

Combining CLCC and Inclusive Education to remove barriers to learning in Schools

By

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Background

- Inclusive education introduced in West Java Province by UNESCO and Braillo Norway/Dit PLB workshop
- Three pilot schools selected in Bandung funded by UNESCO, Braillo Norway/Dit. PLB and Routine Budget of West Java Educational Office
- Almost all districts agreed to inclusion

Background

- The challenge: the needs of regular teachers to understand the teaching and learning of children with special needs
- The solution: CLCC's AJEL approach which is in line with ILFE (Inclusive Learning Friendly Environment). CLCC legitimised by Ministry of National Education (MoNE) as the official approach to school based management in Primary Schools.
- Stakeholders' participation in making the school an active, joyful and effective learning environment

The program

The program:

1. transferring the material of CLCC into Braille for visually impaired teachers

Activity Aims:

- To ensure West Java's 110 pilot schools gain an adequate support system and understanding of AJEL and ILFE
- To enhance positive attitudes towards children with special needs in school communities
- To give introductory level understanding of AJEL and CLCC for visually impaired teachers.
- To raise awareness of all parties on education for all and its implementation.

The program

2. CLCC Training of Trainers for 30 itinerant teachers in Bandung Resource Center in a theory-practice-feedback modality

Activity Aims:

- To stimulate all District Education Authorities to develop policies that support ILFE and the implementation of AJEL
- To extend an inclusive learning friendly environment to all children through an appropriate support system.
- To program itinerant teacher services according to the needs of the local pilot schools
- To identify resource barriers in pilot schools and possible solutions

Overall aims and objectives

- To share responsibility among Ministry of National Education, Provincial and District Education Authority, on ILFE implementation.
- To develop appropriate monitoring and evaluation of ILFE and AJEL by functional team (UNESCO, Ministry of National Education, Provincial and District Education Authority).
- To build up good net working of all parties on education for all and its implementation
- To set up districts team for supporting, monitoring, evaluating ILFE covering West Java Province



Workplan for program activities

Adapting material into Braille:

- *Editing and proof reading material (8th of August till 20th September 2005)*
Material edited and converted into Braille presentation and printed out using special paper for Braille books
Braille printed then checked, proofed and corrected
- *Illustration (8th of August till 20th September 2005)*
Illustrations developed and printed in a Brailion plastics and embossed in thermoform
The embossed results will be proofed by proof reader
- *Binding and covering material (20th of September till 7th October 2005)*
- *Materials are ready to be published and distributed.*



Work plan for program activities

TOT work plan for itinerant teachers

- TOT modality: over three weeks participants will spend their time in the teacher training venue from Monday till Wednesday and the remaining three days implementing learning in their classroom)
- TOT will consist of 25 % material presentation and 75 % practical activities
- The trainers will use co-teaching strategy
- The TOT will be closed with group presentations based on school experience



The reason to adapt the CLCCs material into Braille

1. Child friendly school not only should be provided by sighted teacher but also by the teachers who are visually impaired
2. Children with visual impairment's learning should be more meaningful and effective in accordance with their learning needs.
3. Braille is the one of media for children with blind to get access to any information and knowledge needed
4. CFS not only for sighted children or so called by some education stakeholders as "normal children" but also for all children in order to get an adequate learning environment which are friendly, inclusive and child centered orientation



Expected Outcomes

- Education planners and teachers will have greater knowledge of ILFE in local contexts
- Children with special needs will have increased access to acceptance and education stakeholders with understanding of ILFE
- Wide dissemination of a set of policy recommendations and results of practice to help teachers community and Education Authorities at all levels develop policy and regulation on the implementation and promotion of ILFE, CLCC and AJEL.



Thank you



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