

INCLUSIVE EDUCATION POLICY FOR PEOPLE WITH DISABILITIES
IN YANGON, MYANMAR

Miss Nandar Nwe Oo

A Thesis Submitted in Partial Fulfillment of the Requirements
For the Degree of Arts Program in International Development Studies

Faculty of Political Science

Chulalongkorn University

Academic Year 2012

Copyright of Chulalongkorn University

5481114024 Major : International Development Studies

คำหลัก: ผู้พิการ การเรียนรวม ประเทศเมียนมาร์

นางสาว นันดาร์ เนวี อู (Nandar Nwe Oo) นโยบายการเรียนรวมสำหรับคนพิการในเมืองย่างกุ้ง ประเทศเมียนมาร์ ที่ปรึกษา: รองศาสตราจารย์ ดร. ฉันทนา บรรพศิริโชติ หวันแก้ว

งานวิจัยฉบับนี้มุ่งศึกษาถึงประเด็นท้าทายในเรื่องการศึกษาสำหรับคนพิการในประเทศพม่า และองค์ประกอบที่ปิดกั้นโอกาสทางการศึกษาสำหรับพวกเขาในประเทศพม่า งานวิจัยนี้มีวัตถุประสงค์เพื่อวิเคราะห์แนวคิดหลักของการเรียนรวม และกรอบนโยบายและการปฏิบัติงานในประเทศพม่า ประเมินมุมมองของภาครัฐและผู้มีส่วนได้ส่วนเสียในด้านการเรียนรวม ระบุปัญหาในการเข้าถึงการศึกษาของคนพิการ รวมถึงการออกแบบที่เหมาะสมในด้านการเรียนรวมสำหรับเด็กพิการ เป็นการออกแบบการศึกษาที่ครอบคลุมเด็กพิการทุกประเภทในระดับประถมและมัธยมต้นของในเขตย่างกุ้ง งานวิจัยนี้ใช้วิธีทางคุณภาพเพื่อที่จะเข้าใจสถานการณ์และปรากฏการณ์จริง ข้อมูลปฐมภูมิเก็บจากการสัมภาษณ์เจ้าหน้าที่ที่รับผิดชอบของหน่วยงานที่เกี่ยวข้องทั้งรายบุคคลและเป็นกลุ่ม ครูจากโรงเรียนทั่วไปและโรงเรียนพิเศษ องค์กรเอกชน เด็กพิการและพ่อแม่ของเด็กพิการในเดือนสิงหาคม ปี พ.ศ. 2555 ข้อมูลทุติยภูมิได้รวบรวมจากนโยบายด้านการศึกษาพิเศษของรัฐบาล และผลกระทบของยุทธศาสตร์ด้านการศึกษาพิเศษ และทบทวนมาตรฐานระดับนานาชาติของการศึกษาพิเศษ การค้นพบในงานวิจัยนี้แสดงถึงนโยบายการเรียนรวมสำหรับเด็กพิการซึ่งไม่ได้ส่งผลตามที่คาดหวัง คนพิการได้รับประโยชน์จากนโยบายที่เป็นเพียงถ้อยแถลง ซึ่งมีสาเหตุจากทัศนคติด้านสังคมที่เป็นลบ การฝึกอบรมครูด้านคนพิการ สิ่งแวดล้อมของโรงเรียนที่คนพิการเข้าถึงยาก โดยเฉพาะอย่างยิ่งเด็กพิการทางปัญญา ทางกรมมองเห็นและทางการได้ยินซึ่งต้องการการออกแบบด้านการศึกษาที่เฉพาะตน และการศึกษาพิเศษ ซึ่งต้องปรับปรุงประเด็นนี้ชี้ให้เห็นถึงความคิดของการเรียนรวม คนพิการได้เรียนรวมในห้องเรียนกับนักเรียนคนอื่นๆ ซึ่งอาจจะไม่เหมาะสมกับประเทศเมียนมาร์ ที่ซึ่งรัฐบาลไม่ได้สนับสนุนสิ่งอำนวยความสะดวกที่เกี่ยวข้อง โดยเฉพาะอย่างยิ่งสังคมที่ความด้อยโอกาสยังคงอยู่ การเรียนรวมเป็นเพียงคำถ้อยแถลงทางนโยบาย ประเทศเมียนมาร์ต้องหาทางเลือกอื่นๆที่สามารถผสมผสานบทบาทของชุมชน ครอบครัว องค์กรประชาสังคม และทรัพยากรท้องถิ่นอย่างเหมาะสม เพื่อเพิ่มโอกาสให้มากขึ้นสำหรับการศึกษาขั้นพื้นฐานของคนพิการที่ขาดโอกาสทางการศึกษา

สาขาวิชา: การศึกษานานาชาติการพัฒนา

ลายเซ็นของนักเรียน

ปีการศึกษา

ลายเซ็นอาจารย์ที่ปรึกษา

5481114024: MAJOR INTERNATIONAL DEVELOPMENT STUDIES
KEYWORDS; PEOPLE WITH DISABILITIES, SPECIAL NEEDS,
INCLUSIVE EDUCATION, MYANMAR

NANDAR NWE OO: INCLUSIVE EDUCATION POLICY FOR PEOPLE
WITH DISABILITIES IN YANGON, MYANMAR. ADVISOR: ASSOC.
PROF. CHANTANA BANPASIRICHOTE WUNGAE O Ph.D.

This research is intended to find out the challenges of education for people with disabilities (PWDs) in Myanmar and the factors that undermine the education development opportunity for them in Myanmar. The objectives of this research are to analyze the concept of inclusive education (IE) and its policy framework and implementation in Myanmar, to assess the government's and stakeholders' perceptions on inclusive education, to identify problems of accessibility to education faced by PWDs, and to identify an appropriate design of IE for children with disabilities (CWDs). It was designed to cover all types of CWDs in the primary and lower secondary school level in Yangon Division. This research uses qualitative method in order to understand the actual situations or phenomenon. Primary data was gathered from individual and group interviews with the responsible officers of the concerned departments, teachers from formal and special schools, Non-Governmental Organizations, CWDs and their parents in August, 2012. Secondary data collection includes government's IE policy and the impact of its strategies, and a review of the International norms of IE. The findings of this research exhibit that the IE policy for PWDs does not yield expected results. PWDs only have benefited a little from the policy rhetoric. There are a number of reasons namely societal negative attitudes, trainings for teachers on disability issues, and inaccessible school environment. Particularly, children with intellectual/seeing/hearing disabilities will need individualized and special education designs for which a lot of improvement must be made. This only indicates that the idea of IE, where CWDs learn in the same class as other students, might not be appropriate to Myanmar, where the government cannot support with relevant facilities. In particular, the society where economic vulnerability is still prevailing, IE has become only rhetoric. Myanmar will have to seek other alternatives that integrate the role of community, family and civil society organizations in appropriate local resources to increase a broader opportunity for basic education for the excluded PWDs.

Field of study: International Development Studies Student's Signature.....

Academic Year: ...2012..... Advisor's Signature.....

ACKNOWLEDGEMENT

Successfully completion of this research would have been possible with the contribution, support and encourage of several people. For that reason, I would like to express my thanks and gratitude for appreciating all of them. First of all, special thanks go to the Asia Pacific Scholarship Consortium (APSC) that solely sponsored and facilitated all my study to empower and equip myself with higher intellectual skills and knowledge in the field of international development studies at Chulalongkorn University.

In addition, I deeply appreciate the cooperation and the generosity of the Thabyay Education Network, particularly Miss Jessica Olney and Miss Camille McDorman who bore my entire financial burden and encouraged me in my study. With great pleasure I appreciate the help I have received from my supervisor, Assoc. Prof. Chantana Wungaeo, for her generosity, patience and professional guidance on proof reading and editing of my thesis, as well as her academic contribution and encouragement. Your prompt responses, very constructive feedback, and moral supports have always been illuminating to my thesis work, and in fact, this thesis would not be able to materialize without your restless supports.

Thanks also to Asst. Professor Dr. Supang Chantavanich, my chair person for the thesis committee and Ms. Wachara Riewpaiboon, M.D. of the Director of the Institute of Health Promotion for Persons with Disabilities, Health System Research Institute, members of examination committee for their valuable suggestions and constructive comments.

I also wish to thank the Dean of the department, technical staff and Colleagues at the faculty of Political Sciences of Chulalongkorn University for their invaluable support in this struggle. This study would not have been possible however without the love, patience and continuous encouragement from my colleagues for their friendship, supporting, and encouraging me during my studied time in Thailand. Finally, I am deeply express gratitude to my parent and my younger brother for their wishes and encouragement throughout the year. Thank you for everyone who I cannot mentions their names individually for their helped and encouraged.

CONTENTS

	Page
ABSTRACT (THAI)	iv
ABSTRACT (ENGLISH)	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Statement of the Problem	3
1.1.2 Education and People with Disabilities in Myanmar	8
1.2 Research Question	10
1.3 Objectives of the research	10
1.4 Analytical Framework towards Inclusive Education for CWDs	11
1.5 Research Methodology	14
1.5.1 Key Informant Interview	17
1.5.2 Research Procedure	17
1.6 Scope of the Research and Limitation	18
1.7 Significant of the Research	18
1.8 Ethical Issues	18
CHAPTER II LITERATURE REVIEW	20

LIST OF TABLES

Table	Page
Table 2.1; Disability Prevalence Rate by Type of Disability and State/Division	23
Table 2.2; Disability Prevalence Rate	24
Table. 3.1 Facilities needed for different type of disabilities in schools	73
Table 3.2: The numbers of schools which run IE for CWDs	75
Table 3.3: The enrollment rates of CWDs in formal schools from 2004 to 2012	76
Table.4.1: Alternative opportunities of different education systems for CWDs	92
Table 4.1: The number schools and CWDs which the researcher made a school observation	97

	Page
2.1 Introduction	20
2.2 The General Characteristics of People With Disabilities	20
2.3 The conceptualization of Inclusive Education	25
2.4 Inclusive Education for Children with Disabilities	30
2.5 Inclusive Education Policy Framework	31
2.5.1 The Salamanca Statement and International Framework for Action on Special Needs Education	32
2.5.2 Regional Instruments on Inclusive Education	34
2.5.3 National Instruments on Inclusive Education Policy	35
2.6 Requirements of successful implementation of Inclusive Education ..	37
2.7 The Implementation of an Inclusive Education Policy in Other Countries	37
2.8 The Interim Education Models for CWDs towards Inclusive Education	40
2.8.1 Integrated Education Model	41
2.8.2 Individualized Education Model	42
2.8.3 Alternative Education Model	44
2.8.4 Special Education Model	44
2.9 Myanmar Social Welfare Services	46
CHAPTER III POLICY AND PRACTISE OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES	48
3.1 Introduction	48
3.2 Education Policy for All Children in Myanmar	48

	Page
3.2.1 Inclusive Education Policy in Myanmar	52
3.3 The Government's and Stakeholders' Perception on Inclusive Education	54
3.4 Implementation of Inclusive Education Policy for People With Disabilities	57
3.4.1 Government Sector	57
3.4.2 International and Local NGO	62
3.4.3 Initiatives Inclusive Education for CWDs	64
3.4.3.1 Special Education Program for Over-aged Children Including CWDs	68
3.4.3.2 Monastic Education System	69
3.5 The Special Education Plans for CWDs	69
3.6 Problems of Accessibility in Inclusive Education for CWDs	70
3.7 The Group Discussion about the Challenges of CWDs to access Education	83
CAPTER IV DISCUSSION	87
4.1 Discussion	87
4.2 Opportunities to Access Education for CWDs in Myanmar	88
4.3 Knowledge Gap	94
4.4 Discussion a Proposed Education Model for CWDs	97
CHAPTER V CONCLUSION AND RECOMMENDATION	103
5.1 Conclusion	103
5.2 Recommendation	106

	Page
REFERENCES	109
APPENDICES	120
Appendix A	121
Appendix B	123
Appendix C	124
Appendix D	128
BIOGRAPHY	130

LIST OF FIGURES

Figures	Page
Figure 1.1: Types of Disabilities in Myanmar 2008-2009	2
Figure 1.2: Educational Attainment of Disabled People in Myanmar	4
Figure 2.1: Main Causes of Disability	23
Figure 3.1: Social sector expenditure within the national budget, 2009–2010	62

LIST OF ABBREVIATIONS

APCD	Asia - Pacific Development Centre on Disability
BEHS	Basic Education High School
BEPH	Basic Education Primary School
BEPPS	Basic Education Post-primary School
CBR	Community Based Rehabilitation
CRC	Convention on the Rights of the Child
CWDs	Children With Disabilities
DMERB	Department of Myanmar Education Research Bureau
DSW	Department of Social Welfare
EFA	Education for All
EFA-NAP	Education for All National Action Plan
I/LNGO	International or Local Non Government Organization
IE	Inclusive Education
JICA	Japan International Cooperation Agency
MOE	Ministry of Education
NDS	National Disability Survey
PWDs	People with Disabilities
TLMI	The Leprosy Mission International
UNCRPD	United Nation Convention on Right for People with Disabilities
UNDP	United Nations Development Program
UNESCAP	United Nation Economic and Social Commission for Asia and the Pacific

UNESCO United Nations Education, Scientific, and Cultural Organization

UNICEF United Nations Children's Fund

WHO World Health Organization

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Today, more than 600 million people in the world live with some forms of disability and more than 400 million of those people live in developing countries (Sen & Wolfensohn, 2004: online). Sen and Wolfensohn also reported that in the developing world, 10-20% of the world population could be categorized as people with disabilities (PWDs) of some kind. Moreover, the World Bank estimates that 20% of the world's poorest people are disabled and tend to be regarded as the most disadvantaged people in their communities (UN, 2008: online). This estimation of the disability-related poverty was addressed at the UN Convention on the Rights of People with Disabilities (UNCRPD) in May, 2008. The Economic and Social Commission for Asia and the Pacific (ESCAP) reported that:

“Despite recent achievements, people with disabilities remain the single largest sector of the least served and most discriminated against in almost all societies in the Asia Pacific region.” (UNESCAP, 2006: online)

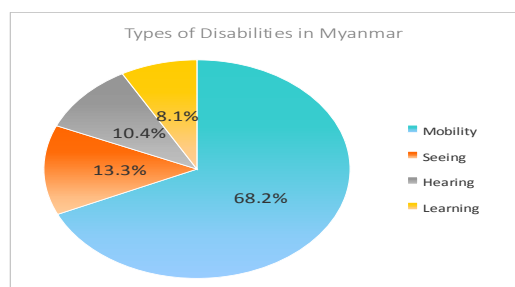
Moreover, 98% of children with disabilities do not attend school and the literacy rate for adults with disabilities is as low as 3%, and 1% for women with disabilities in some developing countries. (UNHR, 2009: online)

In general, most developing countries do not have statistical information on people with disabilities (PWDs). This lack of statistical information is explained partly the lack of classification of the nature and the extent of disabilities in these countries. This lackadaisical condition makes the rates of disability in many developing countries appear unbelievably low (Mont, 2005, p. 9). The same conditions apply to Myanmar, the focus country

of this study. In fact, prior to 2009, no accurate statistics existed on the extent of disabilities in the Myanmar population.

In 2009, the First Myanmar National Disability Survey was conducted by the Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI). The survey showed that, in Myanmar, 2.32% of the population had at least one form of disability. This prevalence translated to approximately 1,276,000 people living with disabilities or one person with disabilities in every 10 households. Among them, 68.2% of the PWDs had mobility difficulties that stand as the largest group in terms of disability classifications. The second largest group, 13.3% of all the PWDs in Myanmar, was reported as having sight difficulties. The group of people with hearing difficulties constituted more than 10.4% of the disabled population in the country, and the group of people with learning difficulties constituted 8.1%. From these benchmark figures, the United Nations estimated that more than three million people were physically impaired in Myanmar.

Figure 1.1: Types of Disabilities in Myanmar 2008-2009



Sources: Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI), First Myanmar National Disability Survey, 2010, p. 14.

Divided by gender, the number of males with disabilities (54.65%) was higher than that of females with disabilities (45.44%). (DSW and TLMI, 2010, p. 14) According to the age group, the highest percentage of the PWDs was found to be of working age (16-65 years of age) and the second highest percentage of the PWDs was found to be of schooling age (5-15 years of age) that translated to approximately 248,948 children who had been living with

one form of disabilities (DSW and TLMI, 2008-09, p. 14). In addition, the Disability Prevalence Rate of older people was 19.33% while older people (above 65 years of age) constituted 5.58% of the total population in Myanmar (Central Statistical Organization, 2009: online).

Education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction (World Bank, 2012: online). That is because of the positive educational effects on socioeconomic behavior such as productivity, standards of living, and other demographic characteristics of all citizens in a nation. It is a fundamental progress for sustainable development that is inherent in human rights and responds critically towards the discrimination that threatens all other rights. Therefore, societal obligations bring about the provision of education to all people according to the nature of their individual's needs and capacity (Hellen Najjingo, 2004, p. 1).

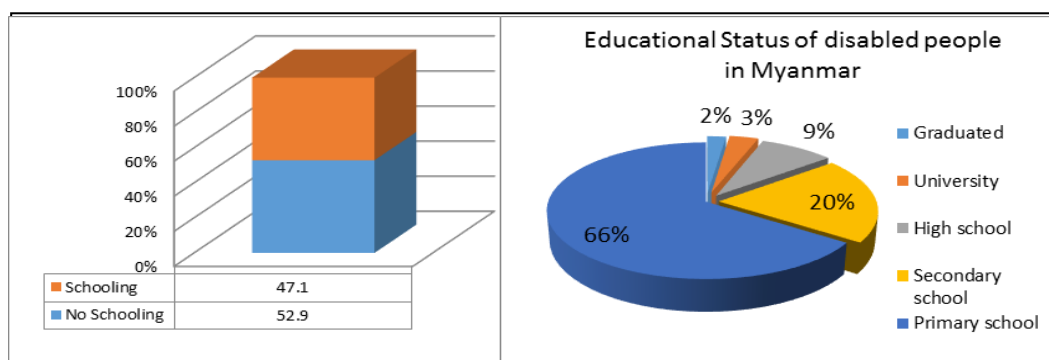
1.1.1 Statement of the Problem

In Myanmar, the PWDs are one of the marginalized groups with many social issues. The most critical issue that remains to be addressed for the PWDs in Myanmar is their ongoing struggle for educational opportunities. Education is central to the well-being of the PWDs; however, in Myanmar, they often face significant obstacles to a full education. While the government of Myanmar subscribes to a policy of Inclusive Education (IE) on the books, in practice, most of the PWDs gain little or no benefit from the IE policy despite the rhetoric due to insufficient resources. The PWDs face many barriers to access formal education, such as ignorance of the community, poverty, and remoteness. While some of these barriers are linked to their disabilities, others are simply the result of social prejudices (Heron, and Murray, 2003, p. 5). Because of these barriers, one third of the PWDs are illiterate in Myanmar (DSW and TLMI, 2010, p. 41). In particular, seeing and hearing disabled people have fewer chances to access basic education. There

is a dramatic difference in the educational opportunities provided for disabled and non-disabled children around the country. This issue should be considered a critical challenge of the PWDs' rights protection in Myanmar.

According to the estimation of UNESCO's Institute of Statistics (2008), the literacy rate of Myanmar stood at 91.9% (males: 94.7%, females: 89.2%) and the government allocated budget for education at only about 1.3% of GDP per year. (SEAMEO, 2006: online) However, the progress of integrating the educational opportunities among the PWDs has been more difficult to determine due to their marginalization as well as poor policy implementation and follow up in Myanmar. According to the Myanmar National Disability Survey of DSW and TLMI, nearly 22% of the PWDs had finished secondary education, but did not complete the tertiary education in 2008-2009. The rate of the PWDs who achieved higher education degrees was extremely low. Only 2.2% of the disabled population in the country was reported to have university degrees or above. In terms of gender, the percentage of females with disabilities who never attended school was higher than that of males with disabilities. Also, regarding age demographics, more than half of the school-aged children with disabilities never attended school. The lack of proper education for the PWDs has caused them to have a low standard of living. In this condition, as people without formal education, they have access, if any, only to unskilled jobs with low income (JICA, 2009, p. 21).

Figure 1.2: Educational Attainment of Disabled People in Myanmar



Sources: Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI), First Myanmar National Disability Survey, 2010, p. 21.

The focus of this research is on the primary and lower secondary school-aged children with disabilities (CWDs) in Myanmar, from five to twelve years of age. These children are the victims of inequity and stigma by being long-ignored, shunned, and isolated from their community. From the similar context in other countries, children with disabilities (CWDs) who receive proper education not only become literate, but also valued family members and citizens, and can achieve a level of satisfaction and independence as their non-disabled peers. Educational equality is not just a civil responsibility; it is an investment in human resources that can reward the nation as well as its individual citizens.

Many international frameworks and agreements support the educational rights for disabled children. The UN Universal Declaration on Human Rights, released in 1948, spells out the universal right to education (see Appendix A). Article 26 states that,

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.” (UDHR, Article 26)

Also, the UN Convention on the Rights of the Child (CRC) mentioned that schools should assist all children with a child-centered pedagogy capable of meeting the child’s needs. Myanmar ratified the CRC in 1991. Following the ratification, the Myanmar Child Law was enacted in 1993 and the National Committee on the Rights of the Child (NCRC) was formed in October 1993. The CRC stated that, “All states parties need to recognize the right of persons with disabilities to education with a view to realizing this right without discrimination and on the basis of equal opportunity” (see Appendix B).

Another international framework that supports educational rights of CWDs is “Education for All” (EFA). In 1990, the Jomtien World Conference on “Education for All” set up a framework of EFA as a historic initiative and a global commitment to a new and broader perspective on basic education.

The EFA initiative emphasizes greater access, equity and achievement in learning. According to the EFA assessment of the World Education Forum in Dakar, Senegal, conducted in 1999, most countries adopted the EFA Plan as a long-term education development plan for the years 2000 to 2015. It was based on the framework of the Dakar EFA Goals and the Millennium Development Goals (MDGs).

United Nations Education, Scientific, and Cultural Organization (UNESCO), along with other UN agencies, and a number of international and local NGOs, have been working towards achieving these goals by adding to the efforts at the country level. Yet, unfortunately, the goals of educational development have not been achieved in many countries, especially in least developing countries, such as Myanmar.

Myanmar formulated the Education for All National Action Plan (EFA-NAP) in 2003. This plan aimed to improve the basic education sector with equal access, good quality and relevance of primary and lower secondary levels for all school-aged children. The EFA-NAP aimed to reduce illiteracy rates of the PWDs by implementing the formal and non-formal education systems through the inclusive educational approach. Inclusive education (IE) is an approach seeking to address the participatory learning strategy for all children, and youth who feel vulnerable to marginalization and exclusion (UNESCO, 2008: online).

In the other international agreement that aimed at improving the lives of the PWDs, Myanmar also ratified the Convention on the Rights of Persons with Disabilities (CRPD). The UN formally agreed to the CRPD on 13th December, 2006, in order to protect and enhance the rights and opportunities of the world's estimated 650 million disabled people. Out of the eleven countries in Southeast Asia region, - six countries, including Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, and Thailand, ratified the CRPD and the other four countries signed the Convention. Under this convention, the PWDs are afforded equal rights with others, such as the right to education, the right to employment, the right to cultural life, the right to own and inherit

property, and the right to live without discrimination in marriage. Myanmar ratified the CRPD on 7th December, 2011. The ratification was meant to ensure the IE system at all levels and lifelong learning directed to human development potential with respect to the rights for all PWDs.

However, Myanmar often remains a rather inhospitable country for the PWDs. Myanmar does not have the national policy on the rights of people with disabilities. From 1993 to 2002, the Central Law Scrutinizing Committee had reviewed the disability laws in Myanmar; however, the special law for the PWDs was still being drafted when the country ratified the CRPD in 2011. In addition, the community supports for the accessibility of participation and the efforts of aid effectiveness for the PWDs were limited. Moreover, a widely-held traditional Myanmar belief that disabilities are punishment for bad deeds done in previous life leaves the PWDs neglected. Disabled people are viewed as abnormal and inferior. Therefore, most CWDs face discrimination within their communities in terms of social functioning, education, as well as recreational and religious activities. These negative societal attitudes are the main barrier of equal educational access for CWDs.

According to the information from UNICEF, approximately 150 million children around the world had a disability and the country report of MOE claimed that nearly 20,000 CWDs were able to attend formal schools and less than 1,500 of them had access to education in special schools in academic year 2007/08. The statistics revealed the extent of the exclusion from education faced by CWDs (MOE, 2008, p. 1). These facts showed that the CWDs in Myanmar had been disproportionately excluded from the basic education that could enable them to be more competitive for a wide range of future income-generating opportunities.

A traditional belief about education is that the basic education plays a particularly important role and deserves the highest priority for all children. It is a key to human rights such as freedom from subjugation and fear and it is also an effective weapon to fight poverty of all PWDs. Moreover, it increases the productivity as well as social and political development progress of

Myanmar and gives the country a chance to improve the lives of CWDs. The basic education is not only learning how to read, write and calculate, but also encompassing the positive sense of formal and non-formal education at any stage of life. The basic education is not a clear-cut concept in most developing countries where formal and special schooling of primary level is restricted.

Today's excluded children will become tomorrow's marginalized youth. Many CWDs enter adolescence with basic skills necessary to fully join the society. They will face a huge barrier to achieving the millennium goals of primary education for all children by 2015. Also, basic education plays an essential key to improving lives of CWDs. However, the implementation processes of Myanmar Inclusive Education policy cannot fully guarantee the quality of life for CWDs whose fundamental right to education is still denied.

1.1.2 Education and People with Disabilities in Myanmar

The history of education for the PWDs in Myanmar has adopted numerous plans made by the government for the benefit of the PWDs; however, the country still has to make a success of the implementation.

After gaining independence in 1948, the government launched a new education system as part of the "Welfare Plans" in 1953. In the plan, the government intended to educate the PWDs with vocational technologies as rehabilitation services for them (Office of the Superintendent, 1953, p. 7). In addition, the curriculum for the state schools introduced vocational subjects according to local needs rather than a unified qualification system. This system only brought about an academic-vocational divide, an urban-rural divide, and an inequality of opportunity for all children (Thein Lwin, 2000, p. 8).

In 1962, the system of education in Myanmar was reorganized as the basic education system. There were three levels of education amounting to a

total of 11 years/ grades: five years of primary level (Grade 1 to 5), four years of secondary (middle) school (Grade 6 to 9) and two years of high school (Grade 10 to 11) (Thein Lwin, 2000, p. 9). In 1974, the government changed the constitution. In the constitution, “Article 152” stated that, “Every citizen shall have the right to education” and that, “Basic education would be compulsory” (Thein Lwin, 2000, p. 11). The right to education was theoretically for all; however, it was a different story for the PWDs in Myanmar.

Based on a UNICEF report from 2000, at least 40% of Myanmar children never attended school and almost 75% failed to complete primary education before 1990 (Khin Maung Kyi, *et al*, 2000, p. 146). Although there is no breakdown of statistics for CWDs, based on the current situation in Myanmar, it is likely to assume that the significant majority of CWDs fell into this uneducated category.

The Myanmar government continued, with national plans, to highlight education as an important issue of the nation. The country’s report on Myanmar Education Development Strategy Focusing on Inclusive Education, 2008, stated that Myanmar traditional belief regarded education as “a basic human need, also an essential part of the quality of life, and a supporter of social values and an instrument of economic efficiency” (MOE, p. 11). In recent times, the Ministry of Education (MOE) has adopted the EFA-NAP plan for reducing the illiteracy rate of the PWDs by implementing the formal and special education systems.

As explained previously, EFA was adopted at the Salamanca World Conference on Special Needs Education and the Dakar World Education Forum (2000). The conference affirmed that all formal schools with the inclusive education system would be the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all (Salamanca Statement, Article 2). Basic education for all requires assuring access, permanence, quality learning, and fully participation and integration in both formal and special education

system in both formal and special education system for all children with disabilities, inclusive education is designed with diversified curricula and education delivery systems in order to serve the population excluded for reasons of gender, language, culture, or individual differences.

1.2 Research Questions

The research questions are as follows:

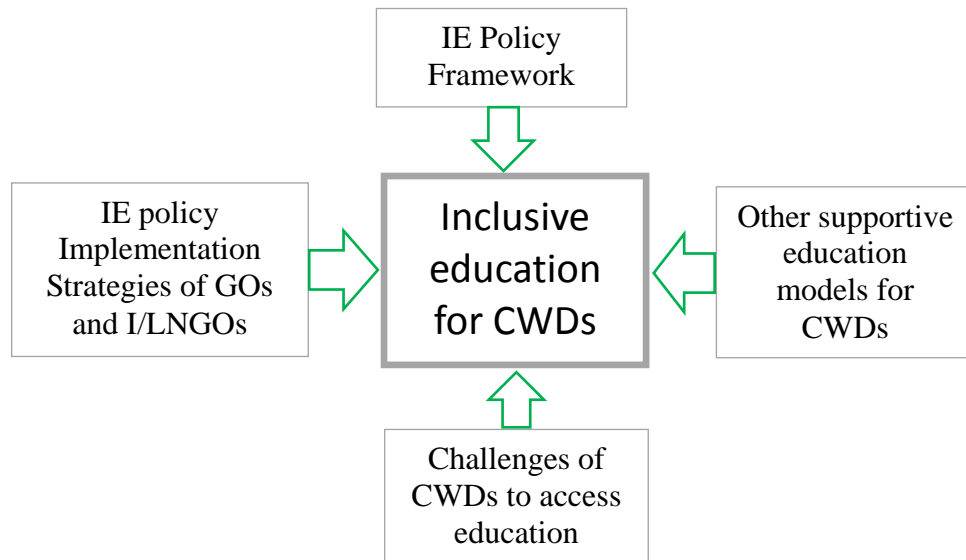
- How can inclusive education policy meet the challenges of better education opportunities for PWDs in Myanmar?
- What are the factors that undermine the education development opportunity for PWDs in primary and lower secondary school level?

1.3 Objectives of the Research

In order to satisfy the research questions, the researcher sets four ruling objectives of the field research as follows:

- ✓ To analyze the concept of inclusive education and its policy framework and implementation in Myanmar
- ✓ To assess the government's and stakeholders' perceptions of inclusive education system
- ✓ To identify problems of accessibility to education faced by PWDs
- ✓ To identify an appropriate educational model for children with disabilities

1.4 Analytical Framework towards Inclusive Education for CWDs



This research framework covers the IE policy framework and rationale through to the implementation stage and also assesses the benefits of the IE policy implementation for the CWDs. To analyze the IE policy framework, the researcher based the inquiry on two UNESCO guidelines on IE: Guidelines for Inclusion: Ensuring Access to Education for All, 2006, and Policy Guidelines on Inclusion in Education, 2009. The Guideline for Inclusion: Ensuring Access to EFA focuses on the changes needed in a school setting with respect to teachers, parents, educational policy makers and curricula, while the Policy Guidelines on Inclusion in Education provides information and awareness for policymakers, educators, and NGOs to be used as a tool to revise and formulate EFA plans. Both of them are based on the actual needs of the formal and special schools, and the strategic plans of IE. According to these two guidelines, key characteristics of IE such as equitable access, service efficiency and aid effectiveness were be analyzed in this research.

- ✧ For the equitable access of the PWDs in all aspects of their education without discrimination, the practice of inclusive understanding of physical location incorporates the basic values of participation, relationship, and interaction in both formal and special school. In this

research, the measurement of equitable access means the proportional increasing of CWDs who are enrolled in, attending and completing compulsory primary, and secondary education on an equal basis with others in the communities.

- ✧ In the case of service efficiency, this research focuses on different sectors' efforts that were designed to strengthen the available services for PWDs. If the PWDs are to participate to their fullest capacity, it is crucial that services and supports are in place, based on individual student needs, attributes of the school, and expertise in building professionals. In this research, the service efficiency of IE is investigated by the resources available in structurally safe classrooms and incentives for teachers to pay attention to CWDs in formal and special schools.
- ✧ Aid effectiveness for CWDs can increase their opportunities of the benefiting the educational services beyond primary and secondary schools. CWDs need some assistive devices or some aids and equipment to access the general curriculum (UNESCO, 2009, p. 11). In this research, the evaluation of aid effectiveness includes the accessible content and assistive technology such as Braille, large print, audio and video formats of the curriculum, sign language interpreters, and other assistive devices.

The implementation of the IE policy takes into consideration the process through which stakeholders respond to accessing the inclusive educational services such as priority setting, policy making, and resource allocations. This research assessed the benefits of the policy implementation for the CWDs with GO and I/LNGOs strategies. For the GO strategies, the researcher assesses the education policy implementation for the CWDs statistically by looking at school enrollment data and completion rates as well as the full potential development of formal and special education. The IE policy analyzed by researching the government's budget for the programs that aim to make the basic education in formal and special schools more

accessible. Also for International or Local Non-Government Organizations (I/LNGOs) and Disabled People Organizations (DPOs) strategies, this research investigated the NGOs' and DPOs' approaches on the context of basic education and implementation strategies for changing the attitudes of the community. The researcher also analyze the perspective of I/LNGOs and DPOs that work with the PWDs on the government's IE policy.

For the challenges for PWDs, this research tends to find out the benefits and the challenges of the IE policy for PWDs and benefits on the implementations of I/LNGOs on the Inclusive Education policy with the major achievements and constraints and also what factors have inhibited the success of the policy.

To identify different alternatives, this study attempts to analyze the prominent education models for CWDs. These different education models has been made the educational promotion for CWDs in developing countries. Controversy among educationalists over the impact of the special, integrated and inclusive education for CWDs still prevails. According to the outlines of the debate over education for CWDs in Bangladesh, there are four main education models alongside of IE which are generally perceived to be the only means of educating CWDs, namely,

- ≈ The integrated education model; this educational model is based on in regular classes combining with special education services. It can assert more inclusion for CWDs with their non-disabled peers and create more academic effectiveness of for their long learning. However, teachers' insufficient skills and classroom setting led to the regression for CWDs in formal schools.
- ≈ The individualized education model; it is designed with a unique approach to help disabled children individually at the least restrictive environment. In this model, the teachers and service providers improve the student's learning in an appropriate place by determining the child's condition and reviewing the child's current level of

performance. It also considers the role of parents and special services of the child needs.

- ≈ The alternative education model; this model focuses on determining essential learning elements that can help the CWDs as home-schooling. It serves a wide variety of interests, backgrounds and abilities of CWDs. Their parents can choose the curriculum that suits the needs of the children, and give extra time to subjects that need it at home. However, the parents would need to be able and willing to do this, because this education model only depends on the parents' enthusiasm, regardless of the needs of the child, and their education level.
- ≈ The special education model; it addresses the students' differences and needs in accordance with their disabilities. Special schools are provided with specific curricula, equipment, and accessible settings for CWDs. It can reduce social stigmas with different instructional strategies such as accommodations, response, and schedule. (UNICEF, 2003, p. 6-15)

Each education model supports the procedure of the IE. Strategies of achieving IE by these models and their gaps can be assessed. From this analysis, the researcher gave recommendations for the most appropriate education model for the PWDs in Myanmar at the end of this research.

1.5 Research Methodology

This study was conducted in Yangon Division. Yangon, located in the heart of Lower Myanmar, is an administrative region and the former national capital city of Myanmar. It has 33 townships with nearly six million people and is the largest city in Myanmar. The population of Yangon is over four million and The proportion of PWDs in Yangon Region is 175,571 among them 38,810 persons are CWDs of school-aged 6-15. (DSW and TLMI, 2010, p 40) Yangon has the best education facilities for implementing the EFA-NAP, for accessing primary education opportunities, as well as offering quality education for all students. Also, Yangon has a lot of opportunities for

children who need special care and attention to access basic education in formal and special schools. This is the national commitment of Myanmar for achieving EFA goals. Moreover, some disabled children in Yangon, who have graduated from the primary schools in the special education system, can join the ordinary or formal middle and high schools.

In Myanmar, there are seven special schools for disabled students by cooperating with GO and I/LNGOs, most of which are in Yangon.

- a) There are three schools for blind children: two in Yangon and the other in Sagaing, the upper part of Myanmar. The schools in Kyeemyintdaing Township, Yangon and the school in Sagaing are run by the Department of Social Welfare (DSW), under the Ministry of Social Welfare, Relief and Resettlement.
- b) There are three schools for deaf children from grade one to seven. Two private schools are Mary Chapman private school in Yangon and the Immanuel School for the Deaf in Kalay. The other school is government-run in Mandalay. After the students from these schools passed grade seven, they can continue their education in normal government schools.
- c) The School for Disabled Children in Mayangone Township in Yangon is operated by the DSW. That school accepts both physically and mentally disabled children from the age of six to eighteen and teaches the standard curriculum up to grade five. In addition, some disabled children who graduated from the primary schools of special education can join the ordinary or formal middle and high schools.
- d) The IE program was initiated as the Myayadanar, a self-reliant primary school, which was founded in 1993 and now has become as No.25 Basic Education Primary School in Yangon. It is one of the participants of MOE's implementation for IE.

Therefore, this research concentrates on all types of disabled students in primary and lower secondary level from grade one to seven as formal and special education.

This study uses qualitative methods in order to understand the actual situations or phenomena that occurred in the target community for the significant strengths or advantages within a limited time frame. Given the time limitation, this research only concentrates on basic education level (primary and lower secondary level) of formal and special schools. Key informant interviews used to allow the researcher to get insights into the story of the PWDs' access to IE and obstacles of policy implementation.

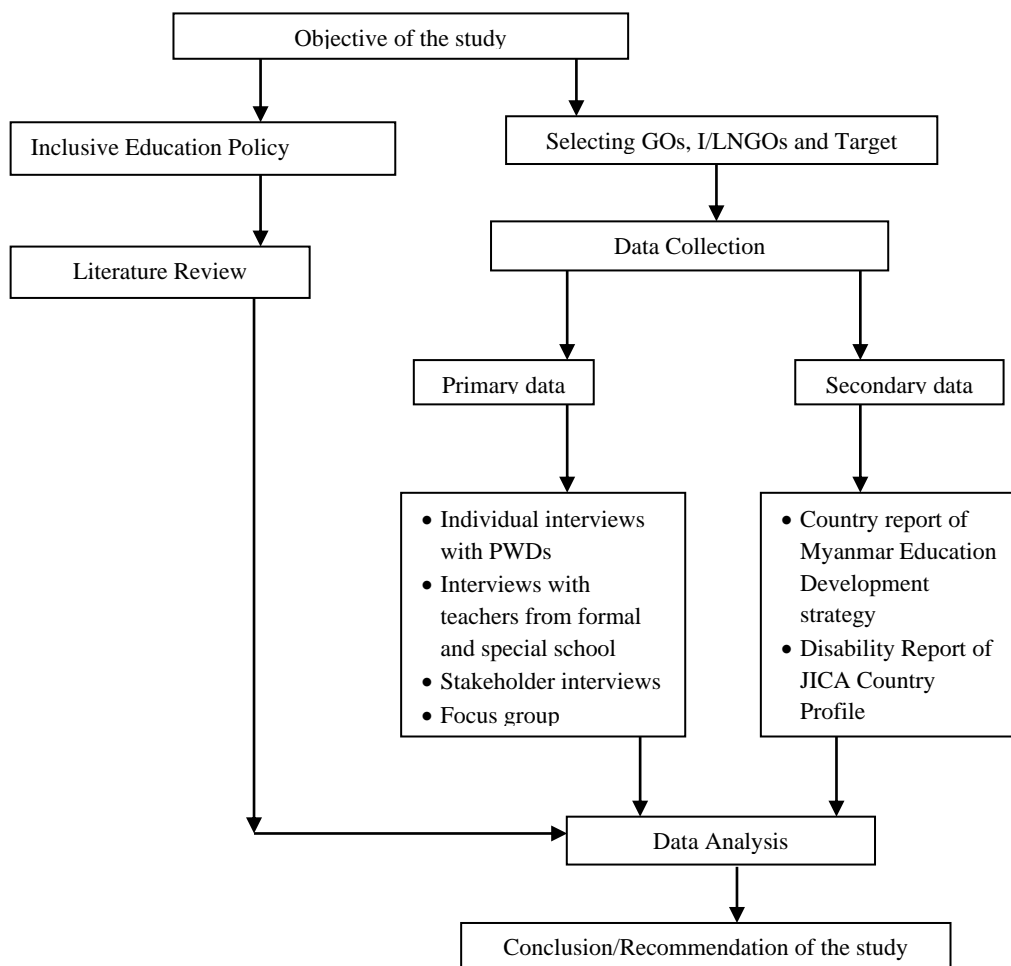
In order to collect data from a diverse group of people, the secondary and primary sources were used. Primary sources of data include two processes; individual and group interviews. For the individual interview, respondents work in disability-concerned departments, particularly the DSW and teachers from formal and special schools under the Department of Basic Education. In addition, some representatives from INGOs and some civil society organizations who are working in the disability field were interviewed for their perspectives on the inclusive education policy. Group discussions included dialogues on what factors promote or prohibit the PWDs to obtain basic education opportunities and the problems faced by the PWDs in accessing their education. Primary data collection is done through the information received during the research field work in the target area. The focus group discussions and interviews were conducted at appropriate places for the PWDs due to lack of opportunities.

Secondary data collection was obtained by gathering information and records related to the government's IE policy and the impact of its strategies through the review of the relevant legislative documents of EFA, literature related to PWDs, statistical data for Educational Status of PWDs in Myanmar and other documents related to the subject of this research. The secondary data primarily focus on the existing documents and literatures related to the thesis purpose and the research questions.

1.5.1 Key Informant Interviews

Government Officials	CWDs, PWDs, DPOs and I/LNGOs
1) Department of Social Welfare 2) Department of Basic Education 3) School Principal and teachers from formal and special schools	1) Representatives from DPOs and I/LNGOs 2) CWDs and their peers from formal and special schools 3) Family members of CWDs 4) People with disabilities 5) Community representatives

1.5.2 Research Procedure



1.6 Scope of the Research and Limitations

The field research was conducted in Yangon Division because most of the special schools and trainings for PWDs are based in Yangon, Mandalay and Sagaing. The target group of this research was limited to student with physical disabilities who are attending basic education level (primary and lower secondary level) of formal and special schools.

1.7 Significance of the Research

There is currently a lack of available research analyzing up-to-date data on the educational levels of the PWDs in Myanmar. This study was crucially highlighted the increasing inequality and discrimination against the PWDs. The researcher hopes that this research can help people become aware of disability issues and to acknowledge the current role and future potential of the IE policy in dealing with educational opportunities for the PWDs, particularly those involved with the IE policy. Overall, the main contribution of this research will continue to provide an understanding of the problems faced by people with disabilities as well as to evaluate whether the government's IE policy benefits the PWDs sufficiently or whether it should be amended. Furthermore, the researcher hopes that this research will become a useful document to be used in future research projects as a secondary data source for other researchers in disability studies.

1.8 Ethical Issues

Ethical issues have been carefully considered. For the security concern as well as for the privacy issue, it is necessary to consider the ethical issues of the respondents participating in this research work. Most PWDs are exposed to stigmatization and prejudice within the community so there will be some ethical considerations in processing the field research in the targeted community. Interviews with the key informants will be only conducted after

participant's understanding and agreement to participate are attained. The participants or respondents shall be informed of their approval beforehand, and they also will be given the right to withdraw from the interview at any time.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This literature review gives an overview of stigma and discrimination and the exclusion of PWDs from the society which influence on the educational status of PWDs. It will look into the effects these experiences have on the educational development of PWDs. The current research aimed to explore these root causes and their impacts, as well as the challenges of educational development for PWDs. This research presents the general characteristics of PWDs that addresses the intersection between inclusive education idea and disability and focuses on the policy for education for CWDs.

2.2 The General Characteristics of People with Disabilities

In the developing world, Sen and Wolfensohn (2004, online) argued that 10-20% of the world population could be classified as people with disabilities (PWDs) in some form. However, when most of the people hear the word “disability”, they immediately see in their mind a picture of someone in a wheelchair. There are many different types of disability: seeing disabilities, intellectual disabilities, hearing disabilities, and physical disabilities. The internationally accepted definition of disability is as follows:

“People with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society equally with others.” (United Nation Convention, Article 1)

Moreover, the World Health Organization (WHO) defined disability as “any restriction or lack (resulting from any impairment) of ability to perform

an activity in the manner or within the range considered normal for a human being” (WHO, 1980, p. 1). According to the JICA Planning and Evaluation, impairment was defined as “any loss or abnormality of psychological, physiological or anatomical structure or function” (JICA, 2002, p. 5). A person with impairment is usually defined as an individual who is limited or even prevented from being able to do his or her daily living. This consideration is made for all individuals regardless of age, sex, and social and cultural factors.

Although there is no legal definition of disability in Myanmar, it has been reported the latest national household survey was based on the definition of the Convention on the Rights of Persons with Disabilities (CRPD). However, Dr. U Tha Moe, the Senior Medical Officer at a hospital for PWDs, defined the terms ‘healthy’, ‘impairment’, ‘disability’ and ‘handicap’ as follows:

- Health - Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
- Impairment - Impairment is any loss or abnormality of psychological, physiological or anatomical structure or function.
- Disability - A disability is any restriction or loss of ability to perform an activity in the manner or within the range considered normal for a human being as a result of impairment.
- Handicap - A handicap is a disadvantage for a given individual, resulting from an impairment or disability, which limits or prevents the fulfillment of the role that is normal (depending upon age, sex, and social and cultural factors) for that individual. (JICA, 2002, p. 5)

These definitions toward the medical model that presented as viewing disability is a problem of the person, direct caused by disease, or other health condition. Therefore they need sustained medical care provided in the form of individual treatment by professionals. In that model, the disability related services are

lead to the medical care and the principle response is modifying or reforming healthcare policy.

When applying the medical model in education, learners with any difference are singled out and the origin of the difference is looked for within the learner. This infers that a thorough assessment of the learners' strengths and weaknesses needs to be conducted, and a diagnosis made for placement in a special school and invariably, categorization and labeling of these learners (Perry. B & Conroy 1994, p. 108)

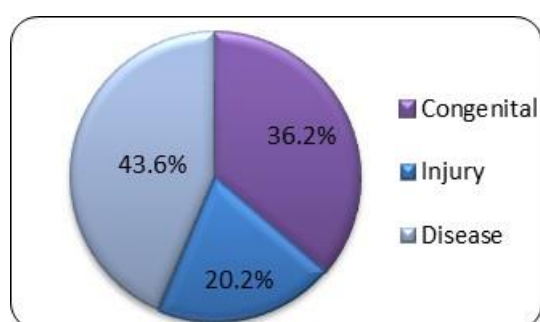
Also, the above definitions contradict the definition of disability in the Convention on the Rights of Persons with Disabilities (UNCRPD). In the UNCRPD has clearly defined disability as "including those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society equally with others." (UN, 2006: online) Therefore, disability should be addressed through the right based approaches which make all PWDs can able to take part fully in their community.

Therefore, some of the leaders of PWDs from UK have been trying to transfer to new model to help understand the situation themselves in the 1980s. In that motivation, the society need to change the values and practices to remove the barriers to participation that discriminate against PWDs. This is known as the 'social model' of disability, Clearly this is possible and is starting to happen, for example changing steps into ramps, providing information in Braille or other formats, valuing different learning styles. This in turn will have a positive impact on creating a barrier-free society that will gain the full benefit of the talents and contributions of all its citizens, and in which PWDs will take their rightful place in education, the workforce and all aspects of community life. (Appendix C)

Myanmar government cannot conduct regular surveys to generate a rough estimation that how many citizens are disabled. Therefore, most of CWDs do not have access to rehabilitative health care or support services, and many are unable to secure educational opportunities. Currently, the Department of Social Welfare is making efforts to develop the country's plan of action for disabled persons by cooperation with TLMI. Also, the First Myanmar National Disability Survey, 2008-09, has been

conducted with 108,000 households of 120 townships in Myanmar. According to that survey results, the information on disability statistics of Myanmar reported as main causes of disabilities that can be broadly classified into three groups: congenital, injury and diseases. Figure 3 shows the percentage of the cause of disability. The most common causes of impairment mentioned by respondents were diseases (43.6%), followed by congenital (36.2%) and injury (20.2%). This mentions the main cause of the physical and seeing disability is a disease. Also, two-thirds of the intellectual disability and more than half of people with hearing disability are caused by congenital issues.

Figure 2.1: Main Causes of Disability



Sources: Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI), First Myanmar National Disability Survey, 2010, p. 20.

Table (2.1) presents the distribution of PWDs, by types of disability, as a percent of each state and division's population. Based on the distribution of disabilities, the highest percentage of the Disability Prevalence Rate is found in Ayeyawaddy Division. Moreover, the prevalence rate of physical disability is more than any other type of disability in all States and Division.

Table 2.1; Disability Prevalence Rate by Type of Disability and State/Division

Unit = % of all population

	Physical	Seeing	Hearing	Intellectual	Total
Ayeyawaddy	2.43	0.33	0.26	0.25	3.27
Bago	1.44	0.28	0.16	0.19	2.07
Kayin	1.58	0.26	0.21	0.14	2.19

Magway	1.28	0.34	0.17	0.11	1.90
Mandalay	1.24	0.24	0.16	0.13	1.76
Mon	2.04	0.32	0.24	0.19	2.78
Yangon	1.91	0.31	0.27	0.27	2.75
Kachin	1.97	0.31	0.25	0.17	2.70
Kayah	1.82	0.29	0.21	0.23	2.56
Chin	1.14	0.31	0.22	0.19	1.86
Sagaing	1.32	0.43	0.27	0.17	2.19
Tanintharyi	1.63	0.25	0.30	0.21	2.39
Rakhine	1.31	0.27	0.17	0.15	1.90
Shan (S)	1.01	0.18	0.28	0.14	1.61
Shan (N)	1.03	0.20	0.25	0.15	1.63
Shan (E)	0.94	0.22	0.29	0.17	1.63
National	1.58	0.31	0.24	0.19	2.32

Sources: Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI), First Myanmar National Disability Survey, 2010, p. 22.

From that First Myanmar National Disability Survey (2008-09), there is a gap in the rate of disabilities according to the urban and rural area and age group. Regarding in urban and rural, about two third of the PWDs is found in the rural area. In the age group, the Disability Prevalence Rate of older people is 19.33% while older people (above 65 years of age) contribute 5.58% of the total population in Myanmar (Central Statistical Organization, 2006, online).

Table 2.2; Disability Prevalence Rate

		%
Urban/Rural	Urban	33.33
	Rural	66.67
Age Group	<5 yrs	5.37
	6-15 yrs	19.51
	16-65 yrs	55.79
	>65 yrs	19.33

Sources: Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI), First Myanmar National Disability Survey, 2010, p. 23.

In reality, education status of PWDs in Myanmar is not high enough because most of the PWDs have not fully benefited from the education policy. They face many challenges to access the formal education especially for women who rank lower in educational opportunities. According to the UNESCO report, only 6% of women with disabilities have access to education and vocational training opportunities. The negative attitudes of community and associated labels of disability can cause the discrimination and other forms of traditional and cultural oppression with regard to access to education. Besides, few youth and women with disabilities in Myanmar have the vocational training opportunities. Also, most disabled students drop out of schools before finishing their primary education because of the social and environmental barriers.

From 1993 to 2002, the Central Law Scrutinizing Committee reviewed the disability laws in Myanmar but the special law for PWDs is still being drafting now. The existing law ensures broader rights of people with disabilities, including the right to health, education and employment opportunities. Myanmar Child Law, enacted in 1993, has a section that meant to ensure education and protection for all CWDs. Section 18 of the Child Law states that CWDs can enjoy basic education (primary level) or vocational education in special schools run by the DSW or NGOs. In that law, all CWDs should have the right to enjoy special care and support provided by the government and should enjoy a full and decent life in the community. (National Legislative Bodies: The State Law and Order Restoration Council, 1993, p. 19) Also, the Disabled Person Employment Act 4 (3) was enacted in 1958 to provide vocational education and medical care to those who are physically disabled or mentally deficient. In fact, these laws exist only on paper to support PWDs, but their realization in practice still lags considerably behind.

2.3 The Conceptualization of Inclusive Education

Inclusion was a right-based approach advocating equitable access of EFA that disseminated the basic concept of inclusive education. However, the new terminology “inclusion” has surfaced about the educational opportunities of CWDs. Also, “Inclusion was seen as the fundamental philosophy throughout the UNESCO’s programs and the guiding principle for developing EFA” (UNESCO, 2002, p. 17). That inclusion approach for CWDs has improved the social and educational status of these children.

In terms of inclusion, the shift in services from the care of the CWDs’ daily living of his or her education and personal development. From that inclusion approach, CWDs maintain the accessible accommodation within the mainstream class through participatory learning approach. Therefore, inclusion approach marks the way which towards a broader understanding of an education that addresses the needs of all learners.

USAID determined the approach “inclusion” in the report of Best Practices in Inclusive Education for CWDs (2010) as the with various models of inclusive education to provide access to education for all children who are perceived to be ‘different’ are often excluded or marginalized in society and local communities. For inclusion to happen the attitudes and practices of society must change so marginalized children can fully and equally participate in and contribute to the life of their community and culture. (USAID, 2010, p. iv)

Inclusion approach is necessary for more inclusive practices in education that is related to the development of schools or learning environments that cater for the needs of all the individuals of a community and respond to the diversity of learning needs regardless of any difficulties or differences they may have. If an education system accepts all children equally, the schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality EFA.

Inclusion has been indirectly advocated since the United Nations Declaration (UN) in 1948 and has been cited at all phases in a number of key UN declarations and conventions. These key declarations and conventions for CWDs were as follow:

- ✧ The 1948 Universal Declaration of Human Rights which ensures the right to free and compulsory elementary education for all children.
- ✧ The 1989 UN Convention on the Rights of the Child, which ensures the right to receive education without discrimination on any grounds.
- ✧ The 1990 World Declaration on Education for All (Jomtien Declaration), which set the goal of Education for All (EFA).
- ✧ The 1993 UN Standard Rule on Equalization of Opportunities for People with Disabilities, which not only affirms the equal rights of all children, youth and adults with disabilities to education, but also states that education should be provided in “an integrated school settings” as well as in the “general school setting.”
- ✧ The 1994 Salamanca Statement and Action on Special Needs Education, which requires schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- ✧ The 2000 World Education Forum Framework for Action, Dakar, EFA and Millenium Development Goals, which stipulates that all children have access to and complete free and compulsory primary education by 2015.
- ✧ The 2001 EFA Flagship on the Right to Education for PWDs: Towards Inclusion.
- ✧ The 2005 UN Disability Convention which promotes the rights of people with disabilities and mainstreaming disability in development. (UNESCO, 2005, p. 13 -14)

Dyson attributes multiple definitions of inclusion to “different discourses through which different theoretical notions of inclusion are constructed.” (Dyson,

1999, p. 37) He referred to the rights and the effect of policy and practice. He also focuses on equity and social justice in education for CWDs. One such example is found in Engelbrecht who sees IE as a proposed strategy for achieving inclusion as the development of an inclusive society where all members participate equally. (Eleweke, C. J., & Rodda, M., 2002, p. 113-126)

Some authors describe IE in a way that contrasts with segregated education by marking the difference between inclusion and special education. Lipsky, D. K., & Gartner, A. (1999, p. 15) contend that IE contradicts the segregated education but the needs of changing societies' attitude, and the adaptation of the separate special education have been shown to be unsuccessful for the greater number of students who are served by it.

The concept of inclusion was replaced the term of 'integration' which was referring to the placement of CWDs in the formal schools. As Peter pointed out the problem of replacement for CWDs that was related to the quality of the education. (2001, p. 18) The integration movement was based on providing the individual supports for CWDs to be able to fit in the mainstream programme. In contrast to integration, inclusion is about the pupil's right to participate fully in school life and the school's duty to welcome and accept them (British Psychological Society, 2002, p. 7). In that British Psychological Society's Discussion paper of Socially inclusive practice, the concepts of IE is focused the as followed:

- * Rejecting segregation or exclusion of learners for whatever reason, whether it be ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin
- * Heightening the participation of all learners in the community schools of their choice
- * Making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressure
- * Rethinking and restructuring policies, curricula, culture and practices in schools and learning environments so diverse learning needs can be met,

whatever the origin or nature of those needs (British Psychological Society, 2002, p. 2).

The UNESCO Section for Special Needs Education in Enabling Education Network (EENET) (2000: online) defines IE in this way:

“IE is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to promote learning success for all children. It addresses common goals of decreasing and overcoming all exclusions from human rights to education, at least at the elementary school, and enhancing access, participation and learning success in quality basic education for all”.

In the early years, a large number of developing countries started reformulating their policies to promote the inclusion of CWDs in formal schools. That IE concept was built with three basic priorities in mind, including education mainstreaming, producing inclusive settings, and teaching various abilities for CWDs. Under the inclusive setting, CWDs spend most or all of their time with nondisabled students. By the intensive reviews, inclusion practices around the world is the best guide of the practices of inclusive approach for the CWDs.

Barton explains that IE is: “Not integration and is not concerned with the assimilation or accommodation of discriminated groups or individuals within existing socio-economic conditions and relations. It is not about making people as “normal” as possible....It is ultimately about transformation of a society and its institutional arrangements such as education” (Barton, 1999, p. 58). Some definitions focus on the inclusion of CWDs in the formal schools. He also described one understanding of inclusive education as “a term used to describe educational policies and practices that uphold the rights of CWDs to belong and to learn in the formal education” (Barton, 1999, p. 58).

Although variations are to be found in the way different people describe IE that tends to feature strongly in the conceptualization of inclusion. The common definitions of inclusion of UNESCO have four principles such as:

- Inclusion as a process has to be seen as a never-ending search to find better ways of responding to diversity.
- Inclusion is concerned with the identification and removal of barriers.
- Inclusion is about presence, participation and achievement of all students.
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of exclusion or underachievement. (UNESCO, 2005, p. 15)

2.4 Inclusive Education for Children with Disabilities

“All children, with or without disabilities, have a right to education. CWDs, no matter how serious their disability, have a right to education that promotes their fullest potential and inclusion in the society. There is a growing consensus among professionals and disability rights organizations that inclusion in mainstream schooling is the only way to provide a means for education and learning for all children.” (UNICEF, 2003, p. 6)

In the last decades, CWDs were initially carried out their education as segregated in special schools by the lack of knowledge, educational access and technology. These special schools were provided by religious and humanitarian organizations. These schools were originally established to address the needs of CWDs and perpetuated the discrimination for CWDs. However, for students with some types and degree of disabilities, these special schools might be the best choice to educate them. This practice was eventually adopted and extended as part of the national education arrangements, leading to the parallel approach of special school and IE in the formal schools for CWDs.

Since 2005, UNESCO Guidelines for inclusion stated that “real inclusion goes beyond access; it implies learning at the highest level and

developing the potential of each individual”. Also, the 2010 EFA Global Monitoring Report states that

“Inclusive education is based on the right of all learners to have a quality education that meets basic learning needs. The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion”. (UNESCO, 2010, p. 104)

In this condition, the issues of the "full" and "partial" inclusion in regular classrooms are regarding. CWDs in regular classes have coined the issues of "partitioned" inclusion. It is important for CWDs in formal schools because partial inclusion cannot be considered as meaningful IE. It means that some CWDs will be denied access to regular classes on the basis of the label they are given.

The term "full" inclusion for CWDs would offer an array of flexible services and supports, including adapted curricula, materials and instruction and the necessary personnel to assure the educational progress of the. Inclusive schools, however, offer those services and supports wherever the student is. (Coalition On School Inclusion, 1994, p. 9)

For fully inclusion in formal schools, CWDs need to allow to spend all of their time in an accessible environment, regardless of their disability. There are many ways that basic education system in most developing countries is still divided into general and special education.

IE can numerously benefit for both students with and without disabilities. For CWDs, they can benefit friendships, increased social initiations, relationships and networks, greater access to general curriculum, enhanced skill acquisition and generalization, greater opportunities for participation and more integrated into community. For students without disabilities, they can get meaningful friendships, increased appreciation and acceptance of individual differences, and increased understanding and acceptance of diversity.

In summary, it has been the purpose to demonstrate that IE has its origins in the human rights dialogue and it commits itself to promote social justice and equality in education for CWDs. However, it must be acknowledged that inclusive education is differently interpreted by different people in different contexts.

2.5 Inclusive Education Policy framework

The inclusive education policy of Myanmar draws on the principles from the following international and regional instruments of EFA which advocate for the full realization of the rights of PWDs.

2.5.1 The Salamanca Statement and International Framework for Action on Special Needs Education

The Salamanca Conference was formed by UNESCO in June 1994 by organizing with 92 governments and 25 international representatives. They came up with an agreed-upon Statement on Educating All Disabled Children. In addition, that conference adopted the principle guidelines of the Framework of Action. In this framework, all educational policies should allow all disabled children to attend the formal schools with nondisabled children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Also, the commitment of EFA recognized that all CWDs must have access to regular schools with inclusive education. That commitment went on to point out that it is the responsibility of governments to set the policy and budgetary priorities to improve education services for all children with disabilities. This responsibility includes the need for disabled people organizations, and community members to be involved in policy formulating and implementing as part of decision-making body.

Also, the Salamanca Statement reaffirms the obligation of “Education for All”. The statement acknowledges the rights of PWDs to obtain an education within any regular education (UNESCO, 1994: online). This coincides directly with the United Nations Convention on the Rights of the Child, which declares that all children have

fundamental rights to an education, and to meet full participation within society (see Appendix B).

Moreover, the Salamanca Statement demonstrated an international commitment to inclusive education as special educational needs must have access to formal schools which should accommodate them within a child-centered pedagogy can meet these needs. There has the policy-practice gap in inclusive education which are arising from the lack of measures to ensure compliance with policies, the dispersion of the educational responsibility institute for CWDs, inadequate educational supports, conservative traditions among the community. Also, a top-down introduction of inclusive education cannot be adequate preparation of schools and communities.

IE policy is the best approach according to CWDs and school-aged children by addressing the participatory learning tactics focusing on upgrading the quality and the socioeconomic status of education. That policy urgently addresses to the needs of learners who are excluded through responsive educational opportunities. According to the Save the Children, UK views;

“IE efforts have often been focused around CWDs, and in some settings the term ‘inclusive education’ has been seen as education for disabled children. However, inclusive education is not limited to CWDs. An emerging consensus can be found among policy makers, NGOs, educationalists and activists, that achieving quality education for all can only be achieved through the creation of inclusive educational environments which welcome and accommodate all children without discrimination”. (Save the Children, 2006, p. 2)

These strategies of inclusive development and mainstream everything for PWDs will be costly and never finish. It will be more positive as regard to authority inclusive education in the future since the new government has practiced its openness policy and more transparent with people.

Again, the UNESCO Toolkits for Creating Inclusive Learning-Friendly

Environments were introduced and critically evaluated by participants for adaptations needed to fit the needs of their own classrooms. Perhaps the most important aspect of the process is an integrated whole -school system that includes a vision of inclusive education as a policy and practice but some inclusive schools are operating with an understanding of a few basic principles. Citing again from the experience in Bangladesh, the following principles provide the foundation for inclusive education in schools:

- ☞ The school should adapt itself to the student, and not the opposite
- ☞ Equalization of opportunity must be provided
- ☞ Each person is different from the other, and all of them are entitled to be what they are and to be respected for their differences
- ☞ The school should offer to each student opportunities that help him or her accomplish his or her interests, expectations, dreams and life objectives
- ☞ The school should receive all children, regardless of their ethnic, racial, cultural, linguistic, sexual, physical, mental, sensory, or other attributes
- ☞ The children build his or her own knowledge, gradually making use of the power to choose, decide and assume control of his or her life. (UNICEF, 2003, p. 23)

2.5.2 Regional Instruments on Inclusive Education

In the Asia Pacific region, education accessibility of children and youth with disabilities remains one of the most serious challenges of governments. The international progress of implementation for Action of Asian and Pacific Decade of Disabled Persons suggests that all nations in this region need to try to implement inclusive education policy for CWDs to access any form of education. But the lack of acceptable education remains the key risk factor for both CWDs and nondisabled children in regards to poverty and social exclusion. For CWDs, the risk of poverty owing to lack of education is even higher than for nondisabled children.

After the World Conference on Special Needs Education in 1994, all governments in the Asia-Pacific region started the unique initiative of “Year of

Education for People with Disabilities”. From that initiative, Thailand, one of regional countries, found the total number of students in primary schools increased a lot under the inclusive education policy of the Ministry of Education. However, only 11.33% of the school-age population of disabled people could attend primary education (Sermsap Vorapanya, 2008, p. 4-10). According to the UNICEF survey in Vietnam from 1998, the enrollment rate of primary education is 91%, and 61% of children aged 6 to 15 years completed their primary education but only 3-5% of CWDs attended school (UNICEF, 1998, online). In Cambodia, there were eight special schools for CWDs in 2001, but these eight schools provide services for just 500 children a year. These special school services can only cover a minority of CWDs in Cambodia (Peter Leuprecht, 2001, p. 18).

In the Asia Pacific region, the most common form of education model for CWDs is the special education design. These special schools are rarely located in rural areas. Some schools cannot obtain government support. Also, the statistical data on CWDs in educational attendance and attainment is limited and they are seldom specifically represented in the national education.

In 2002, many governments in the region reported increased access to regular schools for children and youth with disabilities in terms of the rate of enrollment in primary education (Takamine Yutaka, 2003, p. 23). Improving the quality of education is relevant in both formal and special schools for CWDs which are appropriate to achieve the Inclusive approach in their communities. It is difficult to assess the quality of education for all CWDs in many countries in the region.

2.5.3 National Instruments on Inclusive Education Policy

Based on the Salamanca Statement, Myanmar is now aiming for the achievement of EFA with respect to making access to basic education compulsory for all school-aged children in formal schools. Implementation of the EFA-NAP is being stepped up with the aim of creating opportunities for disabled students, as well as offering quality education for all school-aged children. This progress also provides

opportunities for children facing learning difficulties to have access to compulsory primary education.

IE is a program that creates the formal education opportunities for CWDs together with nondisabled children to achieve Myanmar's EFA goals. To achieve that goal, Myanmar organized an EFA forum in May 2002 and adopted six national goals for EFA as the EFA-NAP (2003–2015). The EFA-NAP has been drawn up the 30-Year Long-Term Education Development Plan and is trying to reach the global goals of EFA, the education-related goals of the Millennium Declaration, and the World Fit for Children. Also, EFA-NAP intends to achieve the first goal of the Myanmar EFA, that is:

“Ensuring that significant progress is achieved so that all school-age children have access to and complete free and compulsory Basic Education of good quality by 2015.” (MOE, 2008, p. 4).

The Myanmar EFA plan is now guiding progress towards the compulsory basic education of good quality for all school-age children by 2015. With regard to increasing access to primary education, CWDs are a priority target. The MOE is now implementing seven main activities towards this goal, namely providing free textbooks and stationery, developing a sufficient number of trained teachers, creating flexible teaching and learning programmes, and other supports. (Ministry of Education, 2008, p. 9) Also, the Department of Myanmar Education Research Bureau (DMERB) has produced sample lessons in audio and Braille equipment for blind students and video formats for deaf students.

It is another initiative of the Ministry of Education to have placed such early assessment and identification program. This is also evident in the activities of remediation which caters for the CWDs receiving instructions to meet his or her individual need.

However, the Basic Education Act in Myanmar (1973) did not stipulate for CWDs that they would not be held back and receive the support they needed. There are now, very few CWDs receiving special education fully

within the context of general education, and an increasing number of CWDs in special classes who study part-time in general education classes, the number of full-time students in segregated special education has not decreased (Tilastokeskus, 2009: online).

IE promotes peer learning and participation of parents and community in the planning and execution of services for children in general and disabled children in particular. Antia, *et al*, 2002, denoted that inclusion can mark for all CWDs unconditionally belonging to and having full participation in formal schools and its community. However, the implementation progress of IE for CWDs is an evolving issue within many developing countries. Also, the political, social, cultural, and poverty status are influencing the implementation of IE on a country level.

2.6 Requirements of Successful Implementation of Inclusive Education

Educators who teach CWDs to learning require specialized training. The basic professional training must prepare the educator to respond to a wide range of learners' needs. (Thomas & Feiler 1988, p. 122). All educators must be prepared to accommodate diversity among learners and to recognize the need of some learners for alternative instruction. Collaborative teaching is essential if effective teaching of learners with diversified needs is to be successful in mainstream schools. (Department of Education: Republic of South Africa, 2005, p. 8)

Teachers need to be trained to work with other professionals such as an occupational therapist, physiotherapist, social workers, etc., and parents for the benefit of CWDs to learning in formal schools (Department of Education: Republic of South Africa, 2005, p. 10). Collaborative teaching is very important because that can be formed the effectiveness of teaching and learning in the classroom.

Again, the enabling environment for CWDs must be established in the formal schools that has to be made flexible for providing quality education for all students (Department of Education: Inclusive Education, 2005, p. 10). The schools' service

should address and remove various barriers. These barriers include negative attitudes, stereotyping of CWDs, insufficient caregivers, inappropriate communication, and inaccessible. (Department of Education Directorate: Inclusive Education, 2005, p. 11)

2.7 The Implementation of an Inclusive Education policy in Other Countries

By comparing the management and implementing strategies of educational development for CWDs with other countries, Norway has adopted an inclusive education which gives all learners rights to education. Inclusion is based on the teaching that is adapted to individuals' needs in the context of a mainstream class. Also, there are success stories that India, the Government system is so enormous with governing to 27 states; while Myanmar is a unified country. Therefore, the implementation is directly governed through a highly centralized that contribute to the successful implementation of classroom practice with adapted and inclusive tuition for learners with special needs. Similarly the Ministry of Education and Training is also working as a surveying compass from high-level to lower level directly.

Again, teachers' attitudes that support inclusion; common understanding among teachers and school managers on what inclusion means; adequate teachers' knowledge and skills; teacher cooperation on the preparation of individual education plans; motivation relating to academic learning; and adaptation of individual plans to pupils' abilities and aptitude for learning and educational needs (European Agency, 2004, p. 67).

Spain has experienced success in the implementation of IE for CWDs as an integration. Positive factors contributing to this success include the existence of a unique education, and one unique curriculum with shared goals for all students (European Agency, 2004, p. 78). However, it seems that Spain is still experiencing difficulties and challenges with the implementation of inclusive education, especially in the secondary education phase. One of the challenges cited in the report is the challenge of responding to diversity in the mainstream class while inclusion is closely related to the medical model. The concept of 'diversity' in Spain is still limited to

CWDs, and more emphasis is still on segregated instructional approach. This suggest that teachers are confronted by the challenge of implementing special education and formal education in the same classroom. The European Agency for Development in Special Education Report (2004) suggests that if schools want to pursue the direction of supporting heterogeneous characteristics of students, aspects such as, coordination and cooperative work among teachers, cooperation of the whole educational community, class size, and the use of resources, need to be considered.

One of the other studies that provided comprehensive findings on the purposes of the IE as the conceptual factors in educational development for CWDs. This contains value-added factors with regard to the socio-economic and cultural factors within the family. These factors include economic survival needs, and traditionally societal attitudes towards disability. These factors combine with distance from school, accessibility of school buildings, discrimination, shortage of trained teachers, and resource support to address teachers' working conditions. Peters warns that the vast majority of CWDs who have mild impairments in most developing countries are often neglected because more focus is given to CWDs who have severe impairments. Moreover, some CWDs are likely to constitute a significant percentage of dropouts and repeaters. (Peters, 2004, p. 20) Peters also emphasized the need for continual evaluation of the implementation activities of IE programmes in developing countries. He argues that these evaluations are successful in promoting sustainability and one of the useful tools for inclusion development for CWDs.

For the cost-effectiveness of educational services, it is concerned with what an inclusive schools look like in practice. Hence this provides an illustration of an approach whose focus is on the inclusive practices and cultures within a school community. Here, the researcher addresses the concept of inclusive education is being integrated in the curriculum structure of basic education through:

- 1) Early screening and intervention programme
- 2) The provision of support services for the special education needs students in the mainstream schools

- 3) The provision of assistive technological devices and materials.
- 4) The provision of braille text books and large prints books.
- 5) The movement of students from special schools into the mainstream schools.

In Myanmar, currently, the government tries to achieve educational inclusion by furnishing special arrangements for disabled students when they must sit for their final examinations. These arrangements include giving extra time or providing an assistant during the exams. And The teachers are trained to be able to use sign language to teach their disabled pupils by the collaboration with DSW every summer holidays at Mary Chapman special school for deaf children in Yangon. In addition, Myanmar government has opened the IE Center in Yangon and other cities to achieve attainment of EFA goals with respect to promote the following key dimensions to ensure Child-Centred Learning, Parent-Community Participation, and Conducive Learning Environment at the township level.

In this way, Myanmar has demonstrated its IE policy under the flagship of the commitment of EFA through the support of the right to education for every child. Also, MOE is trying to make special arrangements for CWDs to continue their education with special care and attention. Yet, there are still many disabled children not receiving an education. In 2007-2008 AY, only two hundred CWDs are now attending in formal schools (Ministry of Education, 2008, p. 9). They are not getting special care and attention from the teachers and also the assistance from their societies. Thus, the Inclusive Education program in Myanmar is still trying to accommodate for all children with no discrimination.

2.8 The Interim Education Models for CWDs towards Inclusive Education

Historically, many educational systems have adopted the integrated education model, individualized education model and the alternative education model as an interim approach in the move towards inclusive education. (Gordon Porter, 2001: online) In these educational models, CWDs can attend the formal schools whenever

possible. These emphases, however, are on the student to fit the system rather than the system to adapt to meet the educational needs of CWDs in many developing countries (India, Bangladesh, Lao PDR, Indonesia, Malaysia, China, etc.).

Most groups and individuals believed that these educational models are the appropriate starting point, and that a continuum of placement options and services in the mainstream classroom must be more beneficial. These have been provided mainly for students with mild disabilities who are considered more fully include into formal school programs. Under ideal conditions, all students work toward the same overall educational results.

According to the literature from *Create Pathways to Access for Disabled Children in Learning* by Alison Croft (2010: online) and the other educational integration processes for CWDs in developing countries (India, Bangladesh, Lao PDR, Indonesia, Malaysia, China, etc.) use the following four different models (a) the integrated education model, (b) the individualized education model, (c) the alternative education model, and (d) the special education model.

2.8.1 Integrated Education Model

The integrated education model is the practice of educating CWDs in regular classes during a specified time based on their skills and then combining this instruction with special education services (Sermsap Vorapanya, 2008, p. 12-34). Every child with disabilities has the right to attend a regular school under the protection since 2001. Thus, the regular schools in other developed countries amend their general curricula to include special services such as resource rooms, sign language interpreting services, physical therapy and counseling sessions with social workers. In these schools, CWDs attend regular classes together with non-disabled students as well as access particular education classrooms or resource rooms. This model is made more useful for CWDs by addressing any needs of remediation in regular class. It asserts that the inclusion of CWDs with their non-disabled peers fosters understanding and

acceptance, and better prepares all abilities to function in the world beyond schools (Beth Christian, 2007, p. 4-9).

In addition, the integrated education model creates more academic effectiveness than special education practices. By comparing the full-time students in special schools with part-time and full-time positions in the regular class, the academic achievement of CWDs are more advanced for their long-term behavior when they attend regular classes. By including them in the regular education system, CWDs have more confidence and display qualities of increasing self-efficacy. Therefore, the inclusion practice allows CWDs to learn social skills through observation. They can gain a better understanding of the world around them and become a part of the “regular” community. This model spreads out the lines of communication between CWDs and their peers. Moreover, this model can also benefit non-disabled children. For non-disabled students, they can have more positive and accepting attitudes toward their disabled friends. Learning together in the same class can also reduce non-disabled students' fear of CWDs and promote understanding about disability issue.

On the other hand, there are some difficulties in this model because CWDs may require much more attention from the teacher than nondisabled students in a general class. The teachers' time and treatment may be taken away from the rest of the class. The effect of CWDs attending mainstream classes depends strongly on the available resources for support. Often, this problem can be mitigated by placing an adviser in the classroom to assist CWDs. However, this raises the costs associated with educating them. Also, other nondisabled students may be embarrassed by these other disability services in a regular class. Moreover, the parents of CWDs fear that the teachers do not have the sufficient skills to accommodate their CWDs in a general education classroom setting. This can lead to the regression of CWDs as well as general decreased classroom productivity. Regarding social issues, some CWDs in regular classes seem as socially rejected. Also, they become targets of bullying from their classmates. However, some CWDs feel more comfortable in that environment.

2.8.2 Individualized Education Model

The Individualized Education for CWDs is modeled with a unique approach to help disabled children individually. In this model, the authorities organize a team that can assess the individual student's needs in the learning process. It can understand how the student better demonstrates their learning in the general education system, and how teachers and service providers improve the student learning more effectively. The key considerations of this model are (a) giving awareness about disabilities, (b) simultaneously considering the ability of PWDs to access the general curriculum, and (c) ultimately choosing a location in the least restrictive environment for the disabled students. This model makes sure that CWDs can learn in an appropriate place. It gives an opportunity to participate as much as possible for that individual student.

Before starting the individualized education, the school or the legal team must firstly determine the child's condition for individual education services. That team must include the student and the student's parents or guardians, a special education teacher, and at least one regular education teacher. To pass this step, the child's disability must have an adverse effect on the educational progress for eligibility. After that, the team needs to conduct a comprehensive evaluation of the child in all areas of suspected disability. Based on the results of the evaluation, the schools along with the parents meet to review the child's current level of performance. That review can determine the most important education services for that child. Lastly, the school convenes an appropriate educational plan for that child and implements as soon as possible.

As the plan is implemented, the team needs to conduct regular meetings with one or both of the child's parents, one representative of the school administration committee who is qualified to monitor the individual education, and the child's teachers. In this education model, the role of parents is considered along with school staff because they have specific knowledge of their child's needs and the right to be involved in the educational development of their children. From the school's perspective, the significant effort ensures the parent's understandings of the activities

of the team. The individual education plan is related to special services that the child needs to benefit from their education. These special services are necessary for considering the strengths of the child and the functional needs of that child. Occasionally, a child's behavior hinders the child's education; the team must consider the use of positive behavioral interventions and support to address the behavior. The team must also consider the communication needs of the child. For example, if a child is visually impaired, the team needs to provide for instruction in Braille and the use of Braille materials. And if a child has hearing problems, the team must consider a way to provide the sign language interpretation for communicating with others. These specific educational services provide the CWDs to participate in general education.

2.8.3 Alternative Education Model

The alternative education can provide educational opportunities for CWDs who are not completing their basic education. The purpose of this model was intended to meet a variety of needs including preventing from dropping out of school for CWDs by providing other educational options as home-schooled. The characteristics of alternative education model make the challenging to generalize the effectiveness for CWDs for examples the focus on dropout prevention. This is a unique approach to help disabled children individually at the least restrictive environment. Sometimes, CWDs may have many challenges to attend school daily. Based on this difficulty, some educators try to fit it by formatting this model as alternative or home-schooled.

In this model, the teachers and service providers improve the student's learning in an appropriate place by determining the child's condition and reviewing the child's current level of performance. In the case of home-schooled might particularly depend on the parents' education level. For the mobility difficulties students, home-schooled can be cared and educated by fitting their needs accordingly. They have a better advantage at home than at a school with a lack of resources. They can significantly more graduate than their counterparts who had been admitted to the formal schools.

The parents can provide the appropriate education needs for children with the intensive services of mental retardation. This model is typically served by especially trained teachers, and individualized instruction for CWDs. This practice has been criticized by the parents of CWDs because some of these children need instructional methods that differ dramatically from typical classroom methods. Parents of typically developing children can take critical levels of attention and thereby impair the basic educational achievements of all students.

2.8.4 Special Education Model

This education model addresses the students' differences and needs by providing the systematic preparation of teaching curriculum, special equipments, and accessible settings. Special schools are modeled to help CWDs in achieving the higher learning level of personal self-sufficiency in school and community with typical classroom instruction. CWDs are able to benefit from additional educational services at that school such as the different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room. This means that CWDs can learn independently in special schools. Special education often lessens the social stigmas and improves academic achievement. CWDs receive special education services through the special school services. For example, CWDs can receive additional assistance such as participating in a reading remediation program.

In Myanmar, special schools are strongly supporting quality education for CWDs under the Schools Assistance Act, 2008. The Act of Special Educational Needs and Disability says that schools should make reasonable adjustments to ensure the same opportunities for PWDs. Special schools' education services start with social care and with the health service to help CWDs who are vulnerable to failure or impairment. Special schools use different approaches to provide appropriate education services for CWDs. In this approach, CWDs attend more intensive instructional sessions in a resource room or they receive other related services. Special schools provide the most appropriate setting. Today, some NGOs are working to provide opportunities for disabled children attending special schools. Special schools are also

providing outreach services to support the teachers who work in mainstream schools. Therefore, this model can provide support for all CWDs by giving them access to the inclusive curricula. In addition, these special schools are able to purchase equipment for the disabled students who need different instructional strategies.

The accommodation of special schools can provide adequate improvement of teaching practices. According to the nature of the disabilities, the special schools focus on the schools' accommodations, response, and schedule. For example, a school may accommodate for students with visual impairments by providing large-print or Braille skill textbooks. And the materials help to reach the level of the curriculum such as the reading assignments by substituting the usual book for a shorter, easier one. CWDs can receive both accommodations and modifications in independent schools.

In this context, these four different models include many informants, parents, teachers, social workers, etc. It has been obviously demonstrated that inclusive education needs to improve assessment and training processes of appropriate curriculum development, teaching strategies, and individual educational goals.

The next section will analyze the issues related to educational development in Myanmar with a special emphasis on analyzing the inclusive education policy and its benefits of PWDs.

2.9 Myanmar Social Welfare Services

The Department of Social Welfare (DSW) under the Ministry of Social Welfare, Relief and Resettlement is carrying out welfare services for prevention, protection and rehabilitation of disabilities. Their programs focus on children, youth, women, disabled people and the elderly. Myanmar has also promulgated important laws such as the Disabled Persons Employment Act and the Child Law. These laws are directly concerned with the DSW and their welfare services for the PWDs. Under the DSW, there are eight training schools and six nursery schools for children and youth with disabilities. In these schools, medical staff members such as nurses and

doctors are appointed for taking responsibilities for all students. The disabled children are referred from the hospital to the special school after taking medical treatment. There has also been some experimentation by the DSW with the inclusive model in Myanmar society such as

- 1) Community based rehabilitation with NGOs and INGOs, including providing technical aids and processing of permits,
- 2) Institutionalized rehabilitation, including running of six special schools for PWDs,
- 3) Capacity development, including encouraging self-help groups and self-help organizations.

It should be noted the contribution of social services has been made in collaboration with some NGOs, many times.

In this study, the researcher argues that all CWDs need to be protected by law in order to get the basic education opportunities with the most effective model. The education available for CWDs must have a link to national education systems so that they can continue further studies and they can live independently.

CHAPTER III

POLICY AND PRACTISE OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

3.1 Introduction

This chapter examines what is the concept of the inclusive education policy and its implementation processes in basic education level of CWDs in Myanmar, what the government's and stakeholders' perceptions of inclusive education are, and what the problems of accessibility to education are faced by CWDs in Yangon Division. Basically, the findings of the field research have shown that the objective of inclusive education is to support education for all, with special emphasis on removing barriers to participation and learning for CWDs but the implementation of the inclusive education policy for CWDs has shown little progress thus far.

Moreover, this research highlighted the problems faced by CWDs which disturb the accessibility in formal schools by mean of facilities. The accessibility for CWDs in formal schools still has a lot of limitations on the mobility and integration that remains the most critical limiting factor on education. Most of PWDs have limited education, vocational, livelihood supports and accessible devices by the lack of human resources, livelihood supports and limited donor agencies in the country. Moreover, current country's socioeconomic hardship condition, the Myanmar government can able to offer limited services and program coordination by locating a range of supports targeted to CWDs under the single branch DSW of Ministry of Social Welfare, Relief and Resettlement Responsibilities. Therefore, most of the CWDs and family member are facing a challenge in their daily life, as there are currently only limited services provided in the community for disabled people.

3.2 Education policy for All Children in Myanmar

This section provides an overview of recent development of education related

to disabilities' education, starting from 1948 and the how it is developed into IE and Education for CWDs.

Education is both a human right in itself and an indispensable means of realizing other human rights. It enables children and youth to develop a sense of their own worth and respect for others. In doing so, it fosters their ability to contribute to and participate fully in their communities. (UNESCAP, 2006: online) One of the major characteristics of the Republic of the Union of Myanmar is Heterogeneity. In order to develop the life and obtain more rights of the PWDs, the DSW is employing the regional and international commitments as basic guidance in the rehabilitation process. It is found that some of the existing laws are not much included the issues to take care the educational status of PWDs.

After winning the independence, the Government announced the new educational policy which was based on the report of the Educational Policy Inquiry Committee and other reports (Office of the Superintendent, 1953, p. 3). In that policy, MOE is the main provider of education sector in Myanmar. That new policy was initiated on 1st June, 1950, with a plan to offer free education for all children at the primary level. However, the policy was not successful implemented due to the outbreak of civil war and the government was only in control of the main urban areas then.

Also, the two-year project of the compulsory primary education was introduced in Yangon. In 1953, the government ran the new education system as one of the ten "Welfare Plans" to train a sufficient number of technicians for the national rehabilitation plan. (Office of the Superintendent, 1953, p. 17) Despite this project, the traditional primary school setting is an unfriendly environment for most children, and rote learning instruction remains the dominant form of child-centered approaches.

Education at that time had addressed both academic and vocational skills but the unequal opportunities could not support for the spiritual development for all children. In 1962, all schools became nationalized, and the system of education was reorganized according to the Basic Education system in Primary School, Secondary School and High School. Again, the basic education law was promulgated in 1973

and amended in 1989 that enabled everybody as follows;

“Basic education enables to every citizen of the Union of Myanmar to become a physical or mental worker well equipped with a basic education, good health and moral character”.

However, that policy was required to overcome physical and attitudinal barriers. People involved in education are not adequately informed. Mostly, there are misconceptions about disability.

In 1974, military rule changed the constitution, and in that constitution “Article 152” determined that, “every citizen shall have the right to education” and “basic education would be compulsory” but this article does not significantly address the needs of CWDs. Although the right to free education in Myanmar was theoretically free to all, in fact, it was a different story for PWDs. In UNICEF report, at least 40% of school-aged children never attend school and almost three-quarters fail to complete primary education at that time in Myanmar by the year 2000 (Khin Maung Kyi et al, 2000, p. 146). CWDs included among these children.

Also, CWDs can entitle to education, according to the Child Law. Myanmar Child Law was enacted in July, 1993, to implement the rights of the child recognized in the CRC. The Child Law, “Article 20” stated that,

“Every child shall have the opportunities of acquiring education and the right to acquire free basic education (primary level) at state schools”. (National Legislative Bodies, 1993: online)

It specifically declares the rights of CWDs to enjoy a full and decent life in conditions that promote self-reliance, and facilitate the child's active participation in formal schools. Formal schools with the inclusive orientation are the most means of combating discriminating attitudes for CWDs. They can create the welcoming inclusive society to achieve the EFA goal.

To achieve the goal of the EFA, the MOE used six main strategies, especially developing and expanding Child Friendly Schools and making basic education more accessible for all CWDs. These schools are are being established by UNICEF to

address right-based approach to education. These schools are seeking the children who are not in school and try to enroll them by providing support to the child and family and providing to improvement of the physical school. These strategies carry out development tasks for the effective organization and management aspects of the school system, undertake research on education policy and aims, establish teacher education programs and develop rural areas and other national development tasks.

Thus, a right to free education in Myanmar is an important source to address these issues. This can be a motivating force for educational reform, as governments realize that the special arrangements for CWDs while sitting for their final examinations will not help them reach full enrollment.

From this point of view, the researcher evaluated the condition of the CWDs' education opportunities in Myanmar. The opportunities were still limited and difficult to ensure that they would reach the national goals. While school buildings and learning materials were not accessible for CWDs, well trained teachers and staffs to teach disabled children are limited. Special schools were also not available in every region and state.

Also, MOE have an objective of implementing the system of free and compulsory primary education; lay down and carry out measures as may be necessary for regular attendance at schools and the reduction of untimely drop-out rates and arrange for literacy of children who are unable for various reasons to attend schools opened by the States to become literate. "Article 22" stipulates that,

"Every child shall have the right of access to literature contributes to his or her all-round development and to acquire knowledge". (National Legislative Bodies, 1993: online)

According to "Article 18",

"A mentally or physically disabled child (i) has the right to acquire basic education (primary level) or vocational education at the special schools established by the DSW or by a voluntary social worker or by a non-governmental organization and (ii) has the right to obtain

special care and assistance from the State”. (National Legislative Bodies, 1993: online)

However, this study finds out the lack of resources for CWDs such as qualified and trained teachers, appropriate accommodation, teaching materials, and assistive technology, as well as the stigma associated with disability, are additional daunting barriers to their education.

The attainment of educational access in the formal system is being encouraged for all children, not focusing for the CWDs. This is probably a result of limited policy framework and a weakness by the existing laws. Government reemphasized the education policies have minimal implication for CWDs.

3.2.1 Inclusive Education Policy in Myanmar

In the past decade, there has not been significant progress to ensure CWDs who have access in formal schools. Moreover, with culture and knowledge barriers from some school principals and teachers, the journey towards fully inclusive education has only just begun.

Increased implementation of the IE offers quality education for all children to have access the education. That creates opportunities foR disadvantaged children to pursue education together with non-disadvantaged children at formal schools. The concepts of IE are to raise awareness and to share expertise regarding the issues involved; and to establish a multi-sector commitment to undertaking the initiative.

A clear understanding of the meaning of IE in the Myanmar context as “Lu-tine-a-kyone-win-pyinnyar-yay”. It means that the Embracing Diversity; Creating Inclusive Learning-Friendly Environments. MOE underpinned the current Myanmar IE policy by the following principles:

- Every child has the right to quality education and all children should have equal opportunity to access education without discrimination on the grounds

of race, color, sex, language, age, class or caste, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth, or any other status.

- IE provides the educational opportunities for children who need special care and attention to have access to compulsory primary education.
- Individual differences between children toward inclusion with appropriate education structure and methodologies to meet the needs of all children, particularly those who face the barriers to access education.
- Formal schools with an inclusive orientation are effected on combating discrimination and building an inclusive society through a wide range of identifying and reducing barriers for all children.
- Formal education is usually necessary to provide an accessible curriculum; suitable teacher training programs and fully accessible information, environments and support for all children.
- Inclusion aspects of education challenges exclusionary cultures, policies and practices in education, and removes barriers to children's participation and learning individually. (MOE, 2008, p. 7)

The real challenge of IE is to meet the special needs of all Children with and without Disabilities. It requires a lot of guarantee and commitment to overcome all types of barriers. However, the Myanmar IE policy provides provision for "Education For All" and primary education is compulsory and free-for-all children. Disabled children are left out of this policy as the education for CWDs is seen as a welfare and charity issue. Also, IE policy cover only for diverse groups of children under the flagship of MOE but is there any implication for CWDs. Because disability issue was concerned by the Ministry of Social Welfare, Relief and Resettlement. It presents the IE policy for CWDs cannot meet with the Myanmar IE context.

Here is the summary of the education policies and how these policies developed into IE and education for CWDs as follow;

Year	Policy	Implication for CWDs
1948	Educational Policy	• None
1953	New education policy with	• Recognition the rights to education

	‘Welfare Plans’	for CWDs
1962	All schools are nationalized	<ul style="list-style-type: none"> • None
1974	Compulsory Basic Education	<ul style="list-style-type: none"> • Special school for CWDs was established by DSW • Providing the rehabilitation of PWDs and the reintegration activities in production after rehabilitation
1993	Myanmar Child Law	<ul style="list-style-type: none"> • Every child shall have the opportunities of acquiring education and the right to acquire free primary education at state schools • Each CWDs (i) has the right to acquire the primary education or vocational education at the special schools established by the DSW or by a voluntary social worker or by a non-governmental organization and (ii) has the right to obtain special care and assistance from the State
2003-2015	EFA-NAP with six strategies	<ul style="list-style-type: none"> • Developing and expanding Child Friendly Schools • Making Basic Education more accessible to children • Increasing retention and completion rates in schools • Assisting children to develop to their fullest potential • Enhancing literacy and Continuing Education through Non-Formal Education
2003	IE policy for all children	<ul style="list-style-type: none"> • Accessible basic education • CWDs who graduated from primary schools of special education join the formal schools • Limited special education for CWDs • Limited vocational training opportunities • Series of workshops on the expansion of IE

2006	IE for CWDs	<ul style="list-style-type: none"> • Producing sample lessons for the blind and the deaf students in audio and video formats • Translating the Toolkit for Creating Inclusive Learning-Friendly Environment • Providing special arrangements for CWDs while sitting for their final examinations • Standardizing the sign language for the deaf and Braille for the blinds
------	-------------	--

3.3 The Government's and Stakeholders' Perceptions on Inclusive Education

Parallel to the plan of EFA, Myanmar has the IE policy in which most of CWDs have an opportunity to join formal schools but obviously limited to those with mild disability because of the lack of capacity, skills and knowledge for the teachers and schools. The government ratified EFA goal at UN organization. It is overambitious and hardly meet its goal due to poverty that causing low income for all poor families. Consequently, the education of many CWDs depends on their families' economic status. In fact, the high expense of the expensive school fees, accommodation, and transport fees means that many CWDs rarely attend higher education, which is contributed to by a scarcity of scholarships.

In Myanmar, IE policy was initiated not by for officers and teachers from MOE in Yangon but also other states and divisions and other stakeholders. Representative stakeholders would be needed to ensure success of the initiative programs of IE. Stakeholders included the Ministries of Education, Ministries of Health and Ministries of Social Welfare; some community leaders and representatives from I/LNGOs which involvement in inclusive education programs for PWDs and DPO representatives. The government's perspective IE for CWDs are as follow;

- a) Myanmar has signed & ratified the UNCRPD on 7th December 2011.
- b) IE has been already in the discussion and pilot phase in collaboration with

concern I/LNGOs.

- c) Included is a new concept in Myanmar, which is commonly mistaken with Automatic Beneficiary and part of beneficiaries rather than inclusion as a process.
- d) State recognizes the principle of equal primary, secondary and tertiary educational opportunities for youth and adults with disabilities in integrated settings. They ensure the education of PWDs is an integral part of the educational system. (MOE, 2010, p. 24)

There needs to have a wider understanding of IE, whereby every school needs to prepare to accept CWDs to provide the same opportunities like other children.

Understanding the concept and philosophy of the IE is a vital need for the sustainability and success of the project. After implementing the awareness raising activities on these issues, especially for the CWDs and their parents, the effectiveness of understanding disability and inclusive education concept try to encourage correctly. It is one of many essential programs in the country and will need to be promoted among other disability-related organizations. The IE policy for the CWDs has been implemented according to its own strategies. It was considered an active engagement in formal basic education. The goal is set based on its definition for the CWDs. This means that the IE policy, itself, needs to be redefined to reach its goal. The current IE policy and for all CWDs is working hand in hand but to reach its goal so far. There has no objection but they need a lot of support. The only problem is prioritization.

At the Celebration to “Make the Right Real” on 27th June, 2012, the Union Minister of Ministry of Social Welfare, Relief and Resettlement of Myanmar U Aung Kyi said that,

“Children, who have completed special education and basic primary education from the respective schools for the disabled, are now pursuing education at basic education middle, high schools and universities concerned shoulder to shoulder to ordinary children. Since 2006, the schools for the blind have got access to email and the

internet and Myanmar sign language dictionary and Myanmar sign language basic spoken book have been published for the deaf. The Myanmar blind language written pattern book is also in the process of completion. Measures will be taken to publish more books for the disabled". (Asia-Pacific Development Center on Disability, 2012: online)

He also said that Myanmar would try more and more to improve quality of life of the disabled people as it is a member of the UNCRPD. That ceremony was organized by DSW, Myanmar Independent Living Initiative (MILI), UNESCAP, Asia-Pacific Development Center on Disability (APCD) and The Nippon Foundation (TNF) to honor the real rights for the disabled in connection with the promotion of the implementation of the UNCRPD at Nay Pyi Taw Hotel Zone.

For ensuring that the significant progress of education for CWDs is reducing the discrimination for them. In that progress, all school-age children have access to and complete free and compulsory basic education of good quality. Also, the Universal Basic Education can achieve from the basic form of the educational completion for all CWDs. Nonetheless, the provision of schooling and policies determining how education opportunities are distributed across priority for CWDs in Myanmar. Clearly, the concerted efforts by the Government, I/LNGOs and communities, the primary school intake rate has increased sharply during the EFA period, although the dropout rate after finishing the primary level remains high. Quality assurance in basic education is especially important, because low quality can lead to low access if CWDs and their families do not see the impact of enrollment in low-quality schools.

However, the findings of this field research show that the government's perspective on IE for PWDs does not fully accept it for full inclusion. Through the ministry level, the right to inclusive education for CWDs can understand very well, but in grass-roots level implementations cannot aware yet. They are still seen disability as a special issue and mostly think that disabled children needs to go only to special schools (not to formal schools).

Also, most of the I/LNGOs do not take part in the position of formulation and implementation process on basic education for CWDs, where mainly focus on the Rights of PWDs and promote equal rights and inclusion through involvement of Law Drafting and Social Policy development. As I/LNGOs, they can only include all children out of school in the process of giving second chance of learning basic education. In dealing with government line department, they have not yet involved in the formulation process.

Also, families of CWDs cannot afford to send their children to school because of poverty. Mr. Myint Naing Kyaw, trainer of IE section from Eden Centre for Disabled Children organization expressed his experience that many families who believe in the value of education for CWDs still cannot access it as they are unable to support the expensive school fees, accommodation, and transport fees. The credible reporters have said that the educational cost for the Secondary level student with disabilities can cost as much as 100,000 kyats (nearly about 150 US\$) per year. In fact, the high expense of most special schools means that PWDs rarely attend higher education, which is contributed to by a scarcity of scholarships. Therefore, the education of many CWDs depends on their families' economic status.

3.4 Implementation of IE Policy for People with Disabilities

3.4.1 Government Sector

After getting independence, Myanmar government sets up the National Policy by updating the Disabled Person's Employment Act in 1958. Also, the law on Rehabilitation and Employment of PWDs was based on the enacted legislation in 1958 to provide more disability-related services and programs that existing as the fourth draft until now. It was outdated and not clear, also its enforcement is weak. Aside from the laws and regulations concerning PWDs, to sustain the income and social welfare through the social security are the government attempted programs for PWDs. From that time, the disability issue was moved from a being a health indicator to a social welfare indicator. The Ministry of Social Welfare has still implemented three main processes for PWDs such as rehabilitation, promotion of the rights of

PWDs, and cooperation. More social welfare activities and collaboration with the I/LNGOs are expending in various governmental sectors.

The role of participation of PWDs in the policy formulation and implementation processes has not fully participated by the lack of educational assistive materials, the negative attitudes of the community and social stigma reduced the confidence of PWDs. The new Government of the Republic of the Union of Myanmar has already initiated ensuring the rights of PWDs and signed the Bali Declaration on Inclusive Development for People with Disabilities on 17th November, 2011 and ratified the CRPD. Through the better understanding of the requirements of PWDs, CRPD is formulated to equalize opportunity for them by implementing to fulfill the disability issues in IE and community based rehabilitation (CBR) programs. Besides, the CRPD does not add any new special rights exclusively for persons with disabilities, but ensures the universal rights to them on an equal basis with others.

Some disabled people organizations (DPOs) have limited initiative advocacy campaigns for the rights of PWDs including the rights-based approach to education programming and core human rights obligations in education, and their role in strengthening IE activities. That is why the CRPD can show the way of mainstreaming of disability perspectives into society. After ratification of the CRPD, the DSW was developing the draft Law on Rights of the Persons with Disabilities for further improvement of the rights of PWDs. Now “Rights of Disabled Persons Law” was submitted to the Hluttaw (Senate) Nay Pyi Taw, 27th June, 2012. That draft law tries to safeguard the rights of PWDs in Myanmar, to ensure that they enjoy fundamental human rights without discrimination on the grounds of disabilities, and to improve their living standards by letting them participate in national development tasks. In that draft law, there are four sections of the rights to education, namely limitations on the availability, accessibility, acceptability and adaptability of regular education services for all PWDs. Yet, until the time of doing this research, the Rights of the Persons with Disabilities Law is still draft and there is a lack of research on the disability related issues and recommendations to establish an inclusive development program for those with disabilities in Myanmar.

Furthermore, IE for all children is the constant process to ensure EFA. Myanmar has formulated national EFA Goals such as

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50% by 2015
- Achieve gender parity by 2005, gender equality by 2015
- Improve the quality of education

In Myanmar's needs and context, EFA strategies carry out development tasks for the effective organizing and management aspects of the school system, undertake research on education policy and aims, establish teacher education programs and develop rural areas in conjunction with other national development tasks. (MOE, 2008, p. 3) The EFA-NAP had addressed the needs of learners who are vulnerable to marginalization and exclusion through inclusive educational opportunities. The EFA-NAP creates opportunities for CWDs to pursue education together with non-disabled children at formal schools. Moreover some CWDs who graduated from primary schools of special education join the formal middle and high schools. This is the national commitment of Myanmar for achieving EFA goals.

The government tries to make the concerted efforts harmoniously for the quality of life of PWDs at pleasant. It also provides opportunities for children who need special care and attention to have access to Basic Education. According to the guidance of the EFA-NAP, the following activities are being implemented for all children:

- ✧ Providing primary school textbooks worth over 1835.51 million kyats in free of charges for over 5 million primary children to initiate free, compulsory primary education;
- ✧ Preparing the programs for scholarships and stipends which will be implemented starting from 2012-13AY in basic and higher education sectors;
- ✧ Enacting the private school registration law and developing rules and regulations in coordination with concerned departments to contribute the education services by the private sector.

The quality control of EFA-NPA implementation process, all concerned parties develop appropriate planning procedures and instruments for self-monitoring or joint evaluation of the progress. For improving the quality of school education, monitoring and supervision mechanism has been strengthened since 2006-07 school academic year (AY) by focusing on the teaching and learning process. Basic education schools were classified by 5 levels (A, B, C, D, E) based on applying the following monitoring and supervision criteria such as

- a) Accomplishment of the school principal;
- b) Level of school attendance;
- c) Implementation of monthly lesson plans;
- d) Children' achievements;
- e) Use of teaching aids, facilities & laboratories;
- f) Cultivating morale and ethics;
- g) Capacity of teaching staff;
- h) Adequate classrooms and furniture;
- i) School sanitation and tidiness;
- j) Adequate teaching aids and multimedia facilities;
- k) Greening of a school campus; and
- l) Good physical setting of schools.

Through the EFA-NAP, the MOE had established an IE process as well as offering quality education for all children. The implementation results can be checked against the quantity and quality expected as well as satisfying for both implementers and target audiences.

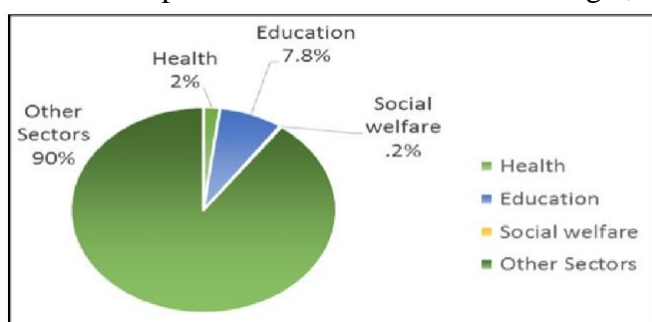
Again, Myanmar has made progress in the education sector to fulfill MDG 2: "Achieve universal primary education" with the target of ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. By the official data on net enrollment in primary schools was 84.6% in 2010 (MOE, 2010, EFA in Myanmar) and the gender discrimination has mostly been removed from basic education enrollment. However, the net enrollment

rates in secondary and tertiary education are very low. The quality of education at all levels remains a serious concern. Mr. Aung Myo Min, a community leader shared his point of view on Myanmar educational budget allocations that

"I cannot see Myanmar meeting the MDG targets for education even if UN officials in the country believe so. If the government is committed, there would be more money available to the schools rather than parents being taxed through donations." (Mr. Aung Myo Min, field interview, 5th August, 2012)

Moreover, the government is not able to facilitate access to provide a free place for exhibitions and it does not have a budget line for providing start-up disability related services. Public social sector allocations (health, education and social welfare) formed 10% of the 2009-2010 state budget (figure 5). Education accounted for the majority as 7.8% of the budget, with far smaller amounts dedicated to health as 2.0% and very little to social welfare as 0.2%. The public expenditure allocation for health meets only around 10% of the overall health needs and is not sufficient for staffing the Department of Social Welfare.

Figure 3.1: Social sector expenditure within the national budget, 2009–2010



Source: UNICEFT, 2012, Situation Analysis of Children in Myanmar, p. 10.

The effectiveness and quality of outcome is not up to the mark due to the government's poor budget allocation in the Education Sector. The government's annual budget allocated to education is low; only about 7.8% per year which is compared with the budget of 23.6% to the budget for defense.

3.4.2 International and Local NGOs

The political and social context is discussed in terms of international policy reforms and initiatives, especially the Salamanca Statement that agreed to ensure a basic education for all children, including CWDs. The Salamanca Framework for Action (1994) was a significant milestone in the education for CWDs and recommended the mode of service delivery of timing and intervention that linked to inclusive practices. If the service providers can make the concerted efforts harmoniously, the life quality of PWDs will surely be enhanced and pleasant. IE can bring about the educational opportunities for CWDs. In this situation, some I/LNGOs and DPOs are collaborating with the Department of Social Welfare, the Department of Basic Education and the Department of Health for CWDs, who have completed their primary and lower secondary education level through special schools, able to continue their education.

The Leprosy Mission International (TLMI) is involving a little part in this area of IE implementation processes. They only conduct trainings for teachers on disability issues, the importance of CWDs to get the opportunity to attend schools like any other children and providing some barrier free arrangement in selected schools. TLMI is working with the parents of CWDs to convince to send the formal school and on the other hand they also try to engage with school principals to accept and pay attention for those children. Also they proposed the education need of PWDs in the Draft disabled law, advocate the decision makers and teacher, and they are working with U Tin Nyo, retired DG from MOE who is interested in IE for CWDs.

Myanmar Independent Living Initiative (MILI) has concrete plan to implement the IE programs for children with cross -disabilities, they could not take shape it yet fully because their organization is just one year old and still young. But, some executive members of MILI organization are actively involved in comprehensive disability law drafting process to ensure the educational rights of PWDs. The Long experience of disability inclusive education for five years, the community-based rehabilitation programs mainly supported poor CWDs to go to formal schools, advocated parents and education teachers for disability inclusive

education and renovated the schools to be accessible for CWDs in collaboration with Department of basic education, DSW, local PWDs' Self-help Organizations and other relevant stakeholders.

That organization has planned to work in IE policy for PWDs by following kinds of strategies;

- * Awareness raising and advocacy for disability inclusive education policy and law
- * Capacity building of educational officers and staffs, and parents as well
- * Support CWDs for their formal and special schools
- * Change the schools as accessible friendly places for disabled children
- * Strengthen the collaboration among government departments, non government and relevant to ensure the educational right of disabled children

Eden initiated the project of IE implementing in formal schools and the plan for barrier free renovation such as walkways, seat toilet and one handrail that fixed in the toilet. In that project, 80 IE children were gathered at Eden Centre for CWDs. Also Eden celebrated the township level awareness meeting for introducing to the teachers for successfully implemented IE policy. It means that the principals and teachers from 21 schools are introducing IE awareness about IE at their schools. Therefore, IE process can only succeed through strong collaboration and cooperation amongst all shareholders especially from the government site and the donor site as well.

Eden is cooperating with DSW and MOE. According to their advice, they held workshops and trainings for awareness raising workshop with DSW and MOE and shared awareness about IE and disability issue to other I/LNGOs' staff, local authorities, other stakeholders and teachers from formal schools. EDEN organizes a series of mobile training courses throughout Myanmar aimed at helping improve the lives of disabled people which focus on activities such as CBR, IE and disability development. Through the help of DSW and Department of Basic Education No. (1), (2) and (3), awareness training not only about IE but also the Social Model of

Disability was conducted in formal schools. U Hta Oke, MD of Eden Centre for Disabled Children (ECDC) said that

“PWDs in Yangon have more chances to access this information with help from NGOs and DSW, but those living in rural areas having difficulties due to inconvenient transportation and lack of mobility. I’m pleased about the growing number of people working in the field, but most of them are using a charity approach, which involves giving food, money, tools and other needs. Not many are using the right-based educational approach which means the availability, accessibility, acceptability and adaptability of education services.” (U Hta Oke, Phone Interview, 2nd August 2012)

3.4.3 Initiatives Inclusive Education for CWDs

Within the EFA-NAP, MOE major actions of IE include: creation of a policy framework and advocacy for raising awareness in IE effectively through information, education and communication; expanding home-based services, including parenting education.

Myanmar government initiated the National-level policy and laws related to CWDs that are briefly described in service delivery, and increase awareness about the educational opportunities for them. MOE emphasizes the four main activities toward IE for CWDs such as the data collection and awareness raising, development of inclusive education content for teachers and training, teaching aids and methodologies for teachers to become efficient teachers who could teach for achieving better results and establishing a center for IE to learn and have more practice on self-reliance for their life.

Moreover the government’s activities undertaken for IE for CWDs are as follows;

- ↳ Organizing national and regional workshops
- ↳ Discussing IE concepts and plan at National Education Seminars, states and

divisions, townships and schools

- ↳ Collecting data and providing assistance for the children who need special care
- ↳ Producing teaching and learning materials for the CWDs
- ↳ Developing IE related materials and distributing among GOs, NGOs and Civil Society Organizations
- ↳ Providing special arrangements for CWDs while sitting for their final examinations
- ↳ Planning to open Center for Inclusive Education in Yangon and expanding to other cities
- ↳ Initiation for the standardization of sign language for the deaf and Braille for the blinds by cooperating with JICA

The current activities are undertaken by directly involving of the DSW, staffs from various special schools and Department of Basic Education No. (1), (2) and (3) and other parties in Yangon, Mandalay and Saging Regions.

A new multipronged strategy in Teacher Education can promote the progressive adoption of effective teaching and learning methodologies for all CWDs at all levels. MOE and other partners strengthen educational management for the Basic Education Sector Plan that supports the Government's education service delivery at the school level.

By the collaboration and cooperation of MOE, DSW is implementing inclusive education for the CWDs especially for the Blind and the Deaf children. In IE implementing processes, inconsistencies in curricula still exist and standardization of the curriculum among stakeholders is required for quality assurance. The Department of Myanmar Education Research Bureau (DMERB) has produced sample lessons for deaf students in audio and video formats and Braille equipment for blind respectively. More samples have been produced up to high school level. At the same time, a shortage of trained teachers is still observed in basic education schools. Also, IE workshops were held throughout the country and

the teachers from the MOE and the staffs from DSW were also attended. Myanmar is now implementing six sectors for PWDs across the nation such as;

- Enhancing Education Standard,
- Improving Vocational Trainings and Job Opportunities,
- Promoting Health Care Service,
- Enhancing Reintegration into the Society,
- Upgrading Capacity Building and Morale, and
- Providing Social Needs.

Other implementing strategies of education for CWDs are curriculum-based testing and then overall program evaluation procedures. This has to include a consideration of the overall curriculum and classroom practice and learning skills development.

The staff from DSW are discussing with parents of tentative disabled children and teachers and principal of nearest schools from the community to accept the CWDs in their schools. Firstly, they discussed with parents to admit their children in the formal schools. Most of them were easy to advocate the benefits of IE but few are not easily convinced although they know their children's talent, intelligence and performance. Some of the parents worried about discrimination could be faced in schools. So, they discussed and explained about Inclusive Education policy, the rights to learn and the Convention on the Rights of Children (CRC). In 2011-12 AY, the disability and IE policy awareness workshops were conducted at 14 formal schools under Department of basic Education No. 3, Yangon by cooperating with MOE and DSW. Most of the staffs and teachers who were provided disability and inclusive education awareness are not stay at the specific school for a longtime. Most of the teachers are transferred from school to school regularly. These workshops were to share the experience of applying IE manual and Toolkit, to learn together more about disability and to strengthen IE system in Myanmar.

Moreover, the barrier free renovation processes are implementing by the collaborating with I/LNGOs and DPOs. These IE schools are chosen by analyzing the number of CWDs attending in that school and the participation of head masters/mistresses. In Yangon, Through this activity, all the beneficiaries including

school authorities, teaching staffs, and students have a clear understanding of barrier free environment and they can realize the benefit and the needs and important of barrier free environment, more aware on disability issue and inclusive education policy as well.

For publishing literature resources such as books, articles on I.E and disability, IE handbook namely “Deehlinethit” is published. That books are referred from Enabling Education Network (EENET) Asia Newsletter. Continuously, Ministry has published and distributed IE related materials and the toolkits “That All Flowers May Bloom” are published for awareness raising. Education system it has a clear definition in all policy statements along with references to international normative instruments. In addition, the current implementation processes of IE are following the guidelines of the EFA framework. IE policy acts on both the national and local level. At the national level, the government is implementing with the policy of IE, while at the local level schools and the community are participating in the process of capacity building, and resource mobilization for those CWDs.

Other IE related programmes which MOE implemented programs are school enrolment week programme, special Programme for all school going-age children in school programme, preschool education under MOE, providing special arrangements for disabled students while sitting for their final examinations, opening the Center for IE in Yangon and expanding to other cities and introducing IE in education colleges. By the help of JICA, DSW initiated the standardization process of sign language for the deaf students and Braille scale lectures for the blinds students.

Government rehabilitation policies for PWDs are implemented through the Department of Social Welfare with twin-track approaches such as encouraging self-reliance and decreasing reliance for long-term sustainability. Again, that Constitution specified that every citizen shall have the right to education and shall be given basic education which the state prescribes by law as compulsory. By the principle of compulsory education, the only five years, from grade 1 to 5, covers free education for all children. Primary education is organized with two levels; kindergarten level

from grade 1 to 3, and upper primarily for grades 4 and 5.

However, the Myanmar government has no specific implementation of IE policy for CWDs. Just like many other developing countries, the IE policy implementation for CWDs is also critical in Myanmar. There seems to be a lack of decisive and efficient leadership in various townships. This research finding show that their perceptions of IE practice descended from a rights-based approach. Respondents believed that getting support from others in terms of assistive aids and appliances could help to establish the rights of CWDs. This is consistent with CWDs being eligible for equal access to printed materials, supporting aids and appliances to support them to overcome barriers in education.

Moreover, participation of the PWDs in the formulating process of IE policy is not a big problem for physically disabled persons. The big problem is the IE and vocational training for the Intellectual disabilities. There seems general agreement that teachers have understanding towards the seeing and hearing impaired student by allowing more time for these CWDs to finish their assignments. However, mentally retarded children may need two or more years to learn the lessons that it takes one year for nondisabled children. Therefore, the extent of policy cannot meet the needs of access ibility of educational services for CWDs through this research.

The departmental structure for the dedicated handle affairs for CWDs needs either at formal schools or at special schools and needs to incorporate training components for teachers. This has not been done yet a lot. Participation by PWDs in the policy formulation and implementation processes, there needs to go a long way for the current Myanmar condition.

3.4.3.1 Special Education Program for Over-aged Children including CWDs

This program is one of the branches of all school aged children in school especially for over-aged children. It was started in 2003-04 AY at basic education schools. If the child has between the age of 7 and 8, he/she will complete the primary

education within 3 years and if the child has over 9 years of age, this accelerated program enables to complete his/her primary education within 2 years.

3.4.3.2 Monastic Education System

Under the supervision the Ministry of Religious Affairs, the monastic basic education schools are initiated by collaborating with the MOE. They use the formal basic education curriculum of MOE but the schooling hour is flexible according to the children's availability. This program is so benefit for the marginalized children including CWDs that is complementary to the formal education system. In 2010-11 AY, there were about 1431 Monastic schools (1071 primary schools, 246 postprimary schools, 112 middle schools and 2 high schools) with 0.215 million children including novices and nuns (MOE, 2011). Currently, at least 40% of all children in Myanmar are attending at these monastic schools. The research found that it is still very few opportunities for CWDs if we compared to the entire nation.

3.5 The Special Education Plans for CWDs

Myanmar Christian Fellowship of the Blind (MCFB) was founded on 4th August, 1975, to upgrade the basic level of education afforded to blind people in order to increase opportunities of leading independent in life styles. That foundation encourages beneficiaries in education specific to their needs including vocational training, as well as a focus on how to cope as a blind parent and job placements. The MCFB accepts children aged five and above and enrolls a similar method to the government formal schools. At that school, children can learn from grade 1 to 5 and then they can continue their secondary education in formal school. That school charges Kyats 15,000 a year for day children and Kyats 40,000-50,000 for boarding children, which covers accommodation, meals and tuition fees. However, there are over 700 blind and visually impaired children receive a formal or vocational education. Mr. Thein Lwin, the general secretary of MCFB said that

"The schools should be equipped with teaching materials in Braille,

and teachers who know how to teach the blind by using Braille". (Mr. Thein Lwin, field interview, 7th August, 2012)

Also in an interview with the principal of the Kyee Myint Daing School for the Blind found that the school accepts children from age six to 16, who are taught to the fourth standard. After they finished the primary education, they are sent to a formal school to continue their secondary education. The school and provides has both day children and boarders with free of charges for all fees of food and accommodation. The school can accept 200 children for one academic year.

Mary Chapman School for the Deaf accepts children from the ages of five to eighteen. At that school, children can learn regular curriculum that is taught in formal schools together with speech reading, finger spelling and sign language. Moreover, children at that school over the 10-year of age are taught reading, writing and arithmetic and vocational training such as tailoring, knitting, book binding, bag-making, cooking and massage. The school fee is Kyats 6,000 per month including meals for children.

The School for Disabled Children in Mayangone Township in Yangon is operated by the DSW. That school accepts both physically and mentally disabled children between the ages of six to eighteen and teaches the standard curriculum up to the fourth standard. It has developed a special curriculum for children with a learning disability that take into account the extent of their disability and their capacity to learn. The current admission fee is Kyats 10,000 for one academic year.

Further, while the study found that, the technical for education and training initiatives are not new to Myanmar. As a result of some recent educational developments and reforms, it is new to some teachers and learners both in curriculum and methods of delivery.

3.6 Problems of Accessibility in Inclusive Education faced by CWDS

A large number of the CWDS are not able to complete a minimum number of school years in most developing countries. They face a variety of barriers before

coming to school and even within the school. Also, CWDs in Myanmar still have problems accessing education although the regulation and laws on inclusive education for all children have been well established. The government runs the IE policy as the national education development plan; however, there is a lack of educational assistive materials, such as Braille books, Braille writing frames, qualitative or standard papers for writing in Braille, assistive devices for mathematical teaching or learning, sign language interpreters and special curriculum. For example, the regular mathematics lesson has been inaccessible for blind children because its content is rich with visually presented concepts and information that appeal to visualize (Schleppenbach, 1997). These concepts may be formed the limit of capability for visual impaired children. For these reasons along with the lack of skills and materials, the IE system's benefits have not been realized. In terms of beneficiaries, the majority is physically disabled children so far equip special supports for the other types of disabilities.

There are some needs to improve the physical structures through the disability friendly facilities. In some cases as special needs differ from one person to another individually. It is important that Chapman and Stone (1988) suggested as “The curriculum will need to be scrutinized carefully so that difficulties attendant on the visual nature of work can be taken up with the appropriate examining board well in advance”. (p. 123)

The table below provides the concerning about the disability friendly facilities which makes equality and non-discriminatory access for CWDs. The right-based education and disability friendly facilities prescribe the results of development, accessibility, rehabilitation and social welfare, as well equality in the development of attitudes and social life. It would be quite important to identify what is needed in school for each type of disabilities to attend school and to measure against the existing facilities normal and special schools can provide. These are well evident in creating the educational opportunities for CWDs not only in the school's performance but also in the various types of auxiliary aids and services.

Table. 3.1 Facilities needed for different type of disabilities in schools

Types of disabilities	The required facilities for CWDs in schools	The current used facilities for CWDs in formal schools	The current used facilities for CWDs in special schools
Mobility disabilities	<ul style="list-style-type: none"> ▪ Special latrine facilities ▪ Wide walkways ▪ Wide corridors and wide doors ▪ Rumps ▪ Elevated shoes ▪ Crutches ▪ Wheelchairs ▪ Preferential seating 	<ul style="list-style-type: none"> ▪ Special latrine facilities ▪ Rumps ▪ Preferential seating 	<ul style="list-style-type: none"> ▪ Special latrine facilities ▪ Rumps ▪ Wide walkways ▪ Wide corridors and wide doors ▪ Preferential seating
Seeing disabilities	<ul style="list-style-type: none"> ▪ Special toilet facilities ▪ Spectacle ▪ Listening materials ▪ Taped texts ▪ Videotext displays ▪ Television enlargers ▪ Braille materials, printers, or typewriters ▪ Braille textbooks ▪ Braille inscriptions ▪ Talking computers ▪ Keyboards with raised Braille letters 	<ul style="list-style-type: none"> ▪ Special toilet facilities ▪ Taped texts ▪ Braille materials ▪ Listening materials ▪ Recorded books 	<ul style="list-style-type: none"> ▪ Special toilet facilities ▪ Taped texts ▪ Special curriculum ▪ Braille materials ▪ Videotext displays ▪ Spectacle ▪ Listening materials ▪ Braille textbooks and inscriptions ▪ Talking computers

			<ul style="list-style-type: none"> ▪ Keyboards with raised Braille letters
Hearing disability	<ul style="list-style-type: none"> ▪ Special curriculum ▪ Notetakers ▪ Hearing aids ▪ Interpreters ▪ Readers ▪ Tele - communications devices 	<ul style="list-style-type: none"> ▪ Hearing aids ▪ Interpreters (in some schools) 	<ul style="list-style-type: none"> ▪ Sign language interpreters ▪ Special curriculum ▪ Hearing aids
Learning disability	<ul style="list-style-type: none"> ▪ Communication aid ▪ Visual information ▪ Accompanying social workers ▪ Extended time ▪ Reduced course load ▪ Quiet Environment ▪ Specialized counseling and learning supports 	<ul style="list-style-type: none"> ▪ Communication aid ▪ Visual information ▪ Accompanying social workers ▪ Extended time 	<ul style="list-style-type: none"> ▪ Communication aid ▪ Accompanying social workers ▪ Extended time ▪ Reduced course load ▪ Quiet Environment ▪ Specialized counselling

The CWDs in such settings have with those with different abilities that provide the opportunities for them to learn to accept differences and appreciate diversity in formal schools. Appropriate supports with different types of facilities refer to the wide range of strategies, techniques, and approaches that are used to support learning and achievement for CWDs.

Learning through the restricted environment has also been one the most critical issues of educational opportunities for the CWDs. This issue needs to be

addressed in order to create equality and equitable education in Myanmar. The current education system does not suit the CWDs in rural area. In fact, there are several factors that influence the education opportunity for the CWDs. In addition, the researcher tries to explore what are those factors, challenges, and obstacles in pursuing education in the community. The following data are contributed by the PWDs and community representatives during the field research.

While the enrollment rate increased almost 100% every year at school opening seasons, 40-50% had dropped out before CWDs completed their primary education said by Dr Zaw Moe Aung from The Leprosy Mission Myanmar (12th August, 2012). He also pointed out that there is inadequate help for schooling opportunities for CWDs because of the lack of awareness of the disability issues, wrong traditional beliefs and practices, as well as less accessible resources (Brielle, sign language, teaching aids, Buildings, etc.). There is low priority and no special law and regulation to protect them. The present retention and completion rates indicate that barely 60% of CWDs complete the full five-year primary cycle. The high school expenses that are unaffordable for poor or large families are probably the major reason for dropping out of school.

In Myanmar, there is a total of 41287 formal schools for all children and eight special schools for disabled children in the entire country in 2010-11 AY. (MOE, 2012, p. 13) Some schools run the IE programmes for CWDs by cooperating with MOE and Ministry of Social Welfare, Relief and Resettlement as followed:

Table 3.2: The numbers of schools which run IE for CWDs

Scholastic Year	Formal schools implementing IE for CWDs in Yangon			
	Primary schools	Post-Primary schools	Middle schools	High schools
2004-2005 AY	378	94	65	36
2008-2009 AY	443	147	72	38
2011-2012 AY	534	218	116	42

Source: Ministry of Social Welfare, 2012, Accessment report of Education for CWDs, p. 16.

Nowadays, CWDs who have completed their primary education through special schools are now able to continue their education in formal schools by keeping abreast with other nondisabled children. (MOE, 2012, p. 13) IE creates the opportunities for CWDs to pursue education with nondisabled children in the formal schools.

Data collection on CWDs is limited and they are seldom specifically represented in national statistics on educational attendance and attainment. That prevents the monitoring progress of the educational system for CWDs. This lack of information explains that the minimal rate of progress has been achieved towards their enrolment in the formal schools. In 2010-11 AY, there were 1450 disable children in formal schools, 801 children in special schools that less than 10% of CWDs had access to formal education and this is still low for the proportion of CWDs in Myanmar. (MOE, 2009, p. 11) This is a very small number as the population of school age CWDs is estimated at 460,000 according to government figures of 2.32%. This indicates that CWDs are in a challenging situation due to the existing enrolment and evaluation system. The enrolment system is a barrier for students with disabilities to be included in schools. This was against the idea of IE.

Table 3.3: The enrollment rates of CWDs in formal schools from 2004 to 2012

Unit = % of all population

School Academic Year	Formal School enrollment rate		
	Total	Males	Females
2004-2005	6.8%	3.5%	3.3%
2005-2006	7.0%	3.7%	3.3%
2006-2007	7.9%	4.3%	3.6%
2007-2008	8.9%	4.8%	4.1%
2008-2009	9.0%	4.7%	4.3%
2009-2010	9.1%	4.9%	4.2%
2010-2011	9.9%	5.3%	4.6%
2011-2012	10.3%	5.8%	4.5%

Source: Department of Primary Education and Department of Social welfare, 2012,
Enrollment Rates of CWDs In Formal Schools

From interviewing with the chairman of the Myanmar Autism Association,

Dr. Myint Lwin, 14th August, 2012, there were no special instructional materials whatsoever were observed in formal schools. They often encounter negative treatment from their peers who are not sensitized to disability issues. Most teachers and school principals are not familiar with the idea of including. In Myanmar, one of the Southeast Asian countries, most of the people are still discriminate and exclude the CWDs traditionally. They believe money can make CWDs to be happy. It's not right. In special schools, there have IE projects for all CWDs. It can only the way to make in those children's lives to be valuable.

In school the high drop out rates and low completion rates of CWDs, many of them are suffering from an unrecorded or undiagnosed disability. If the community aware more about the disability issue, they could try to improve education for those children. In the failure to include those CWDs, most of the community members are ignoring an important step in our attempt to eradicate poverty. Poverty and lack of knowledge on disability issues are the major problems accessing education for CWDs. Poverty would stand out on top as there are livelihood opportunities for parents who are poor and having CWDs in the family.

Also, the high cost of instructional materials of CWDs further curtailed their access to all inclusive education services. Some representatives from DPOs were also presented about the cross section of economic factors of CWDs' families to access education. To summarize the various agreements on poverty issues that is seriously hindering the CWDs from accessing education. Poverty is not only affected on the accessibility of basic education for CWDs but also for other children.

Some school principals said they cannot afford them since the government allocate budget to instructional materials is too small to compete these requirements. Moreover, all CWDs involved in the group discussion (23rd August, 2012) agreed that the lack learning aids and support appliances reduced their mobility and they feel inferior to other non-disabled children. They also agreed that their slow learning pace due to their impairments to express themselves properly, or writing slower than other non-disabled children, and under these unfriendly results in many of them failing to pass exams. Mg Ye Min, Grade VI from B.E.H.S (3), Dagon Township, retorted that

“The teachers do not usually repeat things that we have not heard properly and the teachers teach through their way to allow more time for these CWDs to finish their assignments. Normally the teacher asks the whole class whether they understood the lesson or not without singling the CWDs out the class”. (Mg Ye Min, field interview, 15th August, 2012)

During this field research, the researcher notified by the group discussion (12th August, 2012) that there was an absence of reliable and consistent data on the educational status of children according to their disabilities. This made it difficult for educators, policy-makers and programmers to understand the nature of the problems, and to identify possible solutions. Moreover, the current teaching methods were not designed to the individual needs of CWDs due to the lack of trained and experienced teachers in terms of teaching and handling them. Currently, the education for CWDs is under the umbrella of DSW, not under the MOE. For this reason, it is difficult for mainstream in the IE program.

In order to improve the quality of primary education, teaching methodologies have been changed from subject-centred approach to a child-centred one, and from lecture method to active participation method. In addition, the assessment system has been changed from year-end examination to continuous assessment system. Improving the quality of primary school teachers is one of the major activities in developing primary education system. Because the teachers are very important role of the transition period towards inclusion. In the current study, the teachers' concerns were concentrated around three issues, which were relationships between children with and without disabilities, teaching strategies, and managing strategies for a large class. The adaptation of instruction, modification of curriculum, and classroom management were the challenges for teachers in an inclusive classroom. Since 1998, all teacher training schools have been upgraded to 2-year education colleges which provide preservice teacher training courses for primary and lower secondary school teachers.

The researcher agrees with the respondents that because of the perceived

added costs of health related problems, the problem is relatively deeper when the CWDs are involved. More than half of the population of PWDs lives in rural areas detached from the benefits of information and communication, transportation, and certain advanced technological facilities. Indeed the high cost of equipments, coupled with the rampant poverty predetermines the near or total absence of instructional materials. There does not seem to be a policy to ensure the massive distribution of these materials.

School Accommodation

The lack of matching accommodation for the integration was identified as a key challenge to all inclusive education services. Most of the schools' accommodation are not comfortable for children with physical and visual disabilities. There are many environmental barriers for wheelchair movement. In schools that are at least two stories high, there is no way to climb up the stair by children in wheelchairs or using crutches. Parents of physically disabled children have to be carried upstairs and the doors are also not large enough for wheelchairs to pass through. Lack of classroom adaptations hinders the movement of CWDs including the furniture of the classrooms and accessible toilets. These barriers are so difficult to access IE.

A key problem is the lack of clear policy guiding I/LNGOs' interventions in education for CWDs. Another barrier is the lack of reliable information and statistics which could back up planning and funding processes. All schools are under the Ministry of Education, but the development issues of CWDs are still under the DSW. Existing policies related to education and disabilities were found to be contradictory to each other. Appropriate policy formulation & adaptation is required to overcome the barriers.

Moreover, the budget for education is the basic need and awareness of duty bearers and duty holders need to be promoted along with its legal and policy development. By some means, inclusion is not a subject of Teacher's training college. Training methods and tools are not available in Myanmar. Different ways of attitude toward disability, lack of public awareness about the needs and opportunities of this

target group and lack of funding to support inclusive education for the CWDs are all preventing these children from receiving an education and being included in wider society. It is found that the individual teacher's or school principals' interest can increase the formal education for all children. Most of the services are available only in major city such as Yangon, Mandalay, Sagaing and Kalay where 27% of the PWDs are aware of the existing social services, while only a third of those ever contacted the agency.

Isolation and negative attitude by peers

According to the EFA strategy, all schools are supposed to be enforcing the IE process regarding the CWDs; however, there is no special support for them. Occasionally, nondisabled children perceive the CWDs as contagious and fear that the disabilities will be transmitted. Some superstitious parents of nondisabled children want to prevent their children from making friends with the CWDs. This is one factor that upsets one of the CWDs from the formal schools.

Awareness sector

This study asked the key respondents about the awareness on the relevant sections or quotations of the above instruments that promote the educational status of CWDs and the awareness of the NGOs who provide services for the PWDs. Only two parents of quoted on the right to education and the laws and bills of rights of PWDs but some teachers and school principals can cite about these laws and regulations. From this response, the researcher cogitated that the knowledge levels of the policy environment to be low at the community level but not so much at school level. These knowledge directly or indirectly impact on the implementation activities of education policy.

Also, Mr. Sai Kyi Zin Soe from Action Aid shared the data of their survey "First Myanmar Basic Disability Survey 2008 -2009" that 14.7% of the PWDs know of the NGOs' presence, but only over 1.7% of them had ever contacted the NGOs. Concerning special institutions, 20.2% of the PWDs have knowledge about the special institutions but less than 1.7% of them ever had contact with them. Only 14.6% of the PWDs know about the existence of organizations for and of the PWDs

whereas only 2.5% of them had ever been involved with those organizations.

Struggling through these inaccessibility of the disability related services in terms of health and community support, the lives of CWDs are far harder than for other nondisabled children in Myanmar. Therefore, some parents of CWDs and caregivers are often unaware that CWDs can attend formal schools and do not know about the existing institutes to which these CWDs are entitled.

Unavailable trained teachers in adopting CWDs

This study finding also reveal that ensuring a friendly learning atmosphere for all students was a challenging task for the teachers. Some of these teachers thought it was the most essential part of their daily duties. For achieve success in educational settings, the school observation shows that the appropriate learning environment is developed for CWDs. Without sufficient knowledge of classroom management strategies, new teachers may begin their careers striving to manage as they were managed.

The barriers relate to inadequate teacher training, particularly for teachers in inclusive formal schools, and lack of appropriate teaching materials and devices that make the school environment to be fully accessible. CWDs in special schools receive a limited curriculum that does not integrate life-long learning in community. Many of these barriers can be overcome through the government's deliberated policy, implementation strategies, and allocation of resources to include CWDs in all educational development activities.

The findings explore the natural situation of CWDs in the inclusive classrooms. It was observed that classroom teaching skills and attitudes includes discipline, attitude, presentation, responsiveness, feedback, planning, content knowledge, communication, group management, methods and classroom management, engagement, teaching aids, and evaluation. Most of the teachers and other nondisabled students have positive attitude about the presence of CWDs in their classrooms, but some teachers reported being challenged by teaching students with hearing impairments, visual impairments, and students with intellectual disabilities.

These findings demonstrate that mostly CWDs were partially responsive to the needs of their class. Most of the teachers had no formal lesson plan and they did not appear well-prepared for class.

Participation of the CWDs in the IE practise is not a big problem for physically disabled persons. But there has a problem to include in regular classes for deaf and blind children. Teachers cannot be assisted to have an insight of providing brailed material and books to students by holding workshops and in-service courses about IE issues. It is also recommended that most teachers be sent for extra training in dealing with the visually impaired in an inclusive setting. Teachers lack technical experience teaching disabled children, for example they have difficulties teaching deaf children English and Mathematics subjects and blind children Mathematics and other Science subjects. When the teachers try to teach other non-disabled children, some blind and deaf children often cannot follow what the teachers explain.

Some teachers are on the collaborative stage where they are ready to work for IE, however, the availability of support material and resources were seen falling below expected levels as most basic material is not provided for the learning of the visually and hearing impaired. Blind and deaf students acknowledged that they have problems of inadequate resources both material and human resources. Most teachers felt that lack of profession preparation hindered them from appropriately including students with visual impairments in physical education. The teachers from formal inclusive schools receive only limited information about disabilities.

The communication system for these students frequently requires technical assistance for the teachers since few have had training regarding the basic level communication. In Myanmar, there are very few specific training for Braille skills and sign language.

For sign language training, the teachers from the basic education department are trained every year by collaborating with DSW and JICA. Sign language dictionary volumes i and ii have been published with the approval of the Myanmar education committee. This is a great support for the deaf community, families, sign language interpreters. But the interpreters' interpreting level is not professional and

the number of interpreters who are trained by DSW and MOE is very few. Less than 20 people are trained how to communicate with deaf children and other disability related awareness by cooperating with Mary Chapman special school and DSW every year. These numbers of teachers cannot conduct all CWDs in all-inclusive schools. So blind, deaf and intellectually disabled children are started their primary level education in the special schools and for the secondary level education is moved to the formal schools under the EFA.

Teaching method

Another problem faced by the CWDs is traditional methods of teaching and learning. The scope for addressing diverse learning needs of children is limited. There is also the lack of continual assessment of individual learners and a serious shortage of assistive devices. Learning materials for all activities are major barriers to the CWDs. There is no special curriculum for the CWDs in formal schools. Although there are some special schools for the CWDs, those schools are only located in the Yangon, Mandalay and Sagaing Divisions and Chin State.

If the CWDs can access formal education in the formal schools, they will gain not only education, but also the opportunity for social inclusion. Doing some activities with their nondisabled friends are very important to improve their life-skills. From an interview with a student with intellectual disability from a special school, he shared his feeling that he wanted to go to school and be with his friends. If he stayed home, he would feel so lonely and bored because he had nothing to do. He wanted to do some activities with his peers. He thought that staying home was meaningless and he enjoyed being with his friends in school. It has already become his life. (Interviewed with Respondent, 7th August, 2012)

Appropriate policies are needed to overcome physical and attitudinal barriers. People involved in education are not adequately informed about disabilities. In most cases, there are misconceptions regarding disability. Most of the primary school principals are not aware of ongoing education programs for CWDs, and school management policy does not encourage inclusion for them. This is mainly because of a lack of conceptual clarity concerning the IE policy and its practice at a grass-roots

level. One student with cerebral palsy disability shared the challenges has been facing on an everyday basis;

“It takes me a lot of time to do something that seems so easy for other children. I am very slow at writing and my handwriting is very untidy.” (Mg San Lin, Grade VIII, 12th August, 2012)

Generally, teachers show their understanding towards IE for the CWDs by giving more time for these CWDs to finish their assignments and arranging help during exam time. However, it is not a helpful way to help them, especially for those CWDs who have seriously impaired because the helper cannot understand what the student says within a short time by means of friendliness the student’s disabilities. There fore, it causes a lot of difficulties for the CWDs. Above all, overprotective families and community attitudes have posed problems for the CWDs. Community members, mostly in rural areas, believe that the PWDs have no ability to develop themselves in terms of physical, intellectual and spiritual impairments. In addition, most parents believe that the best way to treat their CWDs is to be overprotective of them and to have them stay at home and keeping them away from the community. By doing so, they are attempting to provide their disabled children the best services in their own way.

3.7 The Group Discussion about the Challenges of CWDs to access Education

This study organized two focus group discussions to analyze the challenges and challenges of the education accessibility for CWDs. In that group discussion, some leaders of PWDs from DPOs, CWDs and their families shared their different experiences and perspectives on IE. Both of these two group discussions were conducted in the Hlaing terrier township, Yangon. Each of the focus group discussion was conducted with two leaders of PWDs and eight CWDs and their family members. However, CWDs and their families had not previously experienced participating in focus group discussions, and they were unfamiliar with interviews. So they and the researcher faced a lot of difficulties in expressing their opinions about the issue of disability, educational barriers and opportunities which are related to the needs of

CWDs in IE plan and the awareness about the rights to education. This research method of focus group discussion gives the chance of educational interventions for CWDs.

From the fact of qualitative reports and the results of group discussion, the profile of disability in Myanmar from the parents' point of view was compiled. Obviously, most families who have CWDs are facing difficulties in economical, social and educational dimensions. Not only did they have to worry about how to care for their children for their long-life, but they also had to protect the child from hostile attitudes of the society, from almost all educational by social rejection, and by the lack of knowledge about the disability issue.

The study organized the first focus group discussion at the office of Smile World, DPO since 14th August, 2012 and the second focus group discussion was organized at the office of the Myanmar Independent Living Initiative, MILI on 23rd August, 2012. In these group discussions, some leaders of PWDs, CWDs from both formal and special schools and their family members discussed about insufficient knowledge and information about the needs and problems of CWDs to access education. It is the major concern to provide services, programs and policies that can support and find solutions to those needs. The parents of CWDs mention that their children's educational opportunities are still difficult to create an inclusive environment in formal schools. Daw Khin May Sein, a mother of Mg Sai Win Hway, is supportive and concerned about her son. He is now 10 years old and he became physically disabled after seriously ill when he was three years old. He went to school up to grade five. He is very interested in repairing electric equipments. She wants to help him with this vocational skill. She plans to buy a wheelchair for him to be supportive his mobility. Daw Khin May Sein expected that

“Sending him in a formal school is the best for him to be educated. It can help to learn his interest when he becomes an adult. He is now attending primary school. His teachers and other nondisabled students help him to be included in class activities.” (Daw Khin May Sein, focus group discussion, 14th August, 2012)

Her last comments pointed out that he does not feel excluded in his own community. His family members do not neglect him so he has self-confidence and he likes to go out of the house.

Some parents also shared their experience of isolation from the community and feel unable to take their CWDs out of the house. A father of the mentally retarded child indicated his commend about educational opportunities. He wants to take his son out or allow him to take part in social activities because some experience of school has not been a positive attitude. He wants his son to go to school because the child can learn to read and write as an accessible education. He wants to play and have fun for his son like to be with other nondisabled children. Also he is willing all teachers to be adequately trained to meet the needs of disabled children in their classrooms. He expected that transport to be made available that is the major barrier to access education. They faced a lot of difficulty to get to school every day. Dr. Myint Lwin, Chairman of Myanmar Autism Association, expressed his son's condition that

“At first my son went to the formal school but it was not flexible for him so I sent him to the special school. Now, he is attending at grade four of special school. He was having a lot of behavioral problems due to the negative attitudes of teachers and the other students from the formal school. They discriminate and did not pay attention on his impairment. But now there was no problem in the special school.” (Dr. Myint Lwin, field interview, 10th August, 2012)

Moreover, one parent of a deaf child (Ma Thadar Lin Htat, grade 4, Mary Chapman special school) shared her experience about the enrollment in the formal schools in rural area. The teachers were welcomed her until she mentioned that her daughter was deaf. But the school principal refused her enrolling because there had no teacher who can use sign language and the child and her parents did not know about it. So she went to the local authority and told him the school was refusing to accept CWDs. Deaf and blind learners faced almost total exclusion. There had no facilities, such as Braille or independence training, for students with visual

disabilities, and no sign language interpreter for deaf students in formal schools. Finally, she enrolled at Mary Chapman special school for addressing the needs of CWDs and acceptable skilled human resources. They believed that the special education model is to help disabled children establish themselves in society. (Mr. Zin Min Htat, focus group discussion, 23rd July, 2012)

In addition, they shared about the key risk factor for poverty and exclusion have caused the lack of adequate education for all CWDs. According to the country poverty risk condition, most parents of CWDs cannot afford to send their disabled children to school because of lifelong poverty which caused the perpetuating cycle of education and poverty. Poverty of PWDs stands out on top and there are livelihood opportunities for parents who are poor and having disabled children in the family very little. Integrated Household Living Conditions Survey in Myanmar (IHLCA), 2009-2010, stated that levels of education attainment are low in Myanmar with large gaps between poor and no poor households and between urban and rural area. In that survey, there is several differences in literacy rates between the poor and no poor, at 84% and 93% respectively. One of the parents of CWDs suggested that poorer families should be supported for their livelihood. Mrs. Theingi Aung said,

“If we don’t have regular income and sustainable livelihood, we cannot able to send our CWDs to school because the cost for transportation and institutional provision of providing education for CWDs is much higher than for nondisabled children. Also, we cannot have developed or improved as much as he has right now.” (Mrs. Theingi Aung, focus group discussion, 14th August, 2012)

Also, inaccessible environment of formal schools is faced in everywhere around the country. It is still one of the great challenges for the educational opportunities for CWDs as well. In Myanmar, the most common form of educational provision for CWDs has been implemented as special schools. Actually these special and inclusive education need to properly learn in the academic level, university, but there still have little knowledge and learn only from the perspective of disability studies.

CHAPTER IV

DISCUSSIONS

4.1 Discussion

To answer the fourth objective of this research, that is to assess appropriate education model for disabilities, the study draws on previous practical experience working in Bangladesh in IE contexts. It also sets out to understand and describe the inclusive education practice for CWDs at the primary and lower secondary level in the formal schools, Myanmar. To answer the research questions, information was collected by key informant interviews, and school observations. This chapter discusses the findings presented in the previous chapters with reference to the literature and presents implications of these findings.

The results of these discussions and school observations reveal the diverse range of experiences, beliefs and attitudes relevant to IE practices. The successful implementation of these national policies depends on the belief that inclusive schooling is a moral obligation of society which without equality within schools does not and cannot exist (Snell & Janney, 2000). Teachers, parents and CWDs who take part in interviews understood inclusion as being about values and morality, an action of teaching everyone in the same classroom, pull-out strategies, and even problematic. At the same time, they found no other valid alternative to IE for CWDs. Special schools are costly and limited to rural areas. Also, these schools are only available for primary and lower secondary level. Therefore, a large number of CWDs is depending on the implementation of IE at the formal schools. Respondents believed that getting support from others assistive aids and appliances could help to establish the rights to education for CWDs. Their opinions of IE practice promote the educational opportunities for CWDs.

4.2 Opportunities to Access Education for CWDs in Myanmar

Myanmar attaches importance to the rehabilitation of CWDs and has been

carrying out community based rehabilitation (CBR) work as nationwide project that highlighted the equal rights and active participation of CWDs in the society. DSW has called for the development of the CBR that realized as

“Disability issue is concerned with the entire society with the concept of social development and building of barrier-free facilities for PWDs to active take part in the nation-building tasks.”

At present, CWDs are only supported by social rehabilitation centers but child welfare reforms still not systemic in reaching CWDs. Recognizing that IE cannot work without adequate support for parents in the home, adequate transport, and accessible leisure activities. The social support can integrate with other services such as the contemporary technical aids for the capabilities of CWDs.

In most developing countries, people with intellectual and other disabilities could be fully included in the universal design by using the twin-track approach such as formal education for CWDs, and arranging special educational supports for them. This two-track approach is also considered for most developing countries with low GDP, like Myanmar. In Myanmar, the vast majority of CWDs cannot attend in both formal and special schools. Moreover, the special education is legitimated as a social welfare issue, not take part under the administration of MOE. In most developing countries, governments and I/LNGOs have mostly for delivering special education in separate schools as a charity approach.

One of the disabled leaders, Mr. Myat Thu Win from Shwe Minn Thar Foundation shared about the two tracks of the universal primary education for CWDs. The first track is IE that is investing to make education reform for improving accessibility and quality of education, but sometimes CWDs are left behind of these services. There actually have not a lot of benefits from the first track. The other track is establishing special schools through a special education system separately. Special schools have been running under the DSW as an insufficient number of schools for all CWDs. The Myanmar government prioritizes children out of school strategies to reach CWDs are not embedded in larger school reform efforts without corresponding transformations of education systems. In this second track, there has been some

transitioning from special schools to IE. However, the Myanmar education system for CWDs still remains confined to the second track investment strategy.

One argument for that twin-track approach is that it is not possible to meet the needs of all CWDs in current education system of Myanmar. In fact, trying to include CWDs in mainstream classrooms is less costly than establishing special schools. IE for CWDs is more cost-effective than other education design by short-term financing costs for separated facilities, administration, teacher training, etc., to get long-term outcomes. (Mr. Myat Thu Win, field interview, 10th July, 2012)

This study found that Myanmar had limited implementation the rights-based educational approach for CWDs that can identify the educational needs and strategies by means of accessible school environment, well trained teachers, financial supports, and other effective monitoring strategies. Also most parents of CWDs do not have the opportunity to get information and educational supports that are related to their children's disabilities. Moreover, some CWDs are often left at home unsafely when their parents are at work because there is no pre-school that accept CWDs and they are denied the opportunity to play with other children. One parent of students with disabilities said that all teachers love her daughter but there are some difficulties to be included in classroom activities to get the interaction of her classmates. That caused a wide gap between policies and legislation and the reality for CWDs to be included in their communities, schools and classrooms.

Every parent is willing to see their children who can live independently, realize their full and best potential for their useful human being power. The researcher believes that this willingness is similar to the other parents of nondisabled children. However, some CWDs are often excluded from the mainstream community and do not pay respect to the rights of disabled people.

From interviewing with one of the leaders from DPOs', Mr. Nay Lin Soe, also a leader of community-based rehabilitation (CBR) programs of Association for Aid & Relief-Japan and Eden Center for Disabled Children, said that the current Inclusive Education policy and its' functions are still far to reach the national educational goal. Mainly, these CBR programs supported poor CWDs to go to formal schools,

advocated parents and teachers for disability inclusive education and renovated the schools to be accessible for students with disabilities in collaboration with the Department of basic education, Department of social welfare, local PWDs' Self-help Organizations and other relevant stakeholders. He thinks, all GOs, I/LNGOs, DPOs and PWDs need to continue the IE journey next 90% to achieve the goal for the entire nation. The program implements IE policy for CWDs by following kinds of strategies;

- Awareness raising and advocacy for disability inclusive education policy
Capacity building of educational officers and staffs, and parents as well
- Support CWDs for their schooling
- Change the schools as accessible friendly places for students with disabilities
- Strengthen the collaboration among government and nongovernment sectors of relevant stakeholders to ensure the educational right of disabled children.

(Mr. Nay Lin Soe, field interview, 23rd August, 2012)

To sum up, the concept of inclusive schooling for all CWDs requires within the confines of the school principals in formal schools as far as possible by addressing the issues of equality and quality simultaneously. That concept initiated with the special needs of education for CWDs that goes beyond special school, particularly in developing countries. It takes into its fold of risk for CWDs. Accessibility is not just only a physical availability of space in schools also services of teachers and their friends. Many schools, including special schools, are following that IE policy by giving admission to these children but, their absence of a vision and orientation such as isolation and segregation of separated units or even though in the same class. The two of students with disabilities, Mg Aung Thura, Cerebral Palsy (CP), grade-4 from Basic Education Primary School (B.E.P.S) (26) Haling and Ma May Ei Phyoe, wheelchair user, grade-7 from Basic Education High School (B.E.H.S) (1), Insein Township indicated their experience that they do not feel included in their class. Also the other the disability related service in Myanmar in terms of health and community support are not accessible for PWDs yet as most service providers and community leaders are not aware disability as human right-based issue and crosscutting development issue.

In addition, Myanmar is the Theravada Buddha religious country. According to the Buddhist way of thoughts, disability is not equivalent to suffering; the human condition, existence of all sentient being for that matter, is considered suffering. No one escapes from suffering regardless of status or ability, "over a series of lives reaching from the beginning less past until now there is not a single form of suffering that we have not experienced in Samsara" (Pabongka Rinpoche, 1990, p. 5). It means that all the people whether normal or disabled should be treated the same as the value of spirituality in everyone's life.

This study found that CWDs and children who are members of socially excluded families, and those who dropped out before completion of primary education are accepted in can the monastic education. Miss Ni Ni Khaing, the representative community member, shared her experience that

“These monastic schools are providing the basic educational needs especially for children from needy and excluded families including CWDs by filling the significant gap of the nation’s education system.”

(Miss Ni Ni Khaing, field interview, 2nd August, 2012)

It is too early to describe these initiatives as examples of good practice models, but it must be recognized that these organizations are among the first to initiate the process of developing an environment for inclusive education in Bangladesh. These organizations have successfully overcome the misconceptions and opposition of communities, parents, teachers and administrators related to inclusive education of children with disabilities. However, the best practice models presented in the study need to be strengthened and made more child- and disabled-friendly.

The study revealed that the alternative opportunities for education have improved for CWDs when compared to the types of schools or education system and do some assessment like the advantage and gaps. The table below provides information on the alternative opportunities for CWDs in different education systems according to the curriculum, advantage and disadvantage. Here, the curriculum is a process, not just textbooks and other learning materials. It includes intended, taught and learned curriculum.

Table.4.1: Alternative opportunities of different education systems for CWDs

Types of school or education	Curriculum	Advantage	Disadvantage
Formal school	<ul style="list-style-type: none"> • Under the Ministry of Education • Use centrally designed and rigid curriculum for all students 	<ul style="list-style-type: none"> • Improving Communication, Personal and social skills • Getting the interaction with their peers 	<ul style="list-style-type: none"> • Unable to meet the needs of a wide range of CWDs • Lose confidence and drop out
Special school	<ul style="list-style-type: none"> • Under the Ministry of Social Welfare • Use a special curriculum with accessible formats according to their disabilities and their capacity to learn. 	<ul style="list-style-type: none"> • Special accommodations such as testing regularly and differentiating according to different learning methods. 	<ul style="list-style-type: none"> • Leading to a separate parallel school system • Not involve placing a child full-time in a regular classroom
Mainstream education	<ul style="list-style-type: none"> • Under the Ministry of Education • The same curriculum as formal schools combining with special education services 	<ul style="list-style-type: none"> • Getting specialized instruction and academic remediation and assistance with homework and assignments as individuals or in groups 	<ul style="list-style-type: none"> • Not be able to keep up with the work on time • Different behavioral issues that are embarrassing to the CWDs
Monastic school	<ul style="list-style-type: none"> • Under the Ministry of Religious Affairs • Use the same curriculum of formal schools and the schooling hour is flexible 	<ul style="list-style-type: none"> • Addressing the diverse learning needs of a heterogeneous group in the classroom • Adequate support systems both 	<ul style="list-style-type: none"> • Not having enough buildings for classrooms and other learning materials • Little scope for addressing diverse learning

	according to the students' availability	within schools (support teams of peer groups, teachers and para-staff) and community	needs of CWDs
Special education program for Over-aged Children including CWDs	<ul style="list-style-type: none"> • Under the Ministry of Education • The same curriculum as formal schools combining with individualized education services 	<ul style="list-style-type: none"> • Complete the primary education within 2/3 years • Learning in an appropriate place and giving an opportunity for their parents to participate in teaching processes 	<ul style="list-style-type: none"> • Lack of resources enabling individual CWDs with special needs to receive an education

The perception of the physically disabled children want to attend in mainstream education. They prefer mainstream education that includes the special education service in regular classrooms. But some CWDs who have seriously impairment and deaf and blind children prefer the special schools. That school have special education teachers and technological aids to accept CWDs safety. Also the parents of CWDs prefer to attend the formal schools in order to provide an inclusive and appropriate education for their children.

The teachers from special schools prefer to use the practice special education methods, but now have moved to inclusion. Also, some teachers from the formal schools towards inclusive practices but they think that IE is not possible for blind and deaf students but no problems in teaching physically disabled children. Some teachers think that hearing, seeing and intellectual CWDs should go to special schools as an interim approach. IE requires all supports of special education but these supports of special setting for those CWDs cannot delivered in the regular classroom.

4.3 Knowledge Gap

By the laws and regulations that were presented including the current constitution of 2008, the government's EFA-NAP and the Myanmar Child law 1993, the general trend of responses were the majority of teachers and key respondents. This research found out that they recognized that all the above instruments promoted all inclusive education for CWDs. Exceptions to this trend were only observed in the analysis of responses to the UNCRPD and CRC. Due to the fact of these two documents though Myanmar has neither been customized to the current context nor been popularized to the masses. This indicated that there were generally lacking in the knowledge of existing laws, policies on CWDs in Myanmar. In addition, some DPOs are unwilling to share the information and existing data on PWDs because the data are not systematically collected. Also, some I/LNGOs cannot involve much in IE policy legislation and implementation process for disabled children by the lack of strong policy and the technique is still needed to improve especially IE policy in Myanmar.

Furthermore, the study found out that people at the grass-root level have little knowledge about the policy, as there is no regular involvement in it. On the other hand, for the teachers and the key respondents, they have some degree for participating in the formulation of laws, policies and in the implementation activities of IE either directly or indirectly. However, some of the responses were absolutely irrelevant by the mention of the key respondents about the EFA-NAP. Therefore, the researcher can conclude with some degree of authority that there is a general lack of knowledge on the existing legal and international human rights framework. This is probably a result of limited participation of all stakeholders in policy formulation, and a weakness on the part of government to disseminate as well as raise awareness of the existing laws.

In addition, the study discovered that the respondents of in-depth interview and focus group discussion have limited knowledge about the accessibility of education for CWDs and the array of laws and bills of rights and indicated their opinion. Moreover, the overprotection for their families and community attitudes are a problem for CWDs. Mostly in rural areas, community members are still considering PWDs as the helpless persons and they are often believed that PWDs have no capacity

to develop themselves in terms of physical, intellectual and spiritual capacities. In addition, most parents believe that the best way to treat their CWDs is to give protective towards them and keep them at home. In this way, they attempt to provide whatever the best services they can for the children on their own.

When the interviewed with school principals, one of school principals responded the question of when the implementation of Inclusive Education started and how much progress has been made, the answer was, "I am not sure when it started and how much progress it has made. This means that the school principals are not fully or directly involved in the implementation processes.

By the result of school observations, the teachers' different stages of concern were seemed as the stage of management on how best they can use available resources to make sure IE works effectively. Additionally, classroom and teacher shortages are the main reasons preventing the schools from making the available environment for CWDs because the teachers in public schools do not know sign language, they need an interpreter from the special school who is not allowed in the classroom. The school principals thought that it might disturb the other non-disabled students.

Implementation processes of IE for CWDs are sometimes constrained by lack of awareness in communities on disability issue, which can be rectified through greater advocacy and communications. It is necessary to ensure improved coordination among organisations involved with IE activities. One of the parents of CWDs shared her experience that

"My youngest daughter is a disabled child, polio. She has attended this school with other non-disabled students. Before, she was not active, so depending to the parents. When she started attending school, she became brave and listens, and obeys what her elders say."

Most of the teachers had very little experienced on IE, which they received during their subject-based continuous professional development in-service training course. The training had a very limited focus on the disability issue. Not focusing on disability issue in teacher training could construct a barrier for inclusion. Without

training and support, inclusive educational practices are likely to be difficult to implement.

The Township Education Office (TEO) is the logical place to coordinate and facilitate access within townships. At present, TEO personnel are understaffed and lack training in management and facilitation skills. Although some CWDs and other vulnerable children are enrolled in formal schools, IE still needs much preparation in infrastructure, social development, and training of specialised teachers.

The attitudes of communities as well as the attitudes of many teachers have not changed, many still believe that CWDs belong to special schools. Also, there are very few special schools to help the formal schools' teachers and these special schools are nearby and around the city.

The researcher made the observation four formal schools within five days. By the results of schools observation, some CWDs are untouched aspects of inclusive practice in secondary schools who moved from special schools. One of the parents of these CWDs reported that some CWDs whose impairment was not immediately noticeable. These students were classified as "hidden disabilities". The teachers are not be able to immediately recognise these students within his/ her class. So teachers could not provide any special attention to them. Some teachers shared their challenges that we have a unique opportunity to help all children reach their full potential, but we must first be aware of these hidden CWDs. They need to be acknowledged and appropriately addressed. But we have limited knowledge on appropriate teaching methods regarding these students. For example, hearing disabled students from the formal schools, they don't get the disability aid supports and sign language interpreters. They only do copying the lecture notes from their friends. The number of CWDs in these four schools is as follows;

Table 4.1: The number schools and CWDs which the researcher made school observation

No.	Name of schools	No. of physically disabled children	No. of hearing disabled children	No. of seeing disabled children	No. of intellectual disabled children
1	No.34, B.E.P.P.S, Hlaingtharyar	5	-	-	-
2	No.6, B.E.M.S, Hlaingtharyar	4	2	-	-
3	No.3, B.E.H.S, Dagon	2	7	-	-
4	No.14, B.E.P.P.S, Hlaing	4	-	3	-

However, the researcher noticed the good practice of inclusive schooling at one school. In that school, the hearing disabled children who moved from the special school can get the sign language interpreting support from the teachers and volunteers. Because the teachers from that school are trained how to communicate with deaf people by the help of Mary Chapman special school, DSW and MOE.

4.4 Discussion of A Proposed Education Models for CWDs

IE implies that education is about learning to live and learn together with each other. Formal schools with inclusive orientation are the most effective means of providing materials aids and appliances to facilitate teaching and learning for CWDs. In order of analyzing priority to increase enrollment and completion rate of CWDs in basic education level, the Government should construct special schools/resource centers/rooms for CWDs and provide instructional materials like hearing aids, spectacles, elevated shoes, crutches, wheelchairs etc.,. Moreover, the government

should train more skillful teachers, and give them some special motivation. It will be more positive as regard to authority inclusive education in the near future since the government has practiced its openness policy and more transparent with people.

From the result of interviewing with the representative from DSW, there is a dynamic engagement with policy reform to fill the gap in legal and policy development. There is the first and foremost discussion government involved in the disabled conference in Naypyidaw in August 2012. They discussed more about resetting criteria for definition of PWDs as four criteria to define the PWDs with out of nine criteria of international norms. DSW is taking responsibility to make sure of the learning opportunities for those who need special care and attention. This is a first step of IE policy implementation for CWDs.

The research discovered many challenges and obstacles of CWDs to access education in formal schools. Based on data collected by interviews taken with CWDs and their family members, children with mild physical disability accessed to formal primary education where it is significant for the people with intellectual/mental/vision/hearing disabilities have a little or no access at all to the formal education. Special schools are available in Major City both private & public where the majority of the population resides in rural areas, on the other side availability of special schools cannot accommodate all the PWDs who required the services. A single mode of delivery of basic education is not adequate.

During this study, the researcher interviewed with the respondent, Mr. Thein Aung from the Education Sector of Save the Children. He prefers the integrated education model as the formal institution based, home based and community based settings. He pointed out that this model seems to be a bit of improvement on formal and non-formal education included in community based rehabilitation (CBR) programs by offering the ways for parents and community volunteers to get children learning outside of school hours, especially for children with intellectual/mental/hearing disability where they become literate. One solution could solve all the problems, while mildly disabled children could go to formal schools, there also a need for special schools to accommodate all types of CWDs. (Mr. Thein Aung, field interview, 18th August, 2012)

Moreover, he suggested that the special education should design to meet the unique needs of children which result from having a disability, so that they may learn the information and skills that other children are learning. But there have a lot of

challenges to deal with CWDs because there is a lack of information channels and media portals in most rural areas. Currently, only a few institutions are available for CWDs, and cannot provide trainings of skills and knowledge sharing for CWDs to meet the needs of their capacities by means of educational integrating. He also shared that most parents of CWDs have a lot of difficulties to access information, services and home-based intervention programs, which contributes towards a lack of awareness about how to assist and deal with disability-related challenges in their families and in society as a result of the Partnerships for Education Research of Save the Children. Also, he criticized that the attitude in community and a sense of belonging and connectedness in schools are very important for promoting the educational status of CWDs.

Again, Dr. Mike Griffiths, the research consultant from TLMI, indicated that the formal education is hypothetically known to be more efficient for all CWDs that accommodated as an inclusive education. Whether the remaining in the integrated education model alongside with formal education. Moreover, parents' support of education is achieved through developing good relationships between parents and teachers by providing information and promoting the supportive networks. (Dr. Mike Griffiths, field interview, 4th August, 2012)

For the special education model, a vast majority of the population of CWDs still live in rural areas. This is an important point for educational planners and decision makers to remember as those areas which are off the beaten track. Special schools are still centers of learning and they still remain essential partners in literacy activities for CWDs. However, the eight special schools provide services for just 500 children per year, a small fraction for all CWDs who need educational opportunities in Myanmar. However, the most common form of educational provision for CWDs in the East Asia and the Pacific region has been in the special schools. These are mostly located in urban areas and have limited capacity. Many are run by NGOs, with or without government financial support.

Some educators think that IE is an appropriate way to be educated for all CWDs that was not putting them in special schools. They strongly advocate that special schools are segregated, but these schools can provide the interim education

practice for some types of disabilities. In some formal schools, most CWDs cannot get the special materials and equipment such as Braille, cubes for arithmetic cubartithm board games, thermo form machine, binding and spiral, machine, and mobility cane for their effective schooling. These materials can be only found in some special schools for CWDs. nevertheless there are probably eight special schools. Also, the alternative curriculum is carefully crafted to meet the needs of each student and his/her learning disabilities. These special school programs change based on the progress of CWDs.

Again, the small class sizes allow to recognize and adapt to CWDs for teachers. During the school observation, some students and teachers reported experiencing problems in managing large class sizes. This reflects a level of uncertainty about their practice. Moreover, the special teachers can make more supportive learning than the formal, stifling and perhaps intimidating environment. Moreover, special schools often provide all students with extra help before and/or after school for example a volunteer interpreter supports, referral services of appropriate vocational training, career finding, etc.,

However, CWDs who live in residential special schools can encounter a wide range of care staff, volunteers and teachers. This brings advantages for CWDs in their learning processes but presents face some difficulties because special schools are located a long distance from their families. That addresses on safeguarding of the welfare system of CWDs.

Going observation to formal schools show that most of the teachers used teacher-centric methods, for example, the use of lectures, blackboards, reading aloud, and teacher directed questioning. From the result of focus group discussion, one parents of intellectual disabled (ID) child shared his feelings that his son is ID child so he can only attend special school. No formal school which running IE programme accept these ID children. He suggested that there should be resource teachers in those schools for hearing, seeing and intellectually disabled children.

For the individualized education model, it is a valuable of an intervention as protection and empowerment to CWDs and their families in society. In order to

increase enrollment and completion rate for CWDs in both formal and special schools, the concept of inclusive education means welcoming all children without discrimination. However, the CWDs who participate in Individualized education programs need to take alternate assessments. That can be measured the child's progress toward reaching his/her learning progresses. That model specifies the amount of time a child who participates in formal education programs and explains the rationale for that services focus on instruction and support services. Mr. Than Toe Aung, the service provider from Smile World (DPO) conveyed that these services need to help the child flexible with the school environment. School accommodations for students with disabilities or special needs refer to strategies that will help the student become successful in their community. For instance, educational rehabilitation of disabled children, such as blind, deaf and intellectually disabled children, primary level education is given by the individualized educational model as special programs for over-aged children. And then they need to support for continuing their secondary level education under the IE plan in formal schools.

In that individualized education program, the students with disabilities' anticipated a description of the services needed for the disabled children reach their educational goals. It depends on the CWDs' learning skills and performance levels that are important for them to learn to progress to the next level. Indeed, it is a focus on creating environments responsive to the differing developmental capacities, needs, and potentials of CWDs that tries to fit them into normal settings. It is a supplemental support for their disabilities on special needs and promoting the CWDs' overall development in an optimal setting. Mr Kyaw Kyaw from Deaf Resource Center expressed that if the individualized education system accommodate for CWDs as an inclusive education, the remaining in the individualized education system seems to be a bit of improvement on formal and non-formal education included in CBR programs. From his center experience, many (not most) CWDs face a lot of problems in accessing school and receiving formal education. It is also envisaged that beneficiaries would be recognized with their special needs as well as including them in society on an equal footing, giving them equal life opportunities individually. (Mr. Than Toe Aung, group interview, 14th August, 2012)

However, the networking and cooperation between stakeholders including I/LNGOs, GOs and DPOs in Myanmar is still weak. Additionally, the government does not offer any guidance or encouragement for the growth of networking space for stakeholders to collectively support disability issue. It is also vital that CWDs are able to access information, education and services just like any other children. From the group discussion, the researcher recognized that social and emotional impact on learning for students with disabilities give self awareness and developing the ability by promoting care and handling situational challenges effectively. There needs to be increased development of communication methods such as sign language-supported media and television programs. It must be remembered the great influence media has on people in society. It can advertise, promote public awareness and provide methods to share essential information and different perspectives, making it an ideal inclusion tool.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This chapter summarizes the key findings of the fieldwork on how inclusive education policy meets the challenges of better education opportunities for PWDs in Myanmar and what factors are undermining the educational development opportunity for PWDs in primary and lower secondary school level. Also, this chapter sums up the research findings from the field work by assessing the hypothesis and objectives of the research which determine whether the IE policy has been well implemented. This includes a determination of the several issues that hinder the educational opportunities for PWDs and their level of participation in policy formulation.

The researcher stressing on the problem of IE policy formulation and implementation as the major root cause for poor achievement in education for PWDs is fairly supported by the research findings. There has a lot of limitations during this research that very few school principals and teachers answered the interview and some CWDs and their parents were not having the experience to answer the interview accurately. However, the researcher discovered that there are more critical issues than the IE policy that affects on the educational success of the disabled children in Myanmar. The challenges of accessing IE services, lack of sufficient teachers, lack of commitment, lack of hope by means of education, poverty, human rights violations, poor implementation of education policy, and lack of relevant curriculums that influence over the education development of CWDs.

Based on the research findings, generally, the concept of IE and its policy framework and implementation has so far shown little progress for all CWDs. However, CWDs have benefited in some ways from the better educational development in formal schools. There are some signs of improvement in attitudes towards inclusion among the community. As a result, the disability related policies in

Myanmar are not assessing all the educational opportunities for CWDs. The Government's educational supports for CWDs are not adequately the rights based approach. It means that the enrollment rates of CWDs are disproportionately low and the school environment is not always a safe one for them. The effective rights based educational approach to CWDs is to enable them to accessibility and acceptability fully in their learning community. (Human Rights Commission, 2009, p. 9-10)

However, in Myanmar, the policies and practice of IE, there has the biggest disconnect that was in what the law requires and what resources are available at the mainstream schools to meet the requirements of CWDs. It is important to note that all of the elements needed for a successful best practices were present, although not in sufficient depth and quality to assure success. This study gives a vivid picture of how to implement IE for CWDs are progressing the encountered problems.

In addition, this study has highlighted the challenges of the PWDs to reach the goal of EFA through IE policy in Myanmar. Regarding school related environmental issue, socio-cultural and poverty issue, there is very important in term of dignity, equality and disability rights because it provides a chance for PWDs to have something in the education system which can relocate their interest in learning with respect to the individualized characteristics and needs.

Another challenge is the budget limitation of the government on education that hindered the implementation of the IE policy. This study found that the government's budget allocation for education of CWDs is less than health and rehabilitation services. Therefore, educational integrating need to provide for CWDs to achieve their social and educational development.

For some disabled children would be extremely difficult to create an inclusive educational environment depend on their disability. If we try forced to include them in a normal setting, it would neither benefit that child nor other students and teachers. This does not mean the CWDs should be segregated in special schools and isolated from all life in that environment. The data from this research reveals that CWDs can benefit better academic skills in IE. Therefore, the researcher strongly argues that

there should be an appropriate environment for CWDs that it would not be benefit to anyone if including it in the same setting equally other nondisabled people in both education and social sectors.

In addition, the current teaching and learning process does not address the individual learning needs and the curriculum lacks the required flexibility to cater to the needs of CWDs. There is little scope for children's participation in creative thinking and teachers are lacking training and experience in teaching and handling CWDs. Moreover, the high cost of disability related materials was another deterring factor of CWDs to access inclusive education services.

In EFA-NAP plan, there is a need to initiate inclusive orientation to change the teachers' attitude, and teaching method from teacher-centric approaches to student-centric approaches. Teachers also need to be supplied with adequate teaching aids to access up-to-date disability related learning materials in the class. It is also recommended modifying the teaching and learning environments including physical infrastructure for CWDs as much as possible for example, schools' seating arrangements with movable furniture. Also MOE cannot carry out comprehensive surveys within their catchment areas to identify potential of CWDs.

However, the value of inclusive education to learners comes from mixing and sharing with other children (Savic, 2007). The teachers need to encourage this to happen. On the other hand, it is high time to ensure the educational provisions for CWDs according to the options mentioned in the Disability Welfare Act 2001, such as creating an opportunity for free education for CWDs under 18 years of age, providing them with educational materials free of cost, and ensuring IE.

Despite of this, some of the teachers were willing to accept and educate CWDs in formal schools, but they don't know how to do implement this safety for them. This uncertainty appears mainly due to the absence of proper support, resources and awareness. Moreover, some of the formal schools with inclusive orientation are not combating discriminating attitudes, creating welcoming communities, building an inclusive society and achieving inclusive education for CWDs. The existing fourth draft law is being reviewed in preparation more disability-related services for PWDs

and it will legally approve by the Parliament in 2013. In the near the future will create better educational opportunities for CWDs.

5.2 Recommendation

From the policy analyzing, individual interview and focus group discussion the following are the recommendations that are proposed by the researcher to inform all stakeholders who work in the IE, regardless of formal and special education. At the same time, this research is hoped that the information on disability related issues will be of interest and use to I/LNGOs, DPOs, and other institutions to develop the disability and education programs and community development programs.

The following recommendations are based on the research objectives to fulfill the educational needs of disadvantaged children. This shift in policy would require additional training and governmental support for development. Local government can be drawn on initially. There is a need for the government to evolve a clear framework on IE and special needs in order to achieve meaningful results.

In policy legislation, the government should put in place for all CWDs as the beneficiary of compulsory education. Also, there should also be to ensure continuous provision of disability friendly learning materials and the school accommodation. Moreover, the government should train more skillful teachers of special needs education, and give them some special motivation about community mobilization. Lastly, the government should do more financial support to equip the learning needs of CWDs.

For the implementation level, it can be seen the child center approach that can fill the gap to the failure of the formal education in linkage between teachers and CWDs. That approach can be applied in many extents such as the curriculum reform, the active way of teaching style and importantly a space to apply what they want to learn from their real life practices. For the national level, along with the debates, discussion, and the government's should reform the whole education system. Apart

from this, the government should create a policy and space where the cooperation of IE pilot projects to cooperate with I/LNGOs, DPOs and the government. At the same time, the government should begin the appropriate interim education model for children with seeing, hearing and intellectual disabilities.

Again, the accurate data is the importance requirement to promote the accessibility of the wider understanding about the current situation and do analysis on the impacts of the current education policy toward the development of PWDs. The current data on disability only depend on the First Myanmar National Disability Survey so the researcher would recommend that further survey or research be done in order to be able to suggest the possible reform in education in the future.

For the school buildings of formal schools, inclusive orientation would offer special education classes. Schools should have specially trained teachers about disability treatment officially allowing them to give supports in teaching to promote the student's competency and learning ability in education. All classes containing CWDs should have a reasonable ratio of teachers and students and teachers should be especially trained in disability awareness, especially those teachers who taught children with seeing, hearing and intellectual disabilities. There needs to be usable space for the varied needs of instruction in the schools, the age of entry and leaving from the special classes should be flexible, and the schools should be equipped with appropriate teaching materials. Also, the curriculum and teacher education reform should be undertaken to equip mainstream teachers with appropriate knowledge and skills. To overcome such circumstances, the disability resource centers need to be established.

Moreover, the involvement of parents, teachers and caregivers is very essential. Earlier studies showed that for desirable partnership to prevail between teachers, parents and caregivers, a mutual sharing of knowledge, skills, experiences and decision-making is required (Semakula, 1999). For the long-term and short-term developments of the educational programs, the CWDs' interest and abilities and the positive parental attitude to schooling can provide a sound foundation for improving

children's learning. Therefore, continual awareness-raising should be not only for parents or caregivers but also other community members.

REFERENCES

- Ainscow, M, Farrell, P., & Tweddle, D. 2000, *Developing policies for inclusive education: A study of the role of local education authorities*. International Journal of Inclusive Education, Volume 4, Number 3, (1st July, 2000): p. 211-229.
- Antia, S.D., Stinson, M.S. & Gaustad, M.G., 2002, *Developing membership in the education of deaf and hard-of-hearing students in inclusive settings*, Journal of Deaf Studies and Deaf Education, Volume 7, Number 3, (July, 2002): p. 214-229.
- Barton, L., 1999, *Market ideologies: Education and the challenge for inclusion*. in H. Daniels, & P. Garner (Eds.), *Inclusive education: Supporting inclusion in education system*, p. 54-62, London: Kogan.
- Beacham, N. & Rouse, M. 2012, *Student teachers' attitudes and beliefs about inclusion and inclusive practice*: Journal of Research in Special Educational Needs, Volume 12, Number 1, (October 2012): p. 3-11.
- Bergsma. S. 2000, *The regular classroom as battleground for inclusive special needs education: An assessment of options of special needs education in the Commonwealth Caribbean*, (UNESCO, 2000): p. 1-37.
- Beth Christian, 2007, *Mainstreaming Students in the Classroom: Terra Qualls Multicultural Education*, [Online] Available from <http://www.docstoc.com/docs/148818484/Mainstreaming-Students-in-the-Classroom> (Accessed May 27, 2012).
- Booth T, Ainscow M, et al., 2000, *Index for inclusion: Developing learning and participation in schools*, [Online] Available from <http://www.amazon.co.uk/books/dp/1872001688> (Accessed May 27, 2012).
- British Psychological Society, 2002, *Inclusive education: Position paper UK: BPS* [Online] Available from [www. bps.org.uk](http://www.bps.org.uk) (Accessed May 2, 2012).

- Central Statistical Organization, 2006, *Statistical Year Book, Myanmar* [Online] Available from <http://www.unescap.org/stat/cst/2/CST2-INF18.pdf> (Accessed May 27, 2012).
- Central Statistical Organization, 2009, *Myanmar Data CD-ROM*, [Online] Available from <http://myanmar-data-on-cd-rom-2009.software.informer.com/> (Accessed May 17, 2012).
- Coalition On School Inclusion, 1994, *Inclusive Education: A Series of Issue Papers*, Maryland, Springfield, p. 9, [Online] Available from <https://www.reg.chula.ac.th/cu/reg/eng/logon/logonframe.html> (Accessed February 23, 2012).
- Corbett, J., 1999, *Inclusivity and School Culture: The Case of Special Education*. In: Prosser, J. (1999) (Ed.) *School Culture*. London: Paul Chapman Publishing Ltd.
- Department of Basic Education No.1, 2005, *That All Flowers May Bloom*, Ministry of Education, Myanmar.
- Department of Education, Directorate: Inclusive Education, 2005, *Full-Service School: Conceptual and Operational Guidelines for the Implementation of Inclusive Education*, African, p. 11.
- Department of Social Welfare: Ministry of Social Welfare, Relief and Resettlement, Myanmar, 2006, *State and Division Social Welfare Officers' Quarterly Reports*.
- Department of Social Welfare: Ministry of Social Welfare, Relief and Resettlement, Myanmar and The Leprosy Mission International, 2008-09, *National Disability Survey, Union of Myanmar*.
- Dickson, E. 2011, *A Communitarian Theory of the Education Rights of Students with Disabilities: Educational Philosophy and Theory*, no-no.
- Dybwad, G, 1980, *Avoiding the Misconceptions of Mainstreaming, the least restrictive environment, and normalization*. *Exceptional Children*, p. 85-90.

- Eleweke, C. J., & Rodda, M., 2002, *The challenge of enhancing inclusive education in developing countries*. International Journal of Inclusive Education, volume 6, section 2, p. 113-126.
- Enabling Education Network (EENET), 2000, *Enabling Inclusive Education: Challenges And Dilemmas*, [Online] Available from http://www.eenet.org.uk/resources/docs/bonn_2.php (Accessed May 2, 2012).
- ESCAP, 2009, *Accessibility and challenges faced by persons with disabilities in Myanmar: Mission Report*.
- European Agency, 2004, *Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs*, p. 67.
- Fulcher, G., 1989, *A comparative approach to education policy and disability*, London: Falmer Press
- Harris, B. J. G. 1998, *Educators' perceptions of the usefulness of the individualized education planning committee (IEPC) progress in special education in Michigan Public Schools*: USA: University of Michigan.
- Hellen Najjingo, 2004, *Challenges of Accessing All-Inclusive Education Services by Children With Disabilities*, Master Thesis, p. 1-15.
- Illinois Legal Aid, 2006, *The Guidebook of Laws and Programs for People with Disabilities*, Chapter 5, [Online] Available from http://www.illinoislegalaid.org/index.cfm?fuseaction=home.dsp_content&contentID=784 (Accessed May 26, 2012).
- Inter-Agency Commission, 1990, Final Report: *World Conference on Education for All: Meeting Basic Learning Needs*: Inter-Agency Commission: WCEFA (UNDP, UNESCO, UNICEF, World Bank), Jomtien, Thailand. UNICEF House, New York.
- Japan International Cooperation Agency (JICA), 2002, *Country Profile on Disability: Union of Myanmar*, [Online] Available from <http://siteresources>.

worldbank.org/DISABILITY/Resources/Regions/East-Asia-Pacific/JICA_Myanmar.pdf (Accessed February 14, 2012).

Japan International Cooperation Agency (JICA), 2002, *Country Profile on Disabilities, Union of Myanmar*, [Online] Available from http://siteresources.worldbank.org/DISABILITY/Resources/Regions/East-Asia-Pacific/JICA_Myanmar.pdf (Accessed May 16, 2012).

Khin Maung Kyi, Findlay, R., Sundrum, R. M., Mya Maung, Myo Nyunt and Zaw Oo, 2000, *Economic Development of Burma: A Vision and a Strategy, a study by Burmese Economic*, Olof Palme International Centre, Sweden.

Leonard Cheshire Disability, 2008, *The UN Convention on the Rights of Persons with Disabilities*, London.

Lindsay, G., 2007, *Educational psychology and the effectiveness of inclusive education/ mainstreaming*: British Journal of Educational Psychology, volume 77, (September, 2007), p. 1-24.

Lipsky, D. K., & Gartner, A., 1999, *Inclusive education: A requirement of a democratic society*, in H. Daniels, & P. Garner (Eds.), *Supporting inclusion in education systems: Inclusive education*, p. 12 -23.

Manset, G., & Semmel, M. I., 1997, *A comparative review of model programs: Are inclusive programs for students with mild disabilities effective?*, Journal of Special Education, volume 31, (July, 1997) p. 155-180.

Messina, J. J., & Messina, C. M., 2007, *Accommodations for students with communications and learning disorders*, Coping.org, [Online] Available from <http://www.coping.org/specialed/accomform.htm> (Accessed April 2, 2012).

Michigan Disability Rights Coalition (MDRC), 2009, *Medical Model of Disability*, [Online] Available from <http://www.copower.org/models-of-disability/181-medical-model-of-disability.html> (Accessed April 21, 2012).

Ministry of Education, 1995, *The Organisation, Governance, and Funding of Schools*, Pretoria.

- Ministry of Education, 1998, *Norms and Standards for Educators*, Technical Committee on the Revision of Norms and Standards for Educators, Union of Myanmar.
- Ministry of Education, 2012, *Education for All: Access to and Quality of Education in Myanmar*, [Online] Available from [http://unic.un.org/imucms/userfiles/yangon/file/Education%20for%20All%20in%20Myanmar%20\(Final%202012%20FEB%202\).pdf](http://unic.un.org/imucms/userfiles/yangon/file/Education%20for%20All%20in%20Myanmar%20(Final%202012%20FEB%202).pdf) (Accessed May 17, 2012).
- Mont, Daniel, 2005, *Research is Key to Moving Disability Up the Economic Development Agenda in Development Outreach of The World Bank*, [Online] Available from www.worldbank.org/devoutreach/july05/article.asp?i=312 (Accessed May 17, 2012).
- Month, Daniel, 2004, *Disability Employment Policy: A Social protection serial Discussion paper Series*, World Bank, [Online] Available from <http://www.worldbank.org/sp> (Accessed February 13, 2012).
- Myanmar Education Research Bureau, 1992, *Education Sector Study Phase 1, Final Report*, Ministry of Education / UNDP / UNESCO (MYA/90/004) Project, Yangon.
- National Legislative Bodies, The State Law and Order Restoration Council, 1993, *The Child Law, Myanmar*, [Online] Available from <http://www.refworld.org/docid/3efb0e5b7.html> (Accessed February 23, 2012).
- Office of the Superintendent, Government Printing and Stationery, 1953, *Education in Burma, before the independence and after independence*, Burma, p. 3.
- Oo, Kyi Kyi, 1999, *Country Report for the Specially Offered Training Course in Technical Aid for the Visually Disabled Person (Asia and Oceania)*, JICA Perspective, New York: United Nations.
- Perry, B. & Conroy, J. 1994. *Early Childhood and Primary Mathematics: A participative text for Teachers*, Harcourt Brace, p. 108.

- Peter Leuprecht, 2001, *Report on the Situation of Human Rights in Cambodia*, UNESCO, p. 18, [Online] Available from <http://www.docstoc.com/docs/12822099/NEW-CAMBODIA-REPORTINTRODUCTION> (Accessed February 23, 2012).
- Peters, S., 2004, *Addressing the Rights of Individuals with Disabilities in Relation to 'Education for All': Where do we stand? What do we know? What can we do?*, p. 20.
- Sadiman, A. S. 2004, *Challenges in Education in Southeast Asia: Paper resented at the International Seminar on Towards Cross Border Cooperation between South and Southeast Asia: The Importance of India's North East Playing Bridge and Buffer Role*, [Online] Available from <http://www.seameo.org/vlllibrary/DLWe1come/Publications/paper/india04.htm> (Accessed May 2, 2012).
- Salai Vanni Bawi, 2012, *Understanding the Challenges of Disability In Myanmar*, [Online] Available from http://www.burmalibrary.org/docs13/Understanding_the_Challenges_of_Disability_in_Myanmar-red.pdf, (Accessed November 27, 2012).
- SEAMEO, 2006, *SEAMEO Statistics: Budget for Education*, [Online] Available from http://www.seameo.org/images/stories/SEAMEO_General/SEAMEO_Statistics/Education_Histogram/ED_Histogram.htm (Accessed April 21, 2012).
- Sen & Wolfensohn, 2004, *Disabled People*, [Online] Available from <http://www.ghwatch.org/sites/www.ghwatch.org/files/C2.pdf> (Accessed February 23, 2012).
- Sen, Amartya and James Wolfensohn, 2004, *Helping disabled people out of the shadows*, [online] Available from http://www.digitalnpq.org/global_services/global%20viewpoint/11-30-04sen.html (Accessed May 2, 2012).
- Sermsap Vorapanya, 2008, *A Model for Inclusive Schools in Thailand: Inclusion in Southeast Asia*, [online] Available from <http://scholarsbank.uoregon.edu/>

jspui/bitstream/1794/9487/1/Vorapanya_Sermsap_PhD_Fall08.pdf (Accessed May 12, 2012).

Takamine Yutaka, 2003, *Disability Issues in East Asia: Review and Ways Forward*, [Online] Available from <http://hpod.pmhclients.com/pdf/DisabilityIssuesTakamine.pdf> (Accessed May 13, 2012).

Takamine, Yutaka, 2006, *History of the Global Disability Movement*, UNESCAP, [Online] Available from <http://www.unescap.org/esid/psis/publications/index.asp#2> (Accessed May 19, 2012).

The World Bank, 2006, *Brochure of Disability and Development team of World Bank, Washington, DC*, [Online] Available from www.google.co.uk/search?sourceid=navclient&ie=UTF&rlz=1T4GGLL_enCH364CH365&q=Brochure+of+Disability+and+development+team+of+World+Bank (Accessed March 26, 2012).

Thein Lwin, 2000, *Education in Burma (1945-2000)*, [Online] Available from <http://www.thinkingclassroom.org/Education%20Papers/1.%20Education%20in%20Burma%20%281945-2000%29,%202000.pdf> (Accessed May 6, 2012).

Thein, M. M., 2000, *Country Profile Study on Persons with Disabilities: Union of Myanmar*, [Online] Available from http://siteresources.worldbank.org/DISABILITY/Resources/Regions/East-Asia-Pacific/JICA_Myanmar.pdf (Accessed May 6, 2012).

Thomas, G & Feiler, A., 1988, *Planning for Special needs*. Great Britain: Basil Blackwell, [Online] Available from [http://research-information.bris.ac.uk/explore/en/publications/planning-for-special-needs-a-whole-school-approach\(e3b61a9a-4c96-4e3c-a587-7aa03ae36186\)/export.html](http://research-information.bris.ac.uk/explore/en/publications/planning-for-special-needs-a-whole-school-approach(e3b61a9a-4c96-4e3c-a587-7aa03ae36186)/export.html) (Accessed March 26, 2012).

Tilastokeskus, 2009, *Students in upper secondary general education*, [Online] Available from http://tilastokeskus.fi/til/lop/2009/lop_2009_2010-06-11_tie_001_en.html (Accessed May 19, 2012).

- Tin Yi Mar, 1998, *Country Report for the Group Training Course in Technical Aid for the Visually Disabled Persons*, JICA, [Online] Available from <http://www.itu.int/ITU-D/sis/newslog/CategoryView,category,Assistive%2BTechnology%2Bfor%2BDisabled.aspx> (Accessed May 14, 2012).
- UN Enable, 2008, *Factsheet on persons with disabilities*, [Online] Available from <http://www.un.org/disabilities/default.asp?navid=33&pid=18> (Accessed May 14, 2012).
- UNDP, 2009-2010, *Integrated Household Living Conditions Survey in Myanmar (IHLCA), Education*, [Online] Available from http://www.mm.undp.org/ihlca/01_Poverty_Profile/index.html (Accessed May 27, 2012).
- UNESCAP, 2006, *Annual Report on Government Measures for Persons With Disabilities*, [Online] Available from http://www8.cao.go.jp/shougai/whitepaper/19html/h17-1_report.html (Accessed February 23, 2012).
- UNESCO, 2000, *The Dakar Framework for Action, Education for All: Meeting our Collective Commitments: Adopted by the World Education Forum, Dakar, Senegal*, [Online] Available from <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf> (Accessed February 23, 2012).
- UNESCO, 2000, *World Education Forum: Final Report*, [Online] Available from <http://unesdoc.unesco.org/images/0012/001211/121117e.pdf> (Accessed April 14, 2012).
- UNESCO, 2003, *A Challenge Conceptual Paper on Education*, [Online] Available from <http://unesdoc.unesco.org/images/0013/001347/134785e.pdf> (Accessed April 1, 2012).
- UNESCO, 2004, *CBR - A Strategy for Rehabilitation, Equalization of Opportunities, Poverty Reduction and Social Inclusion of People with Disabilities*, [Online] Available from http://www.ilo.org/public/english/region/asro/bangkok/ability/download/otherpubl_cbr.pdf (Accessed April 21, 2012).

- UNESCO, 2005, *Guidelines for Inclusion: Ensuring Access to Education for All*, [Online] Available from <http://unesdoc.unesco.org/images/0014/001402/140224e.pdf> (Accessed February 23, 2012).
- UNESCO, 2008, *Policy Guideline on Inclusion in Education: An Overview of Approaches and Indicators for Measuring and Enhancing Quality Learning in EFA*, [Online] Available from <http://www.scribd.com/doc/37626440/UNESCO-Education-Inclusion-Policy-Guidelines> (Accessed April 23, 2012).
- UNESCO, 2009, *Policy Guidelines on Inclusion in Education*, [Online] Available from <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf> (Accessed April 14, 2012).
- UNHR, 2009, *Combating Discrimination against Persons with Disabilities*, [Online] Available from <http://www.ohchr.org/EN/ABOUTUS/Pages/DiscriminationAgainstPersonsWithDisabilities.aspx> (Accessed February 23, 2012).
- UNICEF, 1998, *Vietnam Child Disability Survey*, [Online] Available from http://www.unicef.org/evaldatabase/index_14383.html (Accessed April 23, 2012).
- Union of Myanmar, 2008, *Myanmar Education Development Strategy Focusing on Inclusive Education*, Country report, [Online] Available from http://www.ibe.unesco.org/National_Reports/ICE_2008/myanmar_NR08.pdf (Accessed April 1, 2012).
- Union of Myanmar, 2009, *Myanmar Country Report for the 7th ASEAN & Japan High level Officials Meeting on Caring Societies*, [Online] Available from http://www.jicwels.or.jp/about_jicwels/ASEAN&JapanHighLevelOfficialsMeeting/7th_2009_pdf/Myanmar_Country_Report.pdf (Accessed May 12, 2012).
- United Nation, 2006, *Convention on the Rights of Persons with Disabilities*, [Online] Available from <http://www.un.org/disabilities/convention/facts.shtml> (Accessed April 2, 2012).

- USAID, 2005, *Assessment of Educational Needs of Disabled Children in Bangladesh*, [Online] Available from http://www.beps.net/publications/bangladesh_disabled_children_report040605.pdf (Accessed April 21, 2012).
- Win, Nyant Nyant, 2000, *Myanmar Country Report for the Group Training Course in Leaders of Persons with Disability*, JICA, Myanmar.
- Wolfberg P.J. and Schuler A.L., 1999, *Fostering peer interaction, imaginative play and spontaneous language in children with autism: Child Language Teaching and Therapy*, p. 41-52.
- World Health Organization, 1980, *International Classification of Impairments, Disabilities, and Handicaps: A manual of classification relating to the consequences of disease*, [Online] Available from <http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=6442455478> (Accessed April 21, 2012).
- World Health Organization, 2002, *Towards a Common Language for Functioning, Disability and Health*, [Online] Available from http://assets.sportanddev.org/downloads/theoretical_approaches_to_disability.pdf (Accessed April 21, 2012).

APPENDICES

APPENDIX A

Key international initiatives supporting inclusive education for children with disabilities

Date	Title	Key statements
1948	UN Declaration on Human Rights	<p>Article 26: Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.</p>
1989	UN Convention on Rights of Child	<p>Article 28 (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right.</p> <p>Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest.</p>
1990	World Declaration on Education For All (Jomtien)	<p>Article 3: Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.</p> <p>For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.</p>
1993	UN Standard Rules on Equalization of Opportunities for	<p>Rule 6: States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with</p>

	Persons With Disabilities	disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.
1994	Salamanca Statement and Framework for Action on Special Needs Education	Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.
2000	Millennium Development Goals (Set for achievement by 2015)	Goal 2: Achieve universal primary education. Ensure that all boys and girls complete a full course of primary schooling.
2000	World Education Forum for Action, Dakar (Restated the urgency to reach marginalized groups)	(Restated the commitment of the Salamanca Statement) and: All children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be.
2001	EFA Flagship on Right to Education for Persons with Disabilities	The goal of Dakar will only be achieved when all nations recognize that the universal right to education extends to individuals with disabilities, and when all nations act upon their obligation to establish or reform public education systems that

		are accessible to, and meet the needs of, individuals with disabilities.
2007	UN Convention on the Rights of Persons with Disabilities	<p>Article 24: Education</p> <p>States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:</p> <ul style="list-style-type: none"> ✓ The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; ✓ The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; ✓ Enabling persons with disabilities to participate effectively in a free society.

APPENDIX B

UN Convention on the Rights of Persons with Disabilities

Article 24, Right to Education:

1. “States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
 - b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
 - c) Reasonable accommodation of the individual’s requirements is provided;
 - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

- e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
- a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c) Ensuring that the education of persons, and in particular children, who are blind or deaf, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

APPENDIX C

OBSERVATION GUIDE

For purposes of observations in selected schools /Home environment

This observation guide schedule sets the observatory topics that will be used in the study of non- verbal behavior in the field.

1. SCHOOL RELATED FACTORS

- Relations between children with disabilities and other children (in and out of school)
- Relations between children with disabilities and the teachers (in and out of school)
- Children with disabilities interact with other children with disabilities
- Class structures (number of children, sitting arrangement number of teachers)
- Water and sanitation facilities (toilets, bathrooms and washroom facilities)
- Safety measures
- Physical structures (walkways, staircases, toilets, corridors, and classroom furniture)
- Special Needs Teachers
- Information accessibility (books, sign posts)
- Curriculum (specify the content, mode of delivery)
- How the training is carried out (inclusion, exclusion, annexes)
- Instructional /learning aids and materials (hearing aids, Braille)
- Teacher and student ratio

2. Enrollment

- Total enrollment
- Gender analysis (boys/girls, children with disabilities enrolled)

3. Socio-Cultural Factors

- * The relationship between the child and the parent
- * The relationship between the child and his/her siblings
- * The attitude of the community members towards the child

APPENDIX D

A semi structure interview guide for key informants interview and focus group discussion:

1. How would you describe the situation of PWDs education opportunities in Myanmar?
2. What is the government of Myanmar doing to better off the educational opportunities for PWDs?
3. In your opinion how far the Inclusive Education (IE) policy for PWDs reached its goal?
4. How does your organization involve in the formulation and implementation process on basic educational opportunity for PWDs in Myanmar?
5. What kind of strategies does your organization use to support the implementation process of IE policy for PWDs so far?
6. How do you think the government's perspective inclusive educations for PWDs? Is there an agreed view about inclusion? If so what is it? If not what are the different views?
7. What is your opinion in terms of structure and participation of PWDs in IE policy formulating and implementing processes?
8. How would you like to regard the authority inclusive education strategy in the future? Why?
9. How can inclusive education policy meet the challenges of better education opportunities for PWDs in Myanmar?
10. What are the factors that undermine the education development opportunity for PWDs in primary and lower secondary school level?
11. How accessible are the disability related service in Myanmar in terms of health and community support?
12. In my thesis, different alternatives education designs for PWDs that used in different countries for analyzing the prominent, namely; the integrated education, the individualized education, the alternative education, and the special education. So please give recommendations

for the most appropriate education design of inclusive education for children with disabilities in Myanmar if possible.

BIOGRAPHY

I am originally from Myaung Mya, a small township in the delta region of Ayeyarwaddy Division. I was born with seven months old and I have only 3lbs weight at that time. I am a physically handicapped person especially cerebral palsy CP. I have suffered from right sided hemi-paresis due to neonatal jaundice. However, I grew up as a non-disabled person by the grate encouragement of my parent and my brother.

I passed the matriculation examination at Yangon in 1996 with two distinctions. I continued my education at Dagon University from 1999 to 2004 and at Yangon University from 2004 to 2006. I was graduated in Mathematics as a bachelor degree B.Sc (Hons:) in 2004 and also graduated from Yangon University majoring in Engineering Mathematics for master degree (M.Sc) degree in 2006.

Soon after graduate, I joined Myanmar Physically Handicapped Association and working on community based rehabilitation and development of disable people in Myanmar. In addition, I set up Exponential Growth Group for awareness-raising about disability in schools, advising schools on accessibility and breaking down stereotypes through film and negotiating with local authorities for children with disabilities to involve themselves in the process of achieving an inclusive education.

As a trainer, I had a great opportunity to learn the attitudes and behaviors of PWDs within the community, developing understanding and support for PWDs and ensuring sustainable benefits. It also promotes the need for and benefits of inclusion of disability in all development initiatives. They need more support from Non State Actors for protection and development. Lacking empowers to them and upgrades their capacity development in the community; most of PWDs don't have a scarcity of technical support like computers and language trainings and libraries.

And PWDs are especially vulnerable to physical, mental, sexual and emotional abuse. Most of them are struggling for access to education, jobs and housings for the right to participate in political and social life, and in the development of the community. That inspires me of doing this research for the inclusive education policy for people with disabilities in Myanmar.