ERO), New Zealand 154–5
Education Sector Development Framework and Programme (ESDFP), Sri Lanka 172
education support programme (ESP), BRAC 125–6
Educational Development Plan (PDE), Brazil 128
Education's Missing Millions report 19
EENET *see* Enabling Education Network
EFA *see* Education for All
effectiveness, inclusive education 62–5, 288–94

EI (Education International) 90–1
ELA (employment and livelihood for adolescents) centres 71
employing disabled teachers 257–9
employment and livelihood for adolescents (ELA) centres 71
empowerment
  DREM 56
  economic 76
  gender and 68–9
  parents 112–13
Enabling Education Network (EENET) 91–2, 181, 302
ENGAGE programme, Pakistan 158
engagement 297
England 259–63
  see also United Kingdom
enrolment monitoring 113, 213
EPDF (Education Program Development Fund) 106–8
equality
  inclusion as tool for 51–3
  New Zealand 152–7
  prejudice limiting 21–2
  training 108
ERO (Education Review Office), New Zealand 154–5
ESDFP (Education Sector Development Framework and Programme), Sri Lanka 172
ESP (education support programme), BRAC 125–6
Ethiopian teachers 181
ethos of classroom 231–4
EU *see* European Union
European Agency for Development in Special Needs Education 276–7
European Disability Forum (EDF) 82
European Foundation Centre 302
European Union (EU)
  as aid donor 29–30
  Guidance Note on Disability and Development 92
  policy development/implementation 92
  UNCRPD 5, 11, 23
Every Disabled Child Matters 10
evidence-based practice 285
exclusion *see* segregated education

family participation 186, 229, 239
FAMOD (Forum for Mozambique Associations of Disabled People) 151
Fast Track Initiative (FTI), World Bank 1, 17, 19–20, 103
  DFID and 87–8
  Mozambique 149
  World Vision study 106–8
  see also Global Partnership for Education
Federation of Disability Organisations in Malawi (FEDOMA) 146
financial resources 54, 56, 85–7, 187
  see also funding education
five As of inclusion 296
Flagship on Education for All, UNESCO 19, 46, 113, 184, 312
Flagship on the Right to Education for Persons with Disabilities, EFA 11
Florian, L 277–9
focus groups, Australia 193–4
Forest, Marsha 188
Forum for Mozambique Associations of Disabled People (FAMOD) 151
Framework for Inclusion, Scotland 279–81, 294
freedom–development relationship 66–7
friendship, importance of 211–12, 234
FTI *see* Fast Track Initiative
funding education 29–30
  EFA *Global Monitoring Report* 24–5, 26
  inclusion and 65–7
  Mozambique 150
  UNESCO strategies 187
  World Report on Disability 292
  see also financial resources; World Bank

Gardner's Model of Multiple Intelligences 273
Gauteng, South Africa 252
GCE (Global Campaign for Education) 23–4
gender
  discrimination 287
  equity goals 94
  inclusion and 67–71
Ghana 29, 134–6
girls *see* gender
Global Campaign for Education (GCE) 23–4
Global Monitoring Report, EFA 18, 24–5, 26
  drop-out prevention 267
  gender issues 71
  HIV/AIDS pandemic 183
Global Partnership for Education 103–5
  see also Fast Track Initiative
global perspective 17–32
globalisation 297–8
government action 12–13
  see also individual countries
grouping children 233, 264, 266
Guyana 60

Hamilton-Wentworth School Board, Canada 130, 189, 197–8
handicap–disability distinction 85
Handicap International 164, 302
Hansotia, Parinaze 248
harassment 231–3
hearing impairments *see* deaf children
HIV/AIDS pandemic 181–4
Holly's story 262
Hove, UK, Davigdor Infant School 211–12
human rights
  attitude to disability 33–6, 40–2
  cost models 66
  disability issues as 4
  Universal Declaration of 10, 17, 309
human support, DREM 54, 56
hyperactivity 263

ICDS (Integrated Child Development Service), India 202
IDA *see* International Disability Alliance
IDC (International Disability Caucus) 4
IDDC (International Disability and Development Consortium) 96–7
IECC (Inclusive Education Coordination Committee), India 204–6
IEDC (Integrated Education for Disabled Children) scheme, India 217–18
IFHOH (International Federation of Hard of Hearing People) 81
IHC New Zealand 302
II *see* Inclusion International
ILFEs (inclusive learning-friendly environments) 228–34

ILO (International Labour Organisation) 20
in-service development 283
incidents, unexpected 266
Inclusion International (II) 81, 93–6, 276, 303
inclusion/inclusive education 43–76
  background 10–15, 309–13
  barriers to 270–4
  characteristics 63–5
  costs of 65–7
  definitions 27, 194
  development factors 76
  EFA goals 95
  effectiveness 62–5, 288–94
  ethos of 231–4
  future of 297–9
  gender and 67–71
  global factors 17–32
  HIV/AIDS impact 181–4
  implementation by states 120–81
  improvement areas 154–6
  key factors 47, 76
  'magic formula' 296–7
  as official policy 189–93
  policy development 111–84
  through school improvements 193–6
  social model impact 40
  as tool for equality 51–3
  UN Special Rapporteur's report 111–13
  versus integration 245–56
Inclusive Education Coordination Committee (IECC), India 204–6
inclusive learning-friendly environments (ILFEs) 228–34
inclusive pedagogy concept 278–9
independence training 260–1
Index for Inclusion 43–4, 234–6, 292, 303
  drop-out prevention 270–1
  India 216
  planning process 236
  Save the Children variant 101
India
  blind teachers 257–8
  CBR approaches 61–2
  Dharavi early years project 202–4
  equality limitations 21–2, 52
  gender 70
  Kerala 217–18
  Mumbai 202–6, 214, 247–9
  national policies 136–43
  National Resource Centre for Inclusion 304
  secondary schools 249–50
  Sikshit Yuva Sewa Samiti 216–17
  Vidya Sagar movement 215–16
indigenous peoples 72–6
individual differences 292–4
  see also diversity
Indonesia 5, 8
INGOs (international non-governmental organisations) 242–3
Initial Practice Project (IPP) 277–9
institutional constraints
  India 22
  Namibia 254–5
Integrated Child Development Service (ICDS), India 202
integrated education 44–6, 47–50
  Bangladesh 122–3
  government actions 12–13
  Kerala, India 217–18
  Malaysia 147
  Newham, London 200–2
  Singapore 164–5
  UN Special Rapporteur's report 112
  UNCRPD 30–1
  Vanuatu 214
  versus inclusion 245–56
Integrated Education for Disabled Children (IEDC) scheme, India 217–18
intellectual impairments, children with 132, 134–6, 241–2
  see also Down syndrome; learning difficulties
intelligences, Gardner's model of 273
internalised oppression 40
international co-operation
  Ethiopia–Zambia 181
  implementing inclusion 121, 177–9
  UN Special Rapporteur's report 113
International Covenant on Economic, Social and Cultural Rights, UN 10
International Disability Alliance (IDA) 4, 79–82, 303
International Disability Caucus (IDC) 4
International Disability and Development Consortium (IDDC) 96–7
International Disability and Human Rights Network 300
International Education Conference, UNESCO 26–7
International Federation of Hard of Hearing People (IFHOH) 81
International Labour Organisation (ILO) 20
international-level
  DREM outcomes 56–8
  inclusive education outcomes 63–5
  policy development/implementation 77–110
international literature review 50–1
international non-governmental organisations (INGOs) 242–3
IPP (Initial Practice Project) 277–9

Jake's story 260
Jamaica 60–1, 143–4
Jamaica Association for Persons with Mental Retardation (JAPMR) 143
Jomtien Declaration 1990 11, 17, 144, 310
  see also Education for All

Kabale school, Zambia 210–11
Kamagugu Primary School, South Africa 253
Kanyanta, SB 183
Karnataka state, India 61–2, 70
Katie's story 260
Kenya 206–8, 239, 244–5, 269
Kerala, India 217–18, 257–8
Kibera, Kenya 244–5
Kolkata, India 249–50

languages *see* sign language
Lansdown, Gerison 100
Laos 101
large classes, UNESCO *Toolkit* 229
Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families (RIADIS) 82
LCI (Leonard Cheshire International) 97, 178–9, 189, 206–8, 303

leadership 297
Learning Better Together (MacArthur) 289
learning difficulties, children with 211
  see also Down syndrome; intellectual impairments
legal frameworks, Cyprus 134
legislation
  Canada 130, 190
  New Zealand 152–3
  Scotland 280
  UN Special Rapporteur's report 111
  World Report on Disability 291
  see also individual legislation
Leonard Cheshire International (LCI) 97, 178–9, 189, 206–8, 303
Lesotho 144–6
lesson planning adjustments 264
lifelong learning 1
  see also adult education
literacy rates, gender and 70
literature review 50–1
Little Rock Centre, Kibera, Kenya 244–5
local authority co-operation 214
local-level outcomes, DREM 54–5, 58
London Borough of Newham 189, 200–2
Loreto Day School, Kolkata 249–50
Louise's story 259

MacArthur, J 289
MacKay Report 190–1
macroeconomics 297–8
macro-level education 94
mainstreaming *see* integrated education
Making It Work (MIW) 97–8, 303–4
Making Schools Inclusive report, Save the Children 99–100
Malawi 18, 87, 146, 208–10
Malaysia 147
malnutrition 21
Maori children case study 73–5
marginalisation 20–1, 27
marketisation of education 180
materials preparation, classrooms 265
mathematics learning 259–60, 261–2
MDGs *see* Millennium Development Goals
medical model of disability 26, 27–8, 41–2
  applied to education 46, 52
  CBR programmes 61
  development of 36–8
  South Africa 167–8
  versus social model 39
mental impairments, children with 22
mezzo-level education 94
micro-level education 94
Miet Africa 269–70
Miles, S 52–3, 76, 99, 237
Millennium Development Goals (MDGs) 1, 17–18
  DFID work 86
  gender parity 68
  World Bank commitment 103–4
ministerial responsibilities 111–12, 174–5
Ministry of Education and Vocational Training (MoEVT) 174–6
Mitchell, David 50, 277, 288, 296–7
MIW *see* Making It Work
MoEVT (Ministry of Education and Vocational Training) 174–6
Mongolia 147–9
Montessori techniques 61
Mozambique 149–51, 219, 258–9
Mpika, Zambia 210–11, 224–6
Mpumalanga, South Africa 251, 253
MTAJU consortium 221–2
multilingual education 253
multiple impairments, children with 245
multiple intelligences model 273
Mumba, Paul 224–5
Mumbai, India 202–6, 214, 247–9
Muñoz, Vernor 19–20
Myanmar 8

Naicker, Sigamoney 167
Nairobi, Kenya 239
Namibia 254–5
national-level outcomes
  DREM 55–6, 58
  inclusive education system 63–5
national policies 63, 111–84
  see also individual countries
National Resource Centre for Inclusion (NRCI), India 304
negative attitudes to disabilities 33–6
  drop-out and 270
  Ghana 136
  overcoming 294–5
  South Africa 166, 168
New Brunswick, Canada 132–3, 189–93
New Delhi, India 250
New Zealand 50, 72–6, 152–7, 283–5, 302
Newham, London 189, 200–2
NFPE (non-formal primary education) schools 125
NFU (Norwegian Association for Persons with Developmental Disabilities) 176
NGOs *see* non-governmental organisations
NIEP (Nyanza Inclusive Education Programme) 208
non-formal primary education (NFPE) schools 125
non-governmental organisations (NGOs) 98–101, 242–3
  CBR programmes 61
  DFID commitments 89
  IDA network 80
  IDDC membership 96–7
  implementing inclusion 19, 121–2, 124–7, 146, 151, 178–9
  MIW initiatives 98
  Mumbai, India 214
  Pakistan 68–9
  Samoa 220–1
  special schools 46, 137
  teacher training initiatives 108
  UNCRPD adoption 4
Northern countries 45, 48, 65, 245
  see also individual countries
Northlight Secondary School, Singapore 245–6
Norwegian Association for Development Research 174
Norwegian Association for Persons with Developmental Disabilities (NFU) 176
NRCI (National Resource Centre for Inclusion), India 304
nursery education 202–4
  see also early years education
Nyanza Inclusive Education Programme (NIEP) 208

OBE (outcomes-based education) 169

OECD *see* Organisation of Economic Co-operation and Development
Office of the High Commissioner on Human Rights (OHCHR) 80
OFSTED school inspection service 181
OHCHR (Office of the High Commissioner on Human Rights) 80
Ontario, Canada 188, 197–9
Open File on Inclusive Education, UNESCO 185–7
oppression
  disablism as 51
  internalised 40
Optional Protocol, UNCRPD 77
Organisation of Economic Co-operation and Development (OECD) 65–6
  gender issues 70
  South African study 169–70
Oriang, Kenya 206–7, 210
orphaned children, Zambia 182–3
out-of-school populations, EFA report 24–5
outcomes-based education (OBE) 169
output-based cost models 66

Pacific Disability Forum (PDF) 82, 118
Pacific islands 34–6, 82, 118, 160–2
  see also Samoa
Pakistan 68–9, 156–60
PALS *see* Participation and Activity Limitation Survey
Papua New Guinea 35, 160–2, 219
parallel reporting 79–80
parents
  Canada 214–15
  involving 76, 294
  national policies 114, 119
  responsibilities 193
  training 112–13
Parents for Inclusion 114, 119
'partial participation diminishes readiness' concept 272
participation
  children/young people 187–8
  communities 186, 207–8, 215–16, 229, 235
  families 186, 229, 239
  inclusion definition 27
  Index for Inclusion 235
  India 215–16
  Kenya 207–8
  monitoring 113
  sign language 239
  Smart Inclusion 199
Participation and Activity Limitation Survey (PALS) 131, 212
participation model (PM) 198
partnership working, Jamaica 143–4
PDE (Educational Development Plan), Brazil 128
PDF *see* Pacific Disability Forum
PE (physical education) challenges 259
peer support 274
PER (Proyecto de Educación Rural), Colombia 268
Perner, D 272–3
Peters, Susan 53–4, 57–8, 66
PGDE (Post-graduate Diploma in Education) 277–9
physical barriers 294
physical education (PE) challenges 259
PIED (Project Integrated Education for the Disabled) 61
pilot projects, scaling up 295–6
Pineda, Pablo 287
PIP (Primary Intervention Programme), Jamaica 143–4
placement 296
planning
  Index for Inclusion 236
  India 136–43
  lessons 264
  Uganda 177–9
  World Report on Disability 291–2
Playback project 275
PM (participation model) 198
policies
  drop-out prevention 267
  inclusive education system 63–5, 152–3, 189–93
  Index for Inclusion 235
  international development/implementation 77–110
  World Report on Disability 291
  see also national policies
political obstacles 297–8
poor countries 237–45
  see also individual countries; Southern countries
Portage techniques 61
Porter, Gordon 132–3, 272–4
Post-graduate Diploma in Education (PGDE) 277–9
post-school inclusion 200
  see also universities
poverty 20–2, 297
praising children 234
Pratham NGO 214
pre-planning adjustments 264
prejudice 21–2
  see also discrimination
preparation
  classes 264
  materials 265
presence, definitions 27
primary education
  BRAC programme 124–6
  classroom organisation 231–4
  gender disparities 68
  India 137–8, 217–18
  marginalisation 21
  Samoa 251–2
  South Africa 251, 252–3
  Sri Lanka 173
  Uganda 177–9, 255–6
  Universal Declaration of Human Rights 17
Primary Intervention Programme (PIP), Jamaica 143–4
primary school leaving examinations (PSLEs) 245–6
privacy lack 69
privatised education 31
professional development 185, 277–85
profound impairments, children with 245
'progressive realisation' clause, UNCRPD 3–4
Project Integrated Education for the Disabled (PIED) 61
provincial-level inclusion 185–226
proximal learning zone 272
Proyecto de Educación Rural (PER), Colombia 268
PSLEs (primary school leaving examinations) 245–6

quality assessment, UNESCO 185–6
quality of education, EFA goals 94
Quebec, Canada 214–15
Queensland, Australia 193–6

3Rs of diversity 283
Rachna's story 248
ratification of UNCRPD 5, 8, 11–12, 23
  Commonwealth countries 84
  DREM and 56
  EU 92
reasonable accommodation concept 191–2, 227–8
reasonable adjustments 259–63
regional groupings, UNESCO 113
regional-level inclusion 63–5, 185–226
regional organisations/structures 105, 120
rehabilitation
  community-based 49, 58–62, 269
  INGO support 243
  social model thinking 42
Rehabilitation International (RI) 84
resource-based cost model 66
resource bases, special schools as 112, 293–4
resource teachers 293
resources 296
  directory of 300–8
  DREM 54–5
  mobilising 235
'Revitalising, Innovating and Strengthening Education' (RISE) programme 158
RI (Rehabilitation International) 84
RIADIS (Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families) 82
'Rights in Action' initiative 97–8
rights-based frameworks 23, 172
RISE ('Revitalising, Innovating and Strengthening Education' programme) 158
Romania 21
Rouse, M 277–9
Rwanda 162–4

Sachs, J 295
SADPD *see* Secretariat of the African Decade of People with Disabilities
safety issues, disabled girls 69
SAFOD (Southern African Federation of the Disabled) 87, 115–16
St Lucia 174, 241–2, 253–4
St Mary's school, New Delhi 250
Salamanca Statement and Framework for Action on Special Needs Education 11, 310–13
  international policy 93, 95–6
  national policies 120, 147, 172, 180
Salimo's story 258–9
Samoa 220–1, 239–41, 251–2, 281–2
Sarva Shiksha Abhiyan (SSA), India 139–41, 215–16
Save the Children 98–101, 148, 173, 304
scaling up pilot projects 295–6
school buildings 237, 294
school development plans 236
school improvements, Australia 193–6
school inspections, UK 181
school interventions report 292–4
school-level outcomes, inclusive education system 63–5
school outings 261
science practicals 263
Scotland
  Framework for Inclusion 279–81, 294
  Initial Practice Project 277–9
  Playback project 275
  see also United Kingdom
screening exercises, UNCRPD 30–1
Screening, Identification and Assessment and Support (SIAS) 170
secondary education
  drop-out rates 25
  gender disparities 68, 71
  India 249–50
  mathematics learning 261–2
  science learning 263
  Singapore 245–6
Secretariat of the African Decade of People with Disabilities (SADPD) 97, 150
security issues, disabled girls 69
See Me, Hear Me guide, Save the Children 100
segregated education 31, 44–6, 130
  see also special education/schools
self-control 262–3
self-presentation, teaching 265
self-review process, Maori culture 75
SEN *see* special educational needs
Sen, Amartya 3, 66–7
SENESE Inclusive Education, Samoa 220–1, 239–41, 282
sensory-impaired children 237–45
  see also blind children; deaf children
SERCs (Special Education Resource Centres), Papua New Guinea 161
sexual violence report 101
shadow reporting 79–80
Shane's story 262–3
Shire Highlands, Malawi 208–10
SIAS (Screening, Identification and Assessment and Support) 170
Sightsavers International (SSI) 126–7, 304
sign language 237–9
  for mathematics 262
  Mongolia 149
  Uganda 224, 255–6
  Zanzibar 176
Sikshit Yuva Sewa Samiti (SYSS) 216–17
Singal, N 52–3, 137
Singapore 164–5, 245–6
Singh, Shri Arjun 138–9
situational analysis
  Bangladesh 122–4
  Lesotho 144–6
  South Africa 165–71
Slee, R 298–9
Smart Inclusion 198–9
Smith, D 274
social capital 56, 133
social class 70
social equity, Sri Lanka 172
social model of disability 3, 13, 27, 41
  applied to education 45, 46
  changing attitudes 33–6
  development of 37–42
  intellectual impairments and 135
Sonawane, Rahul 247–8
Source partnership 304–5
South Africa
  Baanbreker Primary School 252

Bukhosibetfu Primary School 251
integration vs inclusion 49
Kamagugu Primary School 253
national policies 165–71
resources 305
South Pacific 34–6, 118, 160–2
see also Pacific Islands; Samoa
Southern Africa 33–4, 87, 115–16
see also individual countries
Southern African Federation of the Disabled (SAFOD) 87, 115–16
Southern countries
community-based rehabilitation 60
inclusive education 45–7, 52–3, 65–6
profound/multiple impairments 245
UNESCO *Toolkit* 230
see also developing countries; individual countries; poor countries
Spastics Society of India (SSI) *see* Able Disabled All People Together
Special Education Resource Centres (SERCs), Papua New Guinea 161
special education/schools 29, 31, 44
Bangladesh 122
Canada 130–1
effectiveness of 288–91
gender issues 70
India 137
international literature review 50
Malawi 209
Mongolia 148
New Zealand 156
Newham, London 200, 201
Northern countries 45, 48
Papua New Guinea 160–1
Rwanda 164
sensory-impaired children 238
Southern countries 46
Sri Lanka 173
UN Special Rapporteur's report 112
World Report on Disability 293–4
see also segregated education
special educational needs (SEN)
approaches to 28
South Africa 169
UK schools 289
Special Rapporteur, UN 12, 111–13
special schools *see* special education/schools
speech difficulties 260
sports day challenges 260
Springboards to Practice, New Zealand 284
Sri Lanka 172–3, 246–7
Srinivasan, Ayush 248–9
SSA (Sarva Shiksha Abhiyan), India 139–41, 215–16
SSI (Sightsavers International) 126–7, 304
SSI (Spastics Society of India) *see* Able Disabled All People Together
Standard Rules on the Equalization of Opportunities for Persons with Disabilities, UN 11, 12–13, 310
standards, States Parties requirements 5
state delegations, DPOs 4
States Parties, UNCRPD 2–3, 12–13, 30–1
Conference of 300
implementing inclusive education 120–81
standards required 5
steering groups, *Index for Inclusion* 235
stereotyping disabilities 33
stigmatisation of disabilities 33–4, 270
streaming pupils 292
student responsibilities 193
sub-Saharan Africa 20–1, 25, 182
see also individual countries
'Success for All – Every School, Every Child' plan, New Zealand 153, 155
success factors
Bocage Combined School 254
scaling up 295
Sullivan, Anna 231–4
supply-side strategies 268
support staff/systems 296
Canada 190
drop-out and 271
Index for Inclusion 235
reasonable adjustments 265
UNESCO strategies 186
World Report on Disability 292–3
Swaziland 250–1
symmetry in mathematics 259–60
SYSS (Sikshit Yuva Sewa Samiti) 216–17
system-focus, early years education 59
system-wide barriers 291–2

Tanzania 17–18, 174–6, 221–2, 267–8
teacher training 277–85
Australia 195–6
DFID strategy 88
disabled teachers 257–9
DREM 53
Inclusion International project 276
inclusive education development 76
India 142
indigenous peoples 75
international literature review 51
Lesotho 146
Mongolia 148
Mozambique 219
NGO initiatives 108
Pakistan 68
Sri Lanka 173
Tanzania 175–6
UN Special Rapporteur's report 112
Zambia 210
teachers
constraints on 112
experiences in Papua New Guinea 219
respecting/valuing 287
supporting in Zambia 218
values/beliefs 280–1
teaching
adapting methods 296
developing inclusive 267–85
Framework for Inclusion issues 280
styles 265
Teaching Children with Disabilities in Inclusive Settings booklet 229
teamwork model 197
Teppanawa Kumara Maha Vidyalaya, Sri Lanka 247

Terri's story 260–1
three Rs of diversity 283
through-put costs model 66
Toolkit, UNESCO 228–34, 270, 292, 302
Toronto, Canada 188
traditional model of disability 33–6
training
  administrators 112
  disabled people-led 116–18
  disabled teachers 257–9
  equality 108
  India 136–43
  Lesotho 144–6
  materials for 283–5
  parents 112–13
  South Africa 170
  support for 291
  see also teacher training
transformability 272–3
transport systems 270
Travelling Together pack, World Vision 108
treaty-specific documents 77–9

UDL (universal design for learning) 198
Uganda 177–9, 208, 223–4, 239, 255–6
UK *see* United Kingdom
UKDHM (UK Disability History Month) 117–18
UN *see* United Nations
UNCRPD *see* United Nations Convention on the Rights of Persons with Disabilities
UNESCO 101
  definition of inclusion 43
  developing countries 44
  EFA *Global Monitoring Report* 18, 24–6, 71, 113, 183, 267
  Flagship on Education for All 19, 46, 113, 184, 312
  Guidelines for Inclusion 27
  international co-operation 121
  International Education Conference 26–7
  key elements of inclusion 47
  Open File on Inclusive Education 185–7
  Policy Guidelines on Inclusive Education 28, 30
  resources 301, 306
  Toolkit 228–34, 270, 292, 302
unexpected incidents, classrooms 266
UNICEF 19, 101–2, 164, 187–8, 306
Union of the Physically Impaired Against Segregation (UPIAS) 37–8
United Kingdom (UK)
  Alliance for Inclusive Education 114–15
  classroom organisation 231–4
  curriculum projects 275
  Disabled People's Council 305
  Discrimination Act 259–63
  effectiveness of inclusive education 288–91
  Framework for Inclusion 279–81, 294
  friendship 211–12
  Initial Practice Project 277–9
  London Borough of Newham 189, 200–2
  national policies 179–81
  Save the Children 99, 304
  see also Department for International Development
United Nations (UN)
  Convention on the Rights of the Child 10, 309–10
  Declaration on the Rights of Indigenous Peoples 72
  International Covenant on Economic, Social and Cultural Rights 10
  resources 305–6
  Special Rapporteur 12, 111–13
  Standard Rules on the Equalization of Opportunities for Persons with Disabilities 11, 12–13, 310
  see also UNESCO; UNICEF
United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 1–3, 11–14, 23, 287–8
  accommodation guidance 227–8
  adoption of 4–5
  Commonwealth countries 5–8
  Conference of States Parties 300
  costs 67
  CRC synthesis 102
  DREM 53, 56–7
  funding education 30
  general recommendations 30–2
  human rights model 42
  impacts 26
  implementation 111, 121, 153
  international-level policies 77–110
  need for 51–2
  ratification 5, 8, 11–12, 23, 56, 84, 92
  removing barriers 271
  social model thinking 40
  Young Voices 5, 7, 9–10
United Republic of Tanzania *see* Tanzania
Universal Declaration of Human Rights 10, 17, 309
universal design for learning (UDL) 198
universal primary education (UPE), Uganda 177–9
universities
  Australia 196
  Canada 200
  see also teacher training
UPE (universal primary education), Uganda 177–9
UPIAS (Union of the Physically Impaired Against Segregation) 37–8
Uttar Pradesh, India 216–17

Vaimoso Primary School, Samoa 251–2
values of teachers 280–1
valuing pupils 235, 266
Vanuatu 213–14
Vidya Sagar movement 215–16
vision 296
vulnerable employment rate, ILO estimate 20

Warnock Report 179
Watson, Judy 257
WBU (World Blind Union) 81
West Africa 98
  see also individual countries
WFD (World Federation of the Deaf) 81
WFDB (World Federation of the Deafblind) 81
WHO *see* World Health Organization
whole country change, Brazil 127–9
withdrawal approaches 290
WNUSP (World Network of Users and Survivors of Psychiatry) 81
World Bank 103–5
  Fast Track Initiative 1, 17, 19–20, 87–8, 103, 106–8, 149
  resources 306

World Blind Union (WBU) 81
World Declaration on Education for All 11
World Education Forum 11, 17
World Federation of the Deaf (WFD) 81
World Federation of the Deafblind (WFDB) 81
World Health Organization (WHO)
  CBR guidelines 58
  resources 307
  World Report on Disability 18, 105–6, 288, 291–4, 307
World of Inclusion 116–18, 274, 307
  see also Disability Equality in Education
World Network of Users and Survivors of Psychiatry (WNUSP) 81
World Report on Disability, WHO 18, 105–6, 288, 291–4, 307
World Vision 19, 106–8, 307
young disabled people
  involving 187–8, 287, 294–5
  New Zealand 152
  Pakistan 157
  wants/needs 5, 7, 9–10
Young People's Reference Group (YPRG), New Zealand 152
Young Voices 5, 7, 9–10, 294–5
YPRG (Young People's Reference Group), New Zealand 152

Zambia
  Ethiopian teachers 181
  HIV/AIDS pandemic 182–3
  Mpika 210–11, 224–6
  teacher support 218
Zanzibar 175–6, 307–8
Zone of Proximal Learning concept 272

On the inside cover of the book are 2 DVDs.

DVD 1
'A World of Inclusion', UNESCO (20.54 mins)
Cleves School, Newham, England, 'Something Inside So Strong' (song) (5.27 mins)
'Developing Early Years Education in Dharavi Slums', Mil Julke, Mumbai, India (7.00 mins)
'Inclusion', Rwanda, Handicap International (21.45 mins)
'Child-to-Child', Mpika, Zambia (16.00 mins)
'School 4 All', Oriang, Kenya (3.30 mins)
'Stars Light Up Southern Skies: Schools as Centres of Support in South Africa, Swaziland and Zambia' (7.35 mins)
'Developing Inclusive Education in South Africa', World of Inclusion and Redweather, Introduction and Part 1 (20.30 mins)
'Inclusion in Action', Miriam Skjorten, Zanzibar, United Republic of Tanzania (34.30 mins)

DVD 2
'Global Strategy for Inclusive Education', E Ndopu (5.12 mins)
http://www.youtube.com/watch?v=IRIxcfwN-2E
'The Wall' from *Altogether Better* (song and barriers drama) (2.10 mins)
'Altogether Better – Introduction to Disabled People's Rights' (10.00 mins)
'Altogether Better', Judy Watson, blind secondary school English teacher (2.35 mins)
'Essential Viewing – Short clips in 20 schools: Inclusion in English Schools' (25.00 mins)
'Disability in the Curriculum', QCDA/World of Inclusion
'Disability in the Curriculum', Anthony Gell, secondary school teacher, Derbyshire (10 mins)
St Matthias School, Hackney, Year 1 (7 mins)
St Peter's School, Tower Hamlets, Year 4 (5 mins)
'Learning Better Together', New Zealand IHC (30 mins)
'A Promising Path to an Inclusive Life', Alberta Post-Secondary, Inclusion of Pupils with Intellectual Impairments (12.45 mins)
'Differentiated Teaching', Miet, South Africa (13.45 mins)

The text of this book is available as a Word document with no pictures or diagrams.