**Committee:** United Nations International Children's Emergency Fund (UNICEF)

**Chairs Members:**
President: Daniela Villa Lombardero  
Moderator: José Bulnes Martínez

**Topic:** Education for Children with Disabilities.

I. **INTRODUCTION**

The United Nations Children's Fund was founded by one of the six main organs of the United Nations, the United Nations General Assembly on December 11, 1946; with the purpose of helping children that had been affected by World War II. Nowadays, UNICEF operates in more than 190 countries and territories with the help of National Committees and country programs. UNICEF is the highest humanitarian organization for saving children.

The major aims of UNICEF are the equality between men and women, reach quality education for everyone and learning during life, deal with problems the world encounter, such as ethnic and social, get people to reach cultural diversity, intercultural communication and a culture of peace, mobilize scientific and political knowledge, grow a society of peaceable knowledge, resorting dialogue and information between people.

Children and youths with disabilities require as much education as everyone. However, in the whole world, many disabled people don’t receive enough education or non-education. In development countries, many children with disabilities are formally excluded from the educational system or receive inside this a treatment less favorable than other students while in many developing countries the fight for stimulating the special education necessities for the majority of the children precedes to satisfy the educational special needs of those who face disabilities.
II. HISTORY OF THE CONFLICT

Historically, the community with disabilities has been one of the most polemic topics, in the social, educational and labor discrimination contexts. Despite of the actions taken towards this issue in the last four decades, there are still children and youth that remain without the opportunity to be attended with educational assistance or technical support, which are for them fundamental to reach their whole social integration.

A. Main Actors

- United Nations of Educational, Scientific and Cultural development Organization (UNESCO): The participants in the Consultation on Special Education of the UNESCO, recognized integrated education and rehabilitation of community base, as two complementary points of view in order to obtain a royal and economically effective education and formation of the disabled people.

- American Disabled for Attendant Programs Today (ADAPT): It was organized by the Atlantis Community and primarily serves the physically disabled people and focuses on advocating for rights and services.

- Disability Rights Education & Defense Fund: It ensures affirmative action’s concerning people with disabilities. It is directed by people with disabilities and parents of the above-mentioned individuals.

B. Education for children with disabilities

One of the main aspects that needs to be taken into account, is the right to education, which represents a fundamental part of the International Human Rights, and it is established in the Declaration of Human Rights, as well as in several national policies.

Unfortunately, millions of children can’t access to this right, however, this does not debilitate or
reduce its relevancy; in fact, it helps to promote actions destined to ensure its correct implementation.

Disabled children constitute an important group of society for which this right has to be earned in effective terms. Many countries and drivers of educational policies accept simultaneously the Declaration that guarantees the education for all. The Declaration has not been accepted by its absolute simplicity and is not incorporating children with disabilities into the education ambit.

Children should not suffer unnecessary restrictions regarding their access to education its quality or their curriculum. They have the right to assist to common schools and to take part in the normal activities with students of the same age. If it is necessary for a child to assist to a special school, the quality of his/her education must be equivalent to the common curriculum as normal schools.

Specialized schools are not the answer to the deficit in the special educational ambit, common schools should also be the object of the same inspection. According to the UNESCO, the reason why special schools were created is to take care of students for which common schools fail; therefore, if these schools keep failing they could hardly constitute in a serious alternative to special schools.

They represent a significant group of advantages, such as: experience focused in the education of children with different disabilities, curriculums and adapted work programs, buildings and equipment with a special design, capacitation opportunities for the personal, and special connection with local employees as well as post-school capacitation agencies. All of them, are the fundamental elements that cause common schools failure when educating children with disabilities. On the other hand, the challenging aspect for special schools is to find different ways of sharing their experiences and resources by putting them up into a more extended educational context.

If it is necessary to make changes in particularized schools then common academies must be part of a revolution too. These schools have frequently made disabled children fail; this reform must operate at two levels on one hand in the academic organization and curriculum offer and in the other hand professional development of its personnel. The first
level implies the reconsideration of the forms in which students are grouped for educational intentions, as well as, the adequacies that can be implemented in a supplementary education, and the modifications of the curriculum that teachers will have to raise in order to give access to disabled students. Attitude, knowledge and skill must be developed to create and support a new type of school where students instead of being deprived of their benefits, they are guaranteed an equal treatment. The first step is to transform the general concept of equal opportunities into concrete rights that are significant to educational offers.

1948. United Nations Universal Declaration of Human Rights: Embraced in 1948 by one of the main organs of the UN, (the General Assembly), the Article 26 which establishes that one and all have the right to education and access to receive a high-professional learning which is approachable to everyone. Moreover, Article 2, proclaims that everyone is ratified to any and every right and freedom as set in the Declaration, “without distinction of any kind”(UNESCO, 2009).

1989. The convention on the Rights of the Child (CRC), is the first treaty with the purpose of supporting the rights of the children established by many states. In 2002, after more than ten years, the General Assembly adopted the Special Session of Children. The resolution extended the rights involved in the Convention on the Rights of the Child, concerned about the benefits of a considerable group of minorities. In articles 1 and 2 of the CRC, it is declared that all rights are applicable to every human being.

Article 3 (Non-discrimination), proclaims that special measures must be taken in order to eradicate discrimination of children, including disability. It guarantees their equal admittance to the educational and social services, as well as the health area.

1990. World Conference on Education for All, Jomtien, Thailand:
The first World Conference on Education for All, hosted by the UNESCO, took place in Jomtien, Thailand in 1990. Its main priority was to provide universal primary education, taking into account the contribution of educational changes for common learning needs, in a more manageable way according to the conditions of each child.

Few years later, after the Jomtien Conference, two relevant happenings for people with disabilities appeared. The first one was an enterprise of the UN to set goals for contributing an assortment of standards and norms to control the performance of political society and government in order to notice complete sharing and same opportunities for people with
disabilities in every aspect of life. Still not obligatory, countries would be controlled and supervised on their gradual implementation of the usual patterns. Secondly, the UNESCO responded to the request at the Jomtien Conference, regarding the implementation of qualitative access to youth and children with disabilities inside the standard education system.

1993. The standard rules on the equalization of opportunities for people with disabilities. Rule 6 on Education demands countries to recognize the law of equal primary, secondary and tertiary scholarly opportunities for one and all; children, youth and adults with disabilities.

2000. World Education Forum and the Dakar Framework for Action. In 2000 in Dakar, The World Education Forum contributed the first chance to reach the aftermaths of the global EFA 2000 Assessment embracing more than 190 countries. After carrying out the biggest review on the education of all times, the outcomes were mixed. Plenty of children attending school rose with many territories and countries saying they were advancing whole primary learning response for the first time. It was brought to a close that in the absence of speeded up progress towards Education for All.

“Challenges and Opportunities”: A request was made for comprehensive paths to guarantee a wide perception of EFA, embracing early infancy education, learning and life-skills performances, as well as primary learning. It may link the necessities of the deprived and the most unfortunate ones, as well as children with jobs, affected by a disagreement, a struggle, HIV/AIDS, craving, and the ones with special educational needs. The appeal for education possibilities that are impartial, receptive to the call of students, which do not exclude or discriminate, referring to disabled children.

III. CURRENT HAPPENINGS

In many developing countries of the region, children with disabilities are excluded from receiving the education they deserve. The discrepancy between needs and presentations worldwide has fomented a reexamination of the strategies in the educational matter. A great number of countries have endorsed the frame of action of the World Conference on Education for All and are adopting already measures to apply their recommendations. And as far as possible, to improve the services destined for the children with special education necessities in the context of the ordinary education.
**Italy:** The Republic of Italy has been integrating children with disabilities and according to its Constitution, under Law 118, “compulsory education had to take place in regular classes, except in the case of mental deficiencies or physical impairments so severe as to prevent learning or integration in common classes” (European Agency, N.D.)

**Korea:** Korea illustrates a country that provides primary education for all, investing in a considerable proportion of its GNP in education by reason of its commitment.

**United Kingdom:** The Department for International Development (DFID) is a department of the British government with national and international responsibilities that is focusing on education for children with disabilities so specialists are not the only assistants.

**United States of America:** Parents, teachers and administrators in the United States have been working inexhaustibly in order to provide a personal education for each disabled child. On the other hand, the progress towards having an equal treatment in the educational matter with disabled children develops relatively slowly. The main reasons for this delay are that:

- Governments are not changing attitudes and have been unwilling to admit the right of equality about the education for children with disabilities. On the other hand, are entrusted on non-government organizations giving the responsibility to them.
- The education for children with disabilities isn't an issue of priority for governments, this is slightly for the reason that there have been significant matters fighting for their consideration Members of the present associations shall not have been incapacitated as children, and may not have been through omission or rejection in their own learning. Some parents do not listen to such groups and they have the power to defend their children's education for the government. It is now a crucial issue in the disability advocacy and had gain one of the main priorities in the Biwako Millennium Framework (BMF).

Some special schools already have begun to develop programs towards out such as links of work establish the common schools of the neighborhood, sharing both personnel and students. In other cases, the special schools work as Centers of Resources delivering information and services of consultancy to the local schools, organizing services of support for the families and contributing to the activities of training in service.

Special schools would not exist, although children would receive an education adapted to the school of their community; no country is near fulfilling this goal with the exception of Italy for what it is proceeding to assume that the special schools will appear on the map of the special
education in some time more. Nevertheless, it does not mean that they will have to continue without having changed.

IV. CONTROVERSIAL POINTS

- Barriers to education:
  They can take a variety of forms, such as: physical, technological, systemic, financial, or attitudinal, or they can arise from an education provider’s failure to make available a needed accommodation in a timely manner. Such as inadequate funding, physical inaccessibility, accommodation process, lack of individualization, etc.

- Negative attitudes and stereotypes in the education system:
  Students with disabilities continue to deal with them. Lack of knowledge about and sensitivity to disability issues on the part of some educators, staff and students can make it difficult for students with disabilities to access educational services equally.

- Modern-day challenge to educate children with disabilities:
  Only a small proportion (e.g. from 1% - to- 10%) of the children with special needs have ready access to schooling, and those who do typically must attend a segregated school. Almost none of these children now have the opportunity to attend a regular community school with their non-disabled peers. In practical terms, establishing more segregated schools is not feasible for most countries in the region. It is also undesirable, from an educational standpoint. Money is better spent strengthening the capacity of community schools to handle children with diverse needs. There is growing evidence that children with disabilities learn better when they are allowed to go to a public school within their neighborhood. Often, it is also the only realistic opportunity they will have to receive an education.

V. KEY POINTS

With the intention of finding out the right way to conclude the aftermaths of this issue, delegates ought to discuss the following points during the debate:

- Educative services
- Public and private education
- Special guidance
- Preparation for adulthood
- Parent Involvement
- Teachers and parents capacitation
- Investigation and involvement
- Administrative support

VI. UN ACTIONS

1945. United Nations of Educational, Scientific and Cultural development Organization (UNESCO): Since UNESCO was founded, it has communicated a belief that states: “in full and equal opportunities for education for all”. This has given the constitution hope to make it a reality, working with great effort to improve it with the help of other organizations and countries.

1971. UNESCO: His first study published with regard to the situation of the special education, work that was put a day at the end of the decade of the eighties. This commitment has gone principally to actions in the developing countries, and the principal projects have corresponded to African and Asian countries.

1981. The United Nations International Year of Disabled People (IYDP): For the first time started to pay attention to the disability issued. The World Programme of Action Concerning Disabled People (1983-1992) next to IYDP started to create the disability issue into the “social welfare” in order to incorporate such issues into all conditions of the improvement process.

1990-1991. UNESCO: The program for the period of two years 1990-1991 proposes to face the educational needs of the children and young disabled people by means of the approach of the integrated education and the programs based on the community. The action that one has proposed covers three principal areas: planning, organization, and administration of the offer of special education; teachers' development for the integrated education of disabled children; identification, evaluation and intervention of the disabilities in the early childhood. The intention of this work is to contribute to the improvement of the offer of special stable education
establishing the basic beginning that orientates the education of disabled people and calling the attention towards strategies that the politicians could adopt to guarantee his delivery.

7-10 June 1994. World Conference on Special Needs Education (Salamanca, Spain): Ninety-two governments and twenty-five international organizations reaffirmed their commitment to Education for All. As well, they have identified the needfulness of giving education for everybody with or without any disability.

2004. The UIS-AIMS Unit of UNESCO Bangkok: Create a project in which their main goals were to evaluate the elements that have as a result the exclusion of children with disabilities and to acquire the exact information of educational plans in some countries that were selected with the assurance of including children in schools and in the education and monitoring process. The result of the project created was a manual named: “Towards Inclusive Education for Children with Disabilities”, published in 2008. The purpose of it was to impart guidance for including all children to all the countries in the region.

2010. The Millennium Development Goals (MDGs): The report of the MDGs started to mention people with disabilities due to the fact they realized the limited opportunities children are facing.

VII. BLOCK ANALYSIS

Asian Pacific Group

Asian and Pacific group make all know that less than 10 per cent of children and youth with disabilities had access to any form of education.

The Second Asia and Pacific Decade of Disabled People started in 2003, and the authorities of the region did a distinguishable commitment to guarantee the education of the children with disabilities. The Biwako Millenium Framework establishes recommendations for regional policies on implementation and action. There were identified seven areas of priority action, and one of them was the education for the people with disability. In this section it is asked the governments to take measures in order that 75% of the children and youths with disability are registered in the school by 2010, and could finish a complete course of elementary education.
Commonwealth of Independent

The commonwealth divisions have more percentage of students who can study without problems, excepting Brunei, as it is an undeveloped country. Canada implemented a help for students with disabilities (a grant). Under this grant, students with permanent disabilities may receive $2,000 per academic year to help cover the costs of accommodation, tuition, and books (implemented by ESDC).

Easter Europe

Across the CEECIS Region, the total number of children who are now officially recognized as disabled, tripled from about 500,000 in 1990, to 1.5 million in 2002. However, when compared to international benchmarks, that place the global percentage of children with disabilities at 2.5 per cent, this figure suggests that over a million children with disabilities are not included in the data and are rendered invisible. In the CEECIS Region, the number of children in institutional care is the highest in the world.

Latin American and Caribbean Group

In Latin America children with disabilities are among the most marginalized and least likely to go to school. It is estimated that only 20% to 30% of all children and youth with disabilities in the region attend school; most of them never finish high school. Having a disability can be a greater barrier to accessing education than where you live, your gender or socioeconomic status.

According to data from the 2010 round of censuses, disability rates range from 5.1% in Mexico to 23.9% in Brazil, while in the Caribbean group, the proportion varies between 2.9% in the Bahamas and 6.9% in Aruba. In total, almost 12% of the Latin American and Caribbean population is thought to live with at least one disability which represents around 66 million people (according to various statistical sources in the region that are not always comparable).

Western European

For a number of years disability activists in both North America and many parts of Western Europe have argued for a re-evaluation of the concept of disability and the thinking behind disability policy. They have sought a re-conceptualization of the notion of disability, based on both a recognition of the role which physical and attitudinal barriers play in excluding people with disabilities (a key tenant of the civil rights model of disability), and a rejection of
the assumption that medical impairments automatically result in disadvantage and exclusion (an assumption inherent in the social welfare model of disability).

**African Group**

According to UN statistics, there are currently over 600 million people with disabilities throughout the world of whom 400 million live in developing countries and 80 million in Africa. A World Health Organization source maintains that about forty percent of Africa’s population consists of people with disabilities, including 10-15 percent of school-age children. This percentage would translate into about 300 million people with disabilities in Africa. Disability is caused by many factors, including malnutrition and disease, environmental hazards, traffic and industrial accidents, civil conflicts, war and the number of people with disabilities continues to increase. The vast majority of Africans with disabilities are excluded from schools and opportunities for work, virtually guaranteeing that they live as the poorest of the poor. School enrolment for the disabled is estimated at no more than 5-10 percent and as many as 70-80 percent of working age people with disabilities are unemployed. The social stigma associated with disability results in marginalization and isolation, often leading to begging as the sole means of survival. In 2007, South Africa was one of the first countries to ratify the UN Disability Rights Treaty, which requires the government to promote an inclusive education system.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0.1</td>
<td>7</td>
</tr>
<tr>
<td>Between 0.1 and 0.2</td>
<td>4</td>
</tr>
<tr>
<td>More than 1%</td>
<td>1</td>
</tr>
<tr>
<td>No data</td>
<td>1</td>
</tr>
</tbody>
</table>

13
Glossary
Disability: “Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”. (Med uOttawa, 2015)

VIII. REFERENCES


IX. RECOMMENDED SOURCES

http://unesdoc.unesco.org/images/0015/001528/152895e.pdf
X. ANNEXES


Table 2. Summary: Status of Case Study countries on Compulsory Education and EFA Monitoring Plans.
<table>
<thead>
<tr>
<th>Country</th>
<th>Years of compulsory education</th>
<th>Ages for compulsory education</th>
<th>Mention of children with disabilities in policy or EFA plans</th>
<th>EFA Plan/ Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>12</td>
<td>6-18 years</td>
<td>“National Education Policy Statement, that all children of school age be provided with 12 years of education, includes children with special needs who can become contributing members of society if an appropriate educational programme is offered.”–SEU Special Education Policy Guidelines booklet from 1997</td>
<td>No</td>
</tr>
<tr>
<td>Samoa</td>
<td>9</td>
<td>5-14 years</td>
<td>Current education policy included the aim of a database of children with special needs, training and support for SNE teachers, development of SNE units and grants to NGOs.</td>
<td>Yes 1995-2005</td>
</tr>
<tr>
<td>Thailand</td>
<td>12</td>
<td>Between 3-17 years</td>
<td>“EFA must cover all target groups including the special needs groups in society, such as those with physical, mental, Intellectual, emotional, communication and learning disabilities, as well as all disadvantaged groups.”</td>
<td>Yes Phase 1: 2002-2006 Phase 2: 2007-2016</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>5</td>
<td>6 to 10 or 11 years</td>
<td>EFA Plan includes one brief mention of children with disabilities as a component of other disadvantaged groups that need to be included in the school system.</td>
<td>Yes 2003-2015</td>
</tr>
</tbody>
</table>

Table 3: Global Burden of Disease. Estimated prevalence of moderate and severe disability by region, sex and age.
<table>
<thead>
<tr>
<th>Sex/age group</th>
<th>World</th>
<th>High-income countries</th>
<th>Low-income and middle-income countries, WHO region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>African</td>
<td>Americas</td>
</tr>
<tr>
<td>Severe disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males 0–14 years</td>
<td>0.7</td>
<td>0.4</td>
<td>1.2</td>
</tr>
<tr>
<td>Males 15–59 years</td>
<td>2.6</td>
<td>2.2</td>
<td>3.3</td>
</tr>
<tr>
<td>Males ≥ 60 years</td>
<td>9.8</td>
<td>7.9</td>
<td>15.7</td>
</tr>
<tr>
<td>Females 0–14 years</td>
<td>0.7</td>
<td>0.4</td>
<td>1.2</td>
</tr>
<tr>
<td>Females 15–59 years</td>
<td>2.8</td>
<td>2.5</td>
<td>3.3</td>
</tr>
<tr>
<td>Females ≥ 60 years</td>
<td>10.5</td>
<td>9.0</td>
<td>17.9</td>
</tr>
<tr>
<td>All people 0–14 years</td>
<td>0.7</td>
<td>0.4</td>
<td>1.2</td>
</tr>
<tr>
<td>All people 15–59 years</td>
<td>2.7</td>
<td>2.3</td>
<td>3.3</td>
</tr>
<tr>
<td>All people ≥ 60 years</td>
<td>10.2</td>
<td>8.5</td>
<td>16.9</td>
</tr>
<tr>
<td>All people ≥ 15 years</td>
<td>3.8</td>
<td>3.8</td>
<td>4.5</td>
</tr>
<tr>
<td>All ages</td>
<td>2.9</td>
<td>3.2</td>
<td>3.1</td>
</tr>
</tbody>
</table>

| Moderate and severe disability |       |         |         |                |          |                    |                  |
| Males 0–14 years | 5.2   | 2.9     | 6.4     | 4.6            | 5.3      | 4.4                | 5.3              |
| Males 15–59 years | 14.2  | 12.3    | 15.4    | 14.3           | 14.8     | 14.9               | 13.7             |
| Males ≥ 60 years | 45.9  | 36.1    | 52.1    | 45.1           | 57.5     | 41.9               | 53.1             |
| Females 0–14 years | 5.0   | 2.8     | 6.5     | 4.3            | 5.2      | 4.0                | 5.2              |
| Females 15–59 years | 15.7  | 12.6    | 21.6    | 14.9           | 18.0     | 13.7               | 17.3             |
| Females ≥ 60 years | 46.3  | 37.4    | 54.3    | 43.6           | 60.1     | 41.1               | 54.4             |
| All people 0–14 years | 5.1   | 2.8     | 6.4     | 4.5            | 5.2      | 4.2                | 5.2              |
| All people 15–59 years | 14.9  | 12.4    | 19.1    | 14.3           | 16.3     | 14.3               | 15.5             |
| All people ≥ 60 years | 46.1  | 36.8    | 53.3    | 44.3           | 58.8     | 41.4               | 53.7             |
| All people ≥ 15 years | 19.4  | 18.3    | 22.0    | 18.3           | 21.1     | 19.5               | 19.1             |
| All ages | 15.3  | 15.4    | 15.3    | 14.1           | 16.0     | 14.6               | 14.0             |

Note: High-income countries are those with a 2004 gross national income (GNI) per capita of US$ 10,066 or more in 2004, as estimated by the World Bank. Low-income and middle-income countries are grouped according to WHO region and are those with a 2004 GNI per capita of less than US$ 10,066 in 2004, as estimated by the World Bank. Severe disability comprises classes VI and VII, moderate and severe disability, classes III and above. Source (36).

Table 4: Types of disability categories mentioned in case study country reports. Retrieved from UNESCO, 2009.
<table>
<thead>
<tr>
<th>Brunei</th>
<th>Samoa</th>
<th>Thailand</th>
<th>Viet Nam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual impairment</td>
<td>Visually Impairment (or blind)</td>
<td>Impairment of seeing (Blind and Visually impaired)</td>
<td>Visual Impairment (same)</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>Hearing Impairment (or deaf)</td>
<td>Impairment of hearing (Deaf and Hearing Impaired)</td>
<td>Hearing impairment (same)</td>
</tr>
<tr>
<td>Physical disability including neurological impairment</td>
<td>Physical Impairment</td>
<td>Impairment of physical or locomotion (Physical and Health Impairments)</td>
<td>Motor disabled children (Mobility Impairments)</td>
</tr>
<tr>
<td>Mild, moderate and severe mental retardation</td>
<td>Intellectual Impairment</td>
<td>Impairment of mentality or behaviour</td>
<td>Mental retardation (Intellectual Disability)</td>
</tr>
<tr>
<td>Students with learning disabilities</td>
<td>Learning Impairment (Specific learning disability)</td>
<td>Impairment of intellectual or learning ability (Intellectual Disability) (Learning Disabilities)</td>
<td></td>
</tr>
<tr>
<td>Speech and language impairment</td>
<td>(Speech/language impaired) (Mental Illness)</td>
<td>(Speech and language impairments and Speech and communication)</td>
<td>Language and communication (Language disorder)</td>
</tr>
<tr>
<td>Multiple disabilities</td>
<td>Multi-impairment</td>
<td>(Multiple disabilities)</td>
<td>Multiple disabilities</td>
</tr>
<tr>
<td>Emotional or behavioural disorders</td>
<td>(Emotional or behavioural disorders) (Autistic) (Epileptic) Other</td>
<td>(Autism)</td>
<td>Strange behaviour (Mental disorder) Autism or auto-suggestion (Loss of sensation-leprosy) (Epilepsy) (Other)</td>
</tr>
<tr>
<td>Gifted and talented students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>