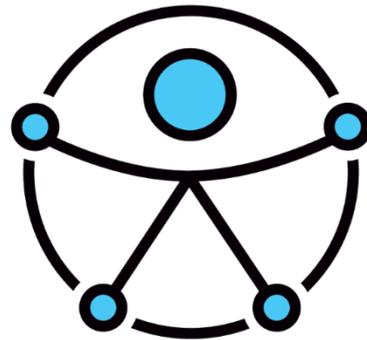
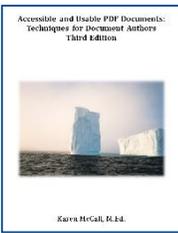


# Globally Defining an Inclusive Education Standard

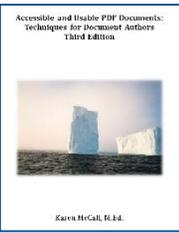


Karen McCall, M.Ed.  
Karlen Communications  
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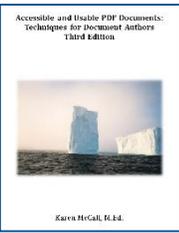
# Remember 2009?

- I first raised this issue in a discussion paper about the Ontario Accessibility for Ontarians with Disabilities Act and proposed Integrated Accessibility Standards Regulations:
  - Information Communications, Employment, Transportation, Open Spaces.
- If we don't begin education reform toward inclusive education where we mandate the procurement of accessible learning tools, prevent the individual teachers from using "I found this on the Internet" tools and mandating that anything produced in any learning environment must be accessible, then:
- We will continue to graduate employees that will require education from companies that must meet legislative standards for inclusion.



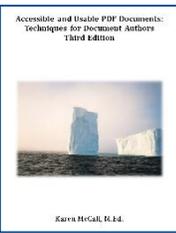
# Everyone is at a Disadvantage!

- We perpetuate accommodated for and integrated education which keeps those of us with disabilities on the periphery of society.
- Accommodation is the norm instead of the exception.
- ALL students graduate without the skills they need to succeed in a competitive global economy.
- What this does is shift the “cost” of inclusive design and inclusive communities to the corporate sector instead of in primary, secondary and tertiary education.



# Check the Data

- Modest estimates of 1 Billion people with disabilities in the world.
  - This does not necessarily include those with Episodic Disabilities such as HIV, MS, some types of cancer, Migraines and so forth.
- Estimates are anywhere from 1 in 7 to 1 in 4 people have disabilities.
- In the US, 79 BILLION \$\$\$\$\$ are spent on ICT per YEAR!
  - Access Board presentation to the Zero Project Conference 2016.
  - We have the purchasing power.
- What are we waiting for?
- For every 1 year spent in school, the potential income goes up by 10%.
  - Currently this is not true for those of us with disabilities.

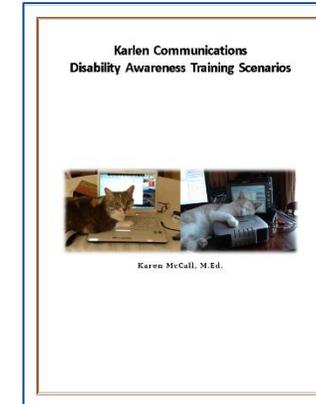


# Global Strategies

- Access Board, other countries and European Norm have been meeting to discuss global harmonization of standards of eAccessibility.
- The best way to ensure inclusive communities is to mandate the procurement of eAccessible only products and services.
  - Encourages competition and innovation.
- We have globally moved from a medical model and social model of disability to a human rights model of disability.
- 1/3 of countries that ratified the UN Convention on the Rights of Persons with Disabilities DO NOT have stringent procurement strategies or legislation to ensure the inclusion of those of us with disabilities (all from the Zero Project Conference 2016)

# Sustainable Development Goals or SDG's

United Nations SDG's that are to eradicate poverty, improve access to education and employment. There are 17 goals.





# What are the SDG's?

1. End poverty
2. End Hunger
3. Ensure Healthy lives and well-being for all at all ages
4. Ensure inclusive and equitable quality education
5. Ensure gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable modern energy for all
8. Promote sustainable inclusive economic growth
9. Build resilient infrastructure, inclusive & sustainable industrialization
10. Reduce inequality in and among countries

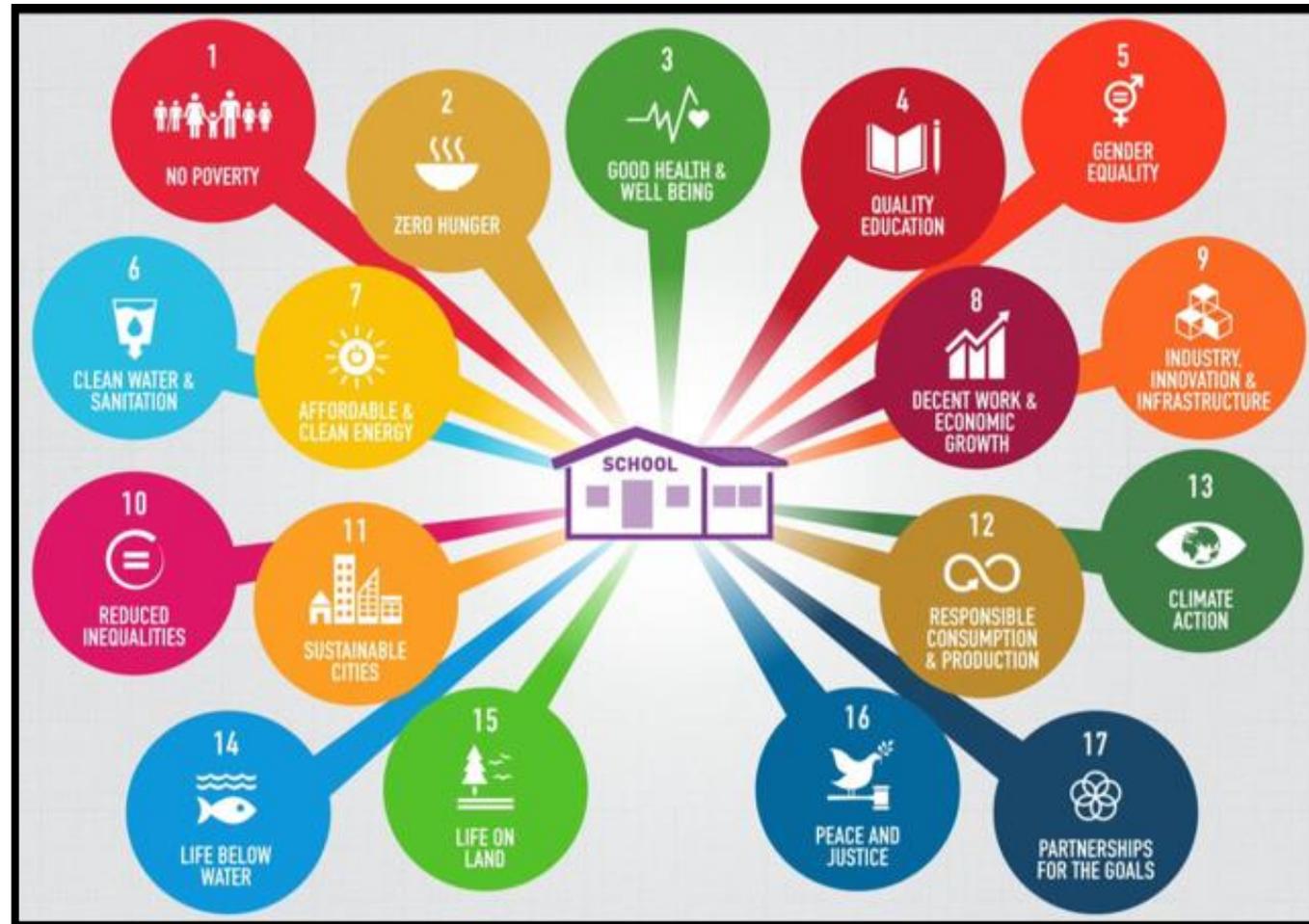


# SDG's (continued)

11. Make cities and human development inclusive
12. Ensure consistent consumption and production patterns
13. Take urgent action to combat climate change and its impact
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use terrestrial ecosystems sustainably manage forests, combat desertification, halt land degradation
16. Promote peaceful and inclusive societies for sustainable development
17. Strengthen the means of implementation and vitalize the global partnerships for sustainable development



# Education is at the Core of the SDG's





Karin Krüger, V&E

# SDG's and Disability





# Human Rights Model of Disability

As we move into the era of a human rights model of disability, (Marcia Rioux) inclusive education has become the goal of many advocates and international organizations, including the United Nations. Goal 4.5 of the Post 2015 Sustainable Development Goals (SDGs) stipulates that we must: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

# The Legacy of Mainstreaming

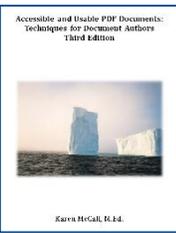


The language we use around disability and “mainstreaming” is important to those of us with disabilities. “Inclusion” must be the result.



# Is Ratification of the CRPD Reforming Education?

Even in countries that have ratified the UN Convention on the Rights of People with Disabilities (CRPD) (UN Enable, 2015), the model of education for those of us with disabilities is one of being accommodated for, integrated into and mainstreamed into what is usually described as a regular or normal classroom (Harman, n.d.).

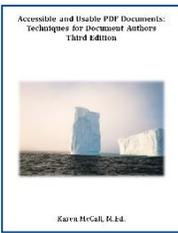


# Perpetuating “Inclusive Segregation”

This approach to education perpetuates the systemic discriminatory position that those of us with disabilities are somehow broken, in need of fixing and somewhat tolerated within our communities and the learning ecosystem.

We are often plunked into learning environments that are ill prepared for interaction with those of us with disabilities and lacking technology and technology supports needed to be successful in learning opportunities.

This is primarily due to funding cuts, large class sizes and lack of standard teacher training that includes an understanding of technology used by people with disabilities, multimodal teaching and that the learning environment is composed of a diverse student population. It is also influenced by the lack of teachers with disabilities representative of the global percentage of the population of those of us with disabilities.

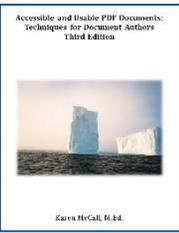


# Mainstreaming Denies Our Voices

The continued use of the terms accommodation, integration and mainstreaming denies the voices and experiences of those of us with disabilities who survived early implementations of that model and who continue to face barriers to learning from an archaic theory of how those of us with disabilities are to interact with the education ecosystem, our communities, employers and the global community.

Of these, the continued use of the term “mainstreaming” is the most offensive.

Often used by people who were not “mainstreamed”, the term is “enjoying” a resurgence related to those of us with disabilities.

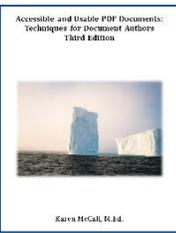


# Technology as Panacea?

One of the common elements of inclusive education advocated for is the increased use of technology as a primary component of inclusive education.

The increased use of or dependence on technology is not going to change or eliminate the systemic barriers to our ability to define ourselves as other than having a disability.

Technology is a tool, not a panacea.

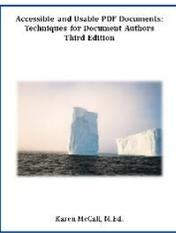


# MOOC's as Barriers to Inclusion

One of the advantages of MOOC's (Massive Online Open Courses) are that they may fulfill the promise of learning anywhere, anytime or by anyone. Anyone who doesn't have a disability that is.

When we consider the implementation of a MOOC where the course is offered in one country, the Learning Management System (LMS) was developed in another country, the academic institution is in another country and the instructor is in yet another country, we begin to identify the barriers to learning when the standards for both accessibility and education differ from country to country.

We can imagine the different and disparate implementations of the CRPD (Convention on the Rights of Persons with Disabilities) and human rights law as we move toward more global education opportunities.



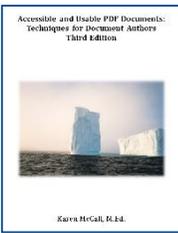
# Inequity in Access to Education

There are countries in the world where those of us with disabilities are denied access to education and learning opportunities (Grech, 2014).

The use of technology is not going to assist in eliminating systemic barriers. Technology is a tool equal to a pencil, paper, book or slate. It can be used to facilitate access to content, but it cannot prevent isolation or discrimination within a learning ecosystem or global community.

Even in situations where technology is available, it may be so different from normal technology that students with disabilities will not use it. This is especially true in secondary education where *fitting in* is important.

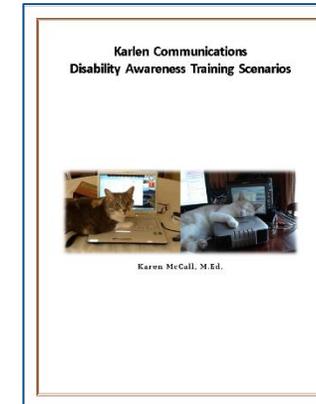
We at least need a baseline defining global education and a basic role that technology might play in order to begin working toward inclusion and acceptance as equals.



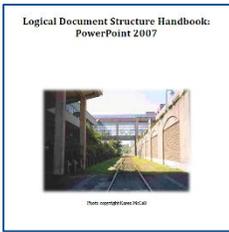
# Nothing Without Us!

- This began a few years ago as “Nothing About Us Without Us” and in 2015, as the Oslo Summit on Inclusive Education, it became “Nothing Without Us.”
  - This was reinforced at the UN States Parties Conference on the convention of the Rights of Persons with Disabilities in June 2015.
- This idea is furthered in the Incheon Strategy to implement the CRPD.
  - The strategic planning document provides a mandate to “Make the Right Real.”
  - <http://www.unescapsdd.org/publications/incheon-strategy>

# Education Reform

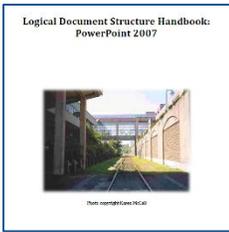


There is a reform movement in education based on the reality of funding cuts to primary and secondary education and the need to support the student.



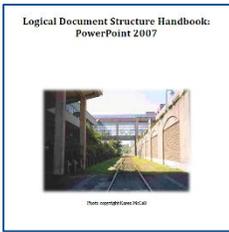
# Inverted Learning

- University of Calgary, Canada:
  - Lectures are recorded (hopefully captioned or transcribed).
  - Students listen to the lectures on their own time.
  - Students can listen to the lecture as many times as they need in order to understand the content and concepts.
  - The classroom component is used for interactive learning.
  - Project description from a presentation by the University of Calgary at the 2016 Zero Project Conference.



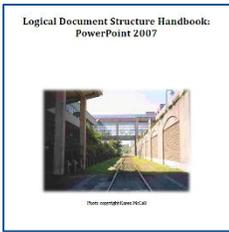
# Adapted or Adaptive Learning

- As students go through online content, the content is modified or adjusts itself based on the student's understanding of the content.
  - LeAP by Desire2Learn Brightspace is a good example of this type of learning assets.
  - It is not clear whether these assets are accessible to those of us with disabilities.



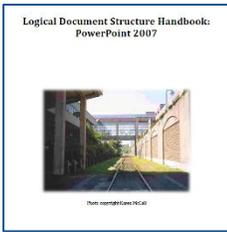
# WE MUST Hire Teachers with Disabilities!

- In academic environments “Disability Services” must meet the needs of teachers with disabilities.
- We must have teachers with disabilities in positions of leadership and as role models.
- Without professional role models with disabilities, the “dreams” and goals of students with disabilities will remain stifled and stagnant.
- We will always identify ourselves first as someone with a disability needing accommodation and fixing rather than as someone with a skills based, knowledge and contribution to make at any level of society. (Article 24 of the CRPD).



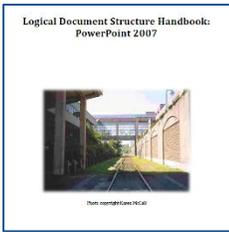
# We Must ONLY use Accessible Technology

- Anything used in a learning environment, MUST meet standards for accessibility.
- We cannot have inaccessible tools being used in a learning environment.
- 79 BILLION \$\$\$\$ gives us the ability to demand standards compliance.
  - For example, ANY PDF MUST be PDF/UA or ISO 14289 compliant which means that the PDF viewer/reader and the adaptive technology MUST also be PDF/UA conforming.
  - Accessible word processed or presentation documents.
  - Accessible media.
  - Accessible web content.



# NOTHING is Produced by Students that is NOT Accessibility!

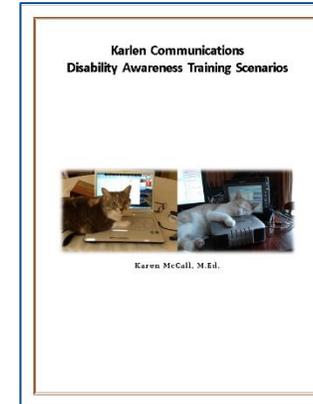
- We have peer review, collaboration, presentations, programming code, multimedia, architecture and engineering.
- NOTHING is produced by ANY student that is NOT accessible using the principles of good design and universal design.
- This should be seamlessly integrated into everything a student does and produces during their education.
- Inclusion will become part of who we are, and what we do instead of being just “what we say we will think about.”
- This will drive innovation which in turn will drive inclusion...and acceptance as well as the recognition of the human rights model of disability.



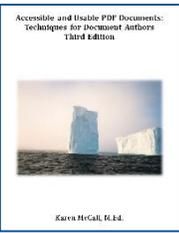
# Global Inclusive Education Standard as Baseline

- We need a baseline standard for a global community.
- There will be resistance based on gender bias, cultural tradition and other factors.
- However, we cannot achieve the Sustainable Development Goals, primarily the eradication of poverty without creating a global inclusive education standard.
- There is an increased emphasis on the education of women and girls.
  - Women and girls with disabilities are often left out of learning opportunities.
- Even now in Ontario Canada, the provincial government is proposing funding cuts to education of those of us with disabilities without moving forward on education reform so that we move toward inclusive education.

# Resources

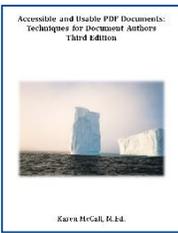


The following resources are available through the links provided.



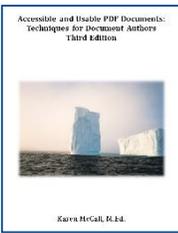
# UN Sustainable Development Goals

- UN Sustainable Development Goals:
  - <https://sustainabledevelopment.un.org/index.php?menu=1300>
- UN Enable:, the Sustainable Development Goals
  - <http://www.un.org/disabilities/default.asp?id=1618>
- UN Enable, the Convention on the Rights of Persons with Disabilities
  - <http://www.un.org/disabilities/default.asp?navid=15&pid=150>



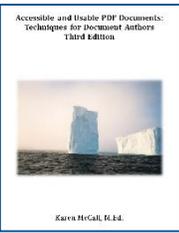
# Zero Project 2016 Report on Inclusive Education

- Inclusive Education Report:
  - [http://zeroproject.org/wp-content/uploads/2016/02/ZeroProjectReport\\_2016\\_barrierfree.pdf](http://zeroproject.org/wp-content/uploads/2016/02/ZeroProjectReport_2016_barrierfree.pdf)
- Independent living and Political Participation (2015)
  - [http://zeroproject.org/wp-content/uploads/2015/03/ZP-Report\\_Barrierfree.pdf](http://zeroproject.org/wp-content/uploads/2015/03/ZP-Report_Barrierfree.pdf)
- Accessibility (2014)
  - <http://zeroproject.org/wp-content/uploads/2013/12/ZERO-PROJECT-REPORT-2014.pdf>
- Employment (2013)
  - [http://zeroproject.org/wp-content/uploads/2013/12/Zero-Report\\_e\\_-2013.pdf](http://zeroproject.org/wp-content/uploads/2013/12/Zero-Report_e_-2013.pdf)



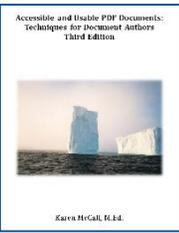
# UN Enable

- Convention on the Rights of Persons with Disabilities:
  - <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
  - English version - <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>
- Conference of States Parties to the Convention on the Rights of Persons with Disabilities.
  - <https://www.un.org/development/desa/disabilities/conference-of-states-parties-to-the-convention-on-the-rights-of-persons-with-disabilities-2.html>



# Images on Slides 9 and 10

- The image on slide 9 comes from Twitter and has been repeatedly posted by various organizations.
- The image on slide 10 comes from the webpage “New Resources on Agenda 2030 and the CRPD, from CBM International.”
  - [http://www.cbm.org/New-resources-on-Agenda-2030-and-the-CRPD-501728.php?utm\\_content=buffer850b7&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](http://www.cbm.org/New-resources-on-Agenda-2030-and-the-CRPD-501728.php?utm_content=buffer850b7&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)



# Other Resources

- The Commonwealth, Education Hub, Education and the SDG's:
  - <https://www.thecommonwealth-educationhub.net/practice-centre/find-tools-and-resources/education-and-the-sdgs/>
- Tests of Success for SDG's – this is an untagged PDF that tries to force you to view the document in full screen mode. If you are using Acrobat Pro DC or Reader DC you might get a message giving you the option not to do this. I'm not sure if you get this option in previous versions of Adobe applications or other PDF viewers/readers:
  - <http://www.stakeholderforum.org/fileadmin/files/SDGsTestsOfsuccess.pdf>
  - Another example of inaccessible content and a lack of understanding of accessibility.



# Contact!

Karen McCall, M.Ed.

Karlen Communications

[info@karlencommunications.com](mailto:info@karlencommunications.com)

<http://www.karlencommunications.com>

@KarlenInfo

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Karen McCall, M.Ed.