Identifying, Creating and Maintaining Opportunities for the Inclusion of Persons with Intellectual Disabilities

Intellectual Disability is represented in persons with limited ability to understand new or complex information and to learn and apply new skills. This may impact three domains that determine how well an individual copes with everyday tasks:

> (1) Conceptual domain – skills in language, reading, writing, math, reasoning, knowledge and memory;
> (2) Social domain – empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities; and
> (3) Practical domain – self-management in areas such as personal care, job responsibilities, money management, recreation and organizing tasks.23

As we provide identify and create opportunities for the management of this condition we have to be mindful of the need to ensure inclusion

Why Inclusion?

1. Persons with disabilities have the same rights as all others.
2. They represent an estimated 10/15 per cent of the population.
3. Disability inclusion is about effective development assistance and humanitarian action
4. Persons with disabilities face specific risks and vulnerabilities.
5. Disability inclusion makes economic sense

What Inclusion Demands

- Promote equal opportunity for PWD to access and benefit from services
- Promote the rights of persons with disabilities to work, on an equal basis with others – by ensuring that an employer values persons with disabilities and develops an inclusive work environment.
- Ensure persons with disabilities have opportunities to participate in an active and meaningful way and have a voice in any UNRWA activity or policy that affects them

The word Inclusion connotes a **sense of belonging to a group**. Let us examine this sense of belonging…

- That need to feel valued, important and protected; feel comfortable and welcomed within the group
- Family and close community are the most important influences on the development of this area of self esteem

Inclusion of PWD in Practice

> **Non-discrimination** : This is ensuring that all persons with disabilities have equal opportunities to access and benefit from the available services and programmes

> **Awareness** Raising awareness of disability in an effort to reduce or eliminate the associated stigma and discrimination.

> **Participation:** Participation can also empower and build the confidence of persons with disabilities and raise broader community awareness of the abilities and contributions persons without disabilities can make

> **Accessibility** : Accessibility involves removing the physical, communication, attitudinal and institutional barriers that persons with disabilities face in accessing and participating in programmes and services

Disability Inclusion and the Global Agenda

There is a global framework for investing in the inclusion of PWD in all aspects of life. This is an important global commitment for development

The SDGs

- The Sustainable Development Goals (SDGs) set out in the 2030 Agenda for Sustainable Development.
- They address some of the systemic barriers to sustainable development and

- Reinforces the global commitment to end all forms of poverty while ensuring that "no one is left behind".

As a country, we can only achieve the SDGs when persons with disabilities are included in all development and humanitarian efforts.

Focus of this Presentation –SDGs #s 4; 8; 16

#4: Quality Education

- JAID operates a network of Schools of Special Education jointly with the Ministry of Education. This programme serves children and youths with ID with moderate to severe ID. 88% of PWID are mild and currently enrolled in the general Education programme. These learners are not adequately supported in the general Education programme.
- Inclusion of PWID in general education is a choice of parents. Research highlights that only a minority of children with ID that are included in regular education with the support they need-pushing them to a lifetime of poverty and exclusion
- Inclusion in General Education programmes have a number of benefits.
  - o The prepares them for a life of community integration after school rather than segregation and isolation …Children with ID learn to get along with others and their non- disabled peers learn to get along them.
  - o Children without disability learn about diversity and teachers learn to provide more individualized approaches.
  - o An inclusive system provides support to teachers. PWID need to have their needs addressed

- Our current Ed system is not properly supported for effective inclusion
  - Attitudes of professionals; low expectation of parents, professionals and community
  - Fear of disability-contagious. Stigma and negative attitudes about having a child with ID affects the social and cultural status of children and their families. Tools to identify them at an early age so they can access Early childhood care and education- get a good start for inclusive education.
  - Differentiated instruction is not embraced…how will the education of PWID be effective and inclusive?
  - Data Collection-Data is collected at different points in the system to identify children at risk eg. Grade 1 Readiness Inventory. Is that data informing interventions?
  - Not enough resources are invested to train parents and encourage their participation in the educational development of their children
  - Training and support systems for teachers-equip them with skills and opportunity to educate the diverse student population.

Inclusion can work with vision, commitment, legislation /policies, leadership from MOEY and schools administrators along with trained and supported teachers.

#8: Decent work and economic growth

JAID over the years established partnerships to implement a number of initiatives to encourage participation in meaningful work (Work experience during school; post school Job skills training; apprenticeship programme; Job placement in integrated work settings; Establishment of social enterprise)

- The World Report on Disability 2011 outlined that PWD are more likely to be unemployed and earn less, a situation which worsens with the severity of the disability. It is harder for people with disabilities to benefit from development and escape from poverty due to discrimination in employment, lack of access to resources to promote self-employment and livelihood activities
- Human Development Report 2015 Speaks to the impact of access to work opportunities on human existence and development. Work has contributed to impressive human development achievements. Human development is also about expanding people's choices and making sure that opportunities are available and accessible to those who require paid work. The report recommends that proper policies are required to reduce the inequities related to employment; including access, working environment, access to technology, efforts to change perceptions and enhance capabilities of persons with disabilities and adopt affirmative action policies.
- Customized employment programmes/Best Practices
  - Think creatively about employment or work engagement (partime;

#16: Peace; justice; and strong Institutions.

- National Registration/early identification system ; Disability registration
- Inclusion in Government's Social protection programmes - offer a buffer to PWID and their families to withstand risks and adversities encountered.
  - Programmes to support families - PATH

JAID's Initiatives (Social Recreational Programme; Educate the professionals in Justice System; Family strengthening/mentorship programme)

Resources

https://www.unrwa.org/sites/default/files/content/resources/disability_inclusion_guidelines.pdf

https://www.humanservices.gov.au/organisations/about-us/publications-and-resources/protocol-engaging-people-disability

http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf