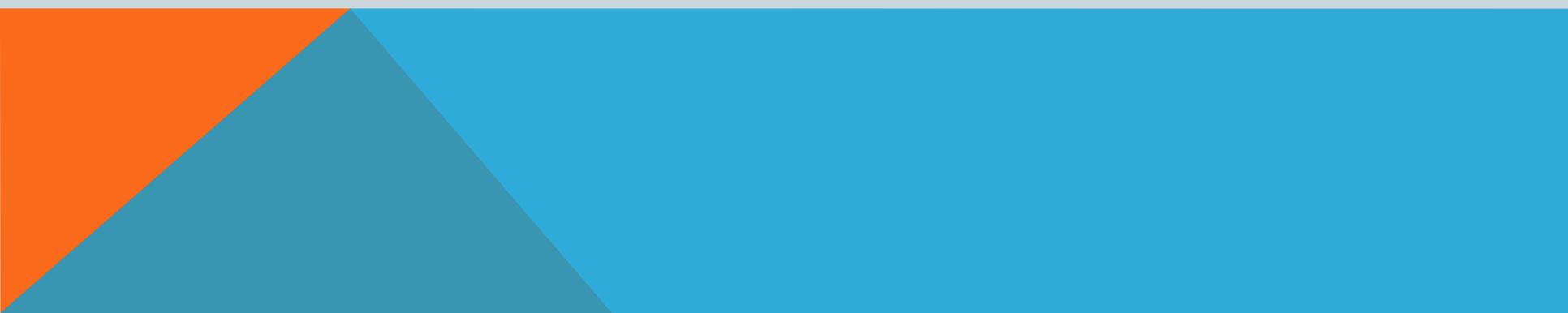
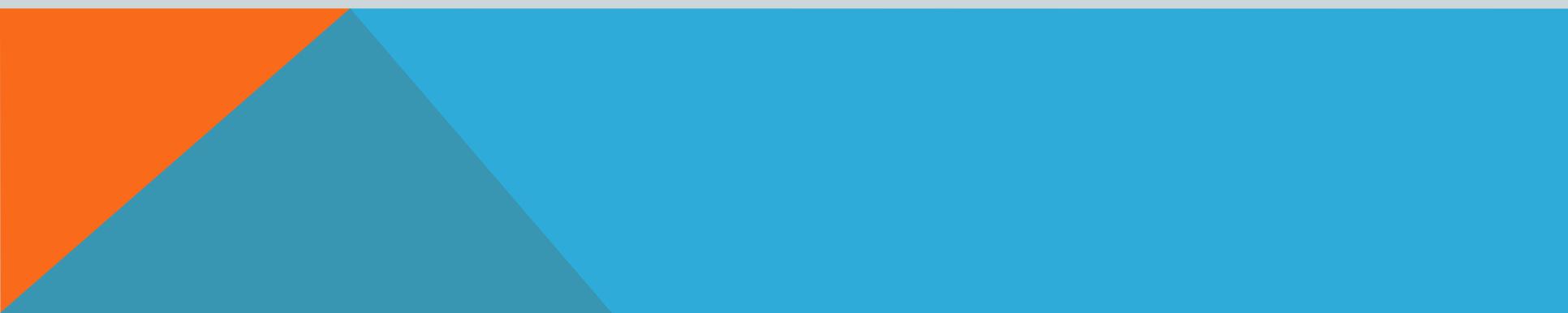


**EDUCATION FOR SUSTAINABLE  
DEVELOPMENT OF CHILDREN WITH  
DISABILITIES**

**DR. SAFANI BARI  
ACTING DIRECTOR  
SEAMEO SEN**

# Introduction

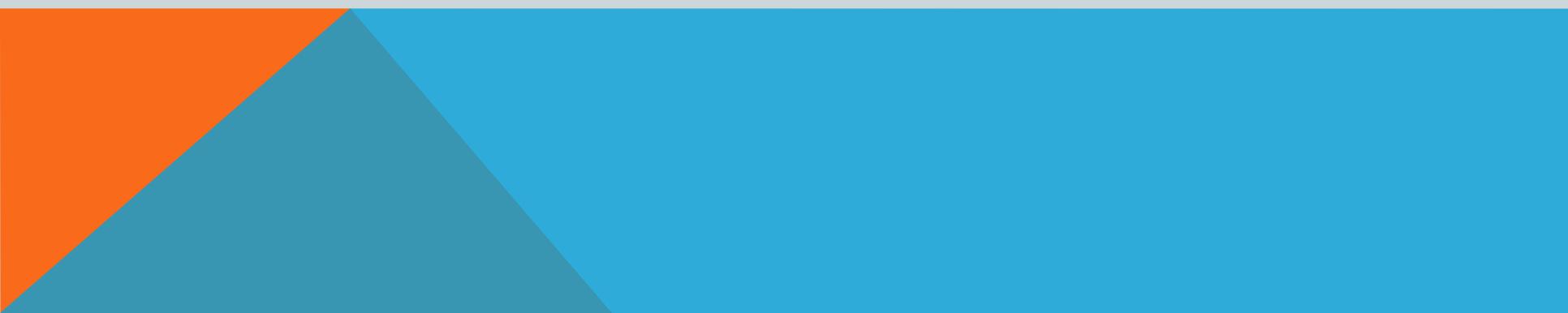
- ❖ **Since 1994, with the Salamanca Statement and Framework for Action on Special Needs Education, there has been worldwide progress in regard to inclusive education.**
  - ❖ **People with disabilities still leave education and training earlier and are over-represented in the population group known as 'NEET' - neither in employment, education or training.**
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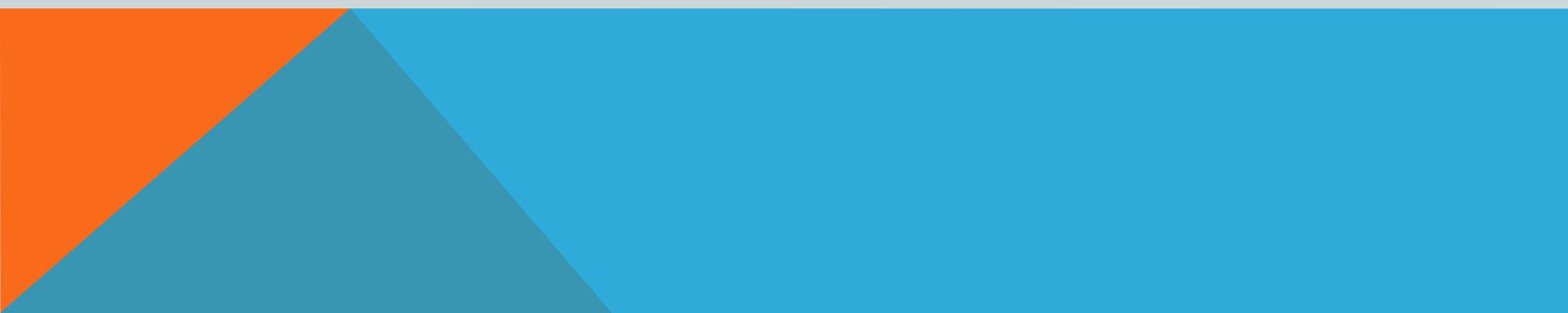
- ❖ **The unemployment rate for people with disabilities aged 16-64 is often at least two times higher than unemployment rate of people without disabilities (EUROSTAT, 2014).**
  - ❖ **This group experiences greater challenges than others in coping with transitions- Lower participation in education and skills development (EC, 2010).**
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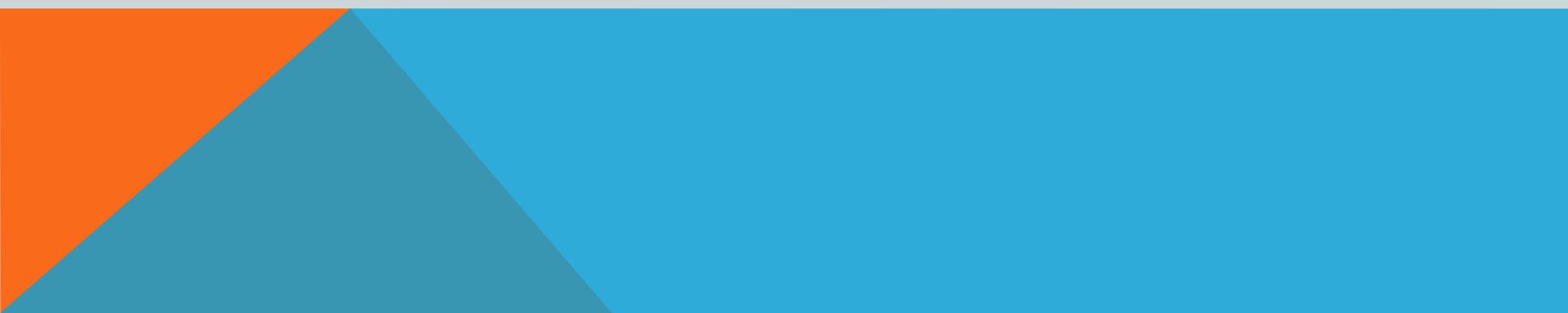
- ❖ **The United Nations Convention on the Rights of People with Disabilities (2006): .....**
- ❖ **To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities” (article 24.5).**

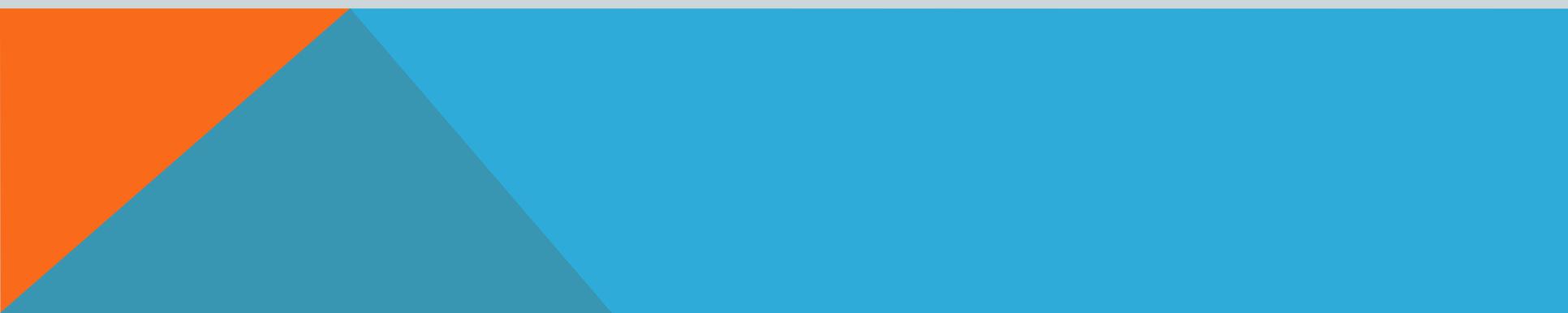
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- ❖ **The 2030 Agenda, as Sustainable Development Goal 4, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.**
  - ❖ **Within SDG 4, there are specific targets regarding technical and vocational education and training.**
  - ❖ **Education and training are also essential for the achievement of the Sustainable Development Goals, including SDG 8 “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”.**
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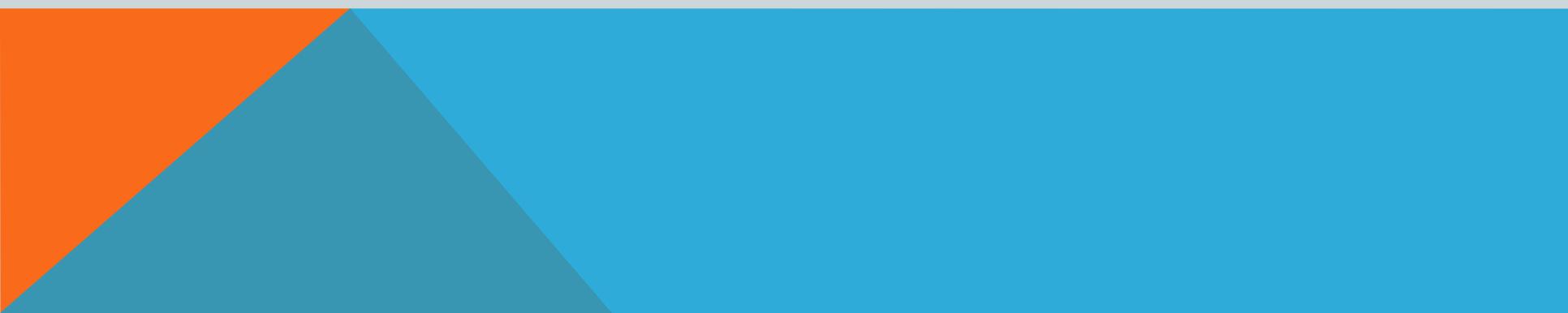
- ❖ **Under SDG8, one target is ‘by 2030 to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities , and equal pay for work of equal value’.....**
  - ❖ **The United Nations Convention on the right of people with Disabilities (2006).....**
  - ❖ **Internationally, TVET is increasingly seen as part of lifelong learning approach to the development of education and training system. TVET promotes knowledge, skills and attitudes for work and life.**
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- ❖ **In different region of the world, TVET is recognised as a significant element in broad policy strategies. The “Europe 2020 strategy for smart, sustainable and inclusive growth”, for the European Union (EU) is one example .**
  - ❖ **In this line an on going Written Declaration by the European Parliament on “Promoting Inclusive education system” (2015) outlines that EU member States have already experienced positive results from implementing inclusive education systems and that access and sustained participation in the education system enhance equal opportunities for all, social inclusion and employment opportunities.**
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- ❖ **Improvements are needed to truly include all, especially people with the most challenging disabilities, which require innovation and quality improvement in inclusive TVET, as highlighted in the Shanghai Consensus (2012).**
  - ❖ **Inclusive education and quality are reciprocal, so an inclusive setting can make a significant contribution to the quality of education for all learners (European Agency for Development in Special Needs Education, 2011).**
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**The Incheon Declaration: Education 2030 (2015a) also recognises education as essential to guarantee the realisation of the other human rights, and highlights the importance of inclusion and lifelong learning for all.**

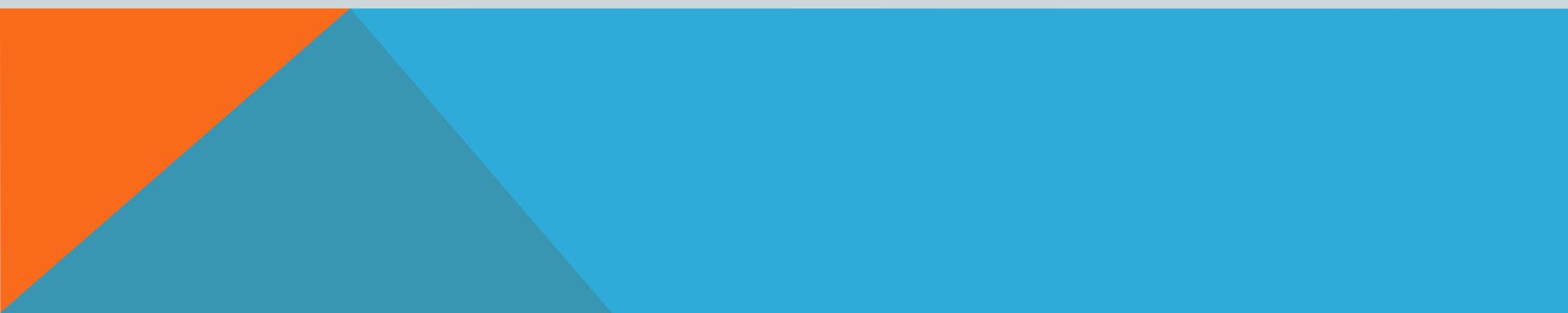
**Increasingly, technical and vocational education and training (TVET) is seen from a lifelong learning perspective, promoting competencies for work and life and ensuring that all youth and adults have equal opportunities to learn (UNESCO, 2015b).**



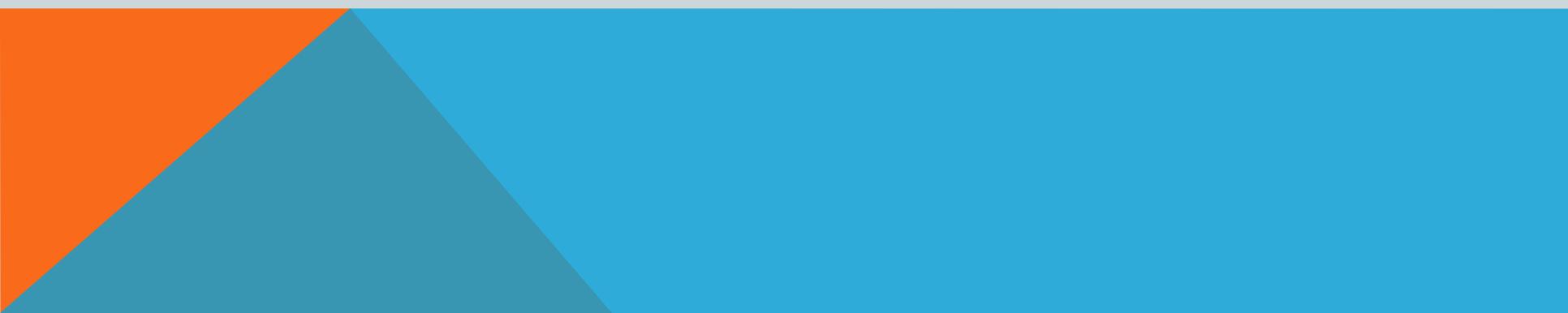
**The ability to learn continuously isn't new, it's one of the human characteristics that has allowed us to adapt and succeed over time.**

**The increasing focus on lifelong learning is rooted in the rapid changes taking place in society, and highlights how crucial it is to promote every individual's right to education in order for them to develop knowledge, skills and attitudes (UNESCO, 2012).**

## **SEAMEO Seven Priority Areas (2015-2035) and the Education Agenda :**

- 1. Achieving universal early childhood care and education;**
  - 2. Addressing barriers to inclusion;**
  - 3. Resiliency in the face of emergencies;**
  - 4. Promoting technical and vocational education and training(TVET)**
  - 5. Revitalising teacher education;**
  - 6. Harmonising higher education and research; and**
  - 7. Adopting a 21<sup>st</sup> Century Curriculum.**
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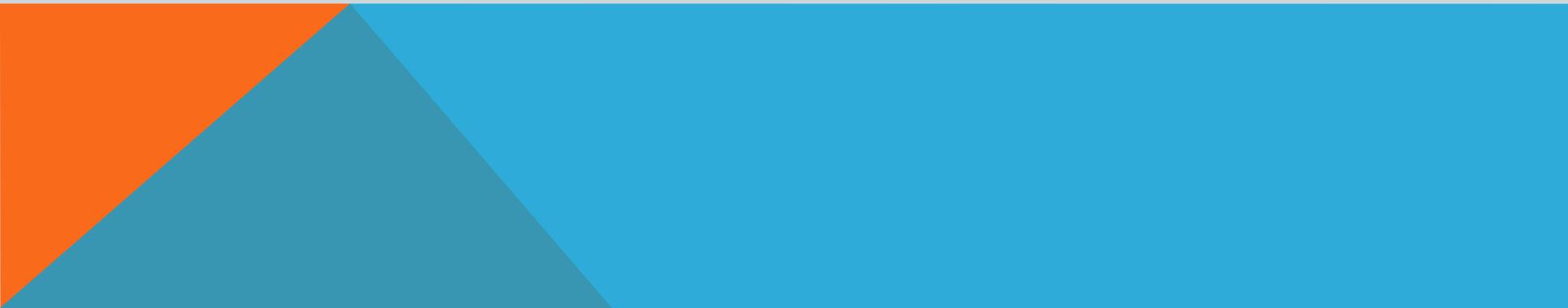
## **PROMOTING TVET TO STUDENTS WITH DISABILITIES BY SEAMEO SEN:**

- ❖ **For promotion of Inclusive TVET, SEAMEO SEN proposes a project which consisted a number of TVET trainings to Special Education teachers to be undertaken.**
  - ❖ **To ensure that TVET skills can be taught and transferred efficiently to students with disabilities, TVET skills should be trained to teachers of Special Education.**
  - ❖ **The teaching and learning context with disabilities are very much dictated by learner's abilities and progress.**
  - ❖ **TVET for students with special needs should be focussed on transferring technical and vocational training with modified instructions and adapted training modules to train students.**
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**The European Agency for Development in Special Needs Education (2012) recommends that focus must be placed on learners' vocational abilities instead of on their disabilities.....**

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**Only an on going assessment of both the working environment and the learners' skills would allow TVET to play its role “in combating multiple forms of disadvantage, and overcoming barriers to entry and progress in the world of work and in future learning.” (UNESCO, 2012)**



**The aim of this discussion is to analyse TVET policies, systems, programmes and practices, mainly through the perspective of social equity and inclusiveness, with the focus on people with disabilities,**

**Also to consider what can be done to ensure that TVET fulfils its potential contribution to SUSTAINABLE DEVELOPMENT GOAL (SDG) Agenda 2030, i.e. the fundamental principles of the United Nations Convention on the Rights of Persons with Disabilities.**

**THANK YOU**

