



GOOD PRACTICES IN INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES IN CAPE VERDE: STUDY REPORT

Islands: Santiago (Praia and Tarrafal), São Vicente (Mindelo), Fogo (São Filipe and Cova Figueira) and Brava (Nova Sintra and Nossa Senhora do Monte)

Author: Handicap International

Coordination: Jandira Monteiro (Handicap International)

Field Researcher: Dirce Varela

Study Steering Committee:

Jandira Monteiro (Handicap International); Manuel Júlio Rosa (Cape Verde Federation of Associations of People with Disabilities); Maria Alice Figueiredo (Support Association, Development and Integration of the Disabled Child); Dulce Silva (Association of the Visually Impaired in Cape Verde); Vitorino Ramos (Ministry of Education and Sports / General Directorate of Elementary and Secondary Education); Carlos Jorge Spínola (University of Cape Verde)

Contributor: Prof. Dr. David Rodrigues

Contributors and technical advisors, Handicap International: Francesca Piatta, Anne-Sophie Trujillo, Lisa Adams, Michael Guy, Gilles Ceralli and Aline John

Translation of the original in Portuguese: Dulce Abrantes

Proof reading: Philippa Wright

Photos and Video: © Handicap International / António Gomes

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For copies of the report and more information, please contact:

Handicap International in Cape Verde: cdp-capvert@hi-sen.org and contact@hi-sen.org

Cape Verdean Federation of People with Disabilities Associations (FECAD): fecad-cv@hotmail.com and www.fecad.cv

Making It Work Initiative: www.makingitwork-crpd.org

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Children playing at Capelinha Primary School in Praia Santiago Island, Cape Verde

I. ABOUT THIS STUDY

This study is part of a project called “Improving the Disability Profile in Cape Verde” which is implemented by Handicap International with funding from the European Union for the period 2010-2012. The project aims to strengthen the role of civil society in the disability sector in Cape Verde, strengthening the Disabled People’s Organizations (DPOs) which led in 2011 to the creation of the Cape Verdean Federation of Associations of People with Disabilities (FECAD).

The key partners of the project are:

- The national Disabled People Organisations (DPOs);
- The Cape Verdean Federation of Associations of People with Disabilities (FECAD);
- The General Directorate of Social Solidarity and the Secretariat for Disability (Ministry of Youth, Employment and Human Resources Development);
- Public institutions involved in disability issues.

Objective of the study

The Convention on the Rights of People with Disabilities (CRPD)¹ came into force in 2008, and was ratified by Cape Verde in October 2011. This major international convention represents a significant step toward reinforcing the rights of people with disabilities. It is also addresses the paradigm shift towards a rights-based approach in which people with disabilities can participate in society on an equal basis with other citizens. A key part of the CRPD concerns the right to Education as set out in article 24 (see below in Section II for a detailed explanation of article 24).

This study has been carried out to promote practical recommendations, based on experiences, on how to include children with disabilities in regular primary and secondary education in Cape Verde.

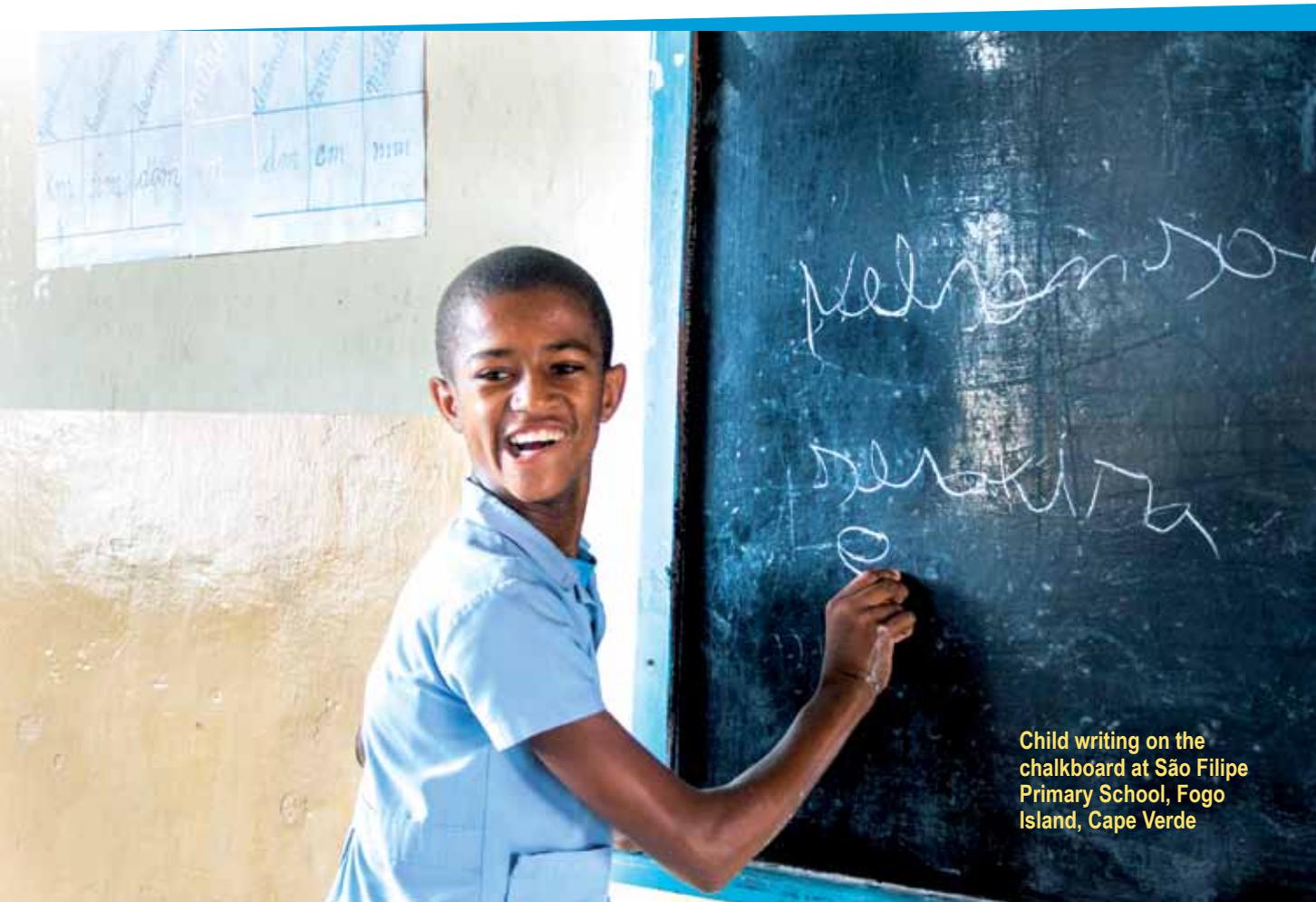
Underpinning this objective is the goal to promote effective implementation of article 24 of the CRPD in Cape Verde.

¹ For more information on the CRPD, see: www.un.org/disabilities



METHODOLOGY

We used for this study the Making It Work approach: www.makingitwork-crpd.org



Child writing on the chalkboard at São Filipe Primary School, Fogo Island, Cape Verde

Making It Work is an international multi-stakeholder initiative which aims an effective implementation of the Convention on the rights of people with disabilities. It adopts a unique and innovative approach to achieve change relating to the social and political issues of disability.

Instead of focusing on human rights violations and on what does not work, **Making It Work** shifts the attention of the stakeholders on to what works and what can be **reproduced and developed**.

Making It Work has four main components:

1. Adopting a multi-partner approach: civil society organisations at various levels (including DPOs, service providers, NGOs) work together to implement projects;
2. Collecting examples of good practices: projects focus on a specific issue in the field of disability (e.g. access to rehabilitation services) and conduct research into projects that have a positive impact on the lives of people with disabilities;
3. Producing a report: good practices examples are used to develop practical and constructive recommendations. Depending on the subject and scale of the project, these recommendations can be applied to different types of stakeholders, such as civil society organisations (including NGOs and DPOs) and service providers;
4. Using and disseminating of the report, undertaking advocacy activities and training based on the recommendations of the report.

The study followed the four phases of Making It Work, set out above.

It adopted a **participative and multi-partnership approach** including creation of a Steering Committee for the study which was carried out at a national level.

The membership of the Steering Committee for the study was as follows:

- Handicap International (Jandira Monteiro - Project Manager)
- Cape Verdean Federation of People with Disabilities Associations (Manuel Júlio Rosa - Chairman of the Board)
- Support Association, Development and Integration of Child with Disability (Maria Alice Figueiredo - President)
- Association of the Visually Impaired of Cape Verde (Dulce Silva - Member)
- The Ministry of Education and Sports/General Directorate of Primary and Secondary Education (Vitorino Ramos - Coordinator of the Resources Rooms)
- University of Cape Verde (UNICV) (Carlos Jorge Spínola - Coordinator of the Education Sciences Course)

This committee brought its expertise in the field of Inclusive Education and supported the process of identification, selection and final approval of the examples of good practices. Its members analysed the accounts of good practices from projects which had been visited by a field researcher.

The collection and documentation of these examples of good practices in Inclusive Education took place on the following Cape Verde islands: Santiago, São Vicente, Fogo and Brava. The study sought to cover a range of situations in Cape Verde, by including nine examples of good practices taking place in different levels of education and on those four islands. A field researcher for the study, who was trained in the **Making It Work** methodology prior to his field visits, documented examples of good practices in the form of case studies in each location on the selected Islands.

During the study, the field researcher was accompanied by a video expert who collected audio-visual material to illustrate the good practices. A 20 minute video has been produced. It is available on CD-ROM and attached to this report.

The process of analysis, selection and final approval of the case studies for this publication was carried out in a participatory way and according to the following criteria defined by the Steering Committee:

- Practice that includes children with all types of disabilities in regular schools;
- Practice that demonstrates teacher / pupil or teacher / student cooperation and interaction;
- Practice that demonstrates the collaboration of different partners (school, family, community);
- Practice that promotes extracurricular activities.

Then, the members of the Steering Committee developed practical recommendations based on the field examples of good practices for different actors involved in Inclusive Education.



These recommendations are presented in the Section IV of this study.

This study is available online on the FECAD web site:
www.fecad.cv and on the web site of the Making It Work initiative: www.makingitwork-crpd.org



II. CONCEPTUAL FRAMEWORK OF INCLUSIVE EDUCATION

Inclusive Education for all marginalised and vulnerable children

The right to education, as defined in the CRPD requires member states to provide an Inclusive Education system to ensure educational inclusion of children with disabilities without discrimination and on the basis of equal opportunity. This right has its roots in the concept of Inclusive Education defined in documents of international frameworks (UNESCO and International Office of Education), since the nineties² of Twentieth century.

The CRPD sets out that people with disabilities have a right to education and countries will make sure they have the opportunity to go to mainstream schools and can carry on learning throughout their lives so that:

- They can learn or do as much as they are able to or want to;
- They are not excluded from (kept out of) any sort of education;
- They can go to good local schools, and don't have to pay for them, the same as everyone else;
- They have their needs met as far as possible;
- If needs cannot be met in a mainstream school other education can be given as long as it doesn't leave them out from society;
- To have training for teachers and staff to support people with disabilities properly;
- To teach people to learn Braille and other ways of communicating as needed;
- To teach people sign language and see it as a language of the deaf community;
- To make sure deaf and blind children get the right education and support for them to learn;
- To make sure teachers have the right skills;
- To provide the right support for people with disabilities to continue their education as adults if they want to³.

2 United Nations, UNESCO, 'The standard rules for equality of opportunities', 1993

3 Source: Easyread version of the Convention, Department for Work and Pensions by the 'easy read' service @ Inspired Services. IS164/07. August 2007, www.inspiredservices.org.uk

Inclusive Education thus means an education system that takes into account the specific needs in terms of teaching and learning for all marginalised and vulnerable children and young people. And, in this case, we can highlight: street children; girls; children from ethnic minorities; children from financially deprived families; children from nomadic families; refugees; displaced children; children living with HIV/AIDS and children with disabilities. The aim is to ensure these children have equal rights and access to education.

Inclusive Education is an approach that recognises that each child is a unique learner and that regular schools should be able to provide quality education accessible to all children, regardless of their physical, intellectual, social, emotional, linguistic or other special needs. It is an educational approach based on valuing diversity as an enriching element of the teaching and learning process and thus promoting human development.

Obviously, Inclusive Education is not a static concept. There is no unique definition or method of application suited to all people or all situations. It is based mainly on evolving inclusive practices that can be adapted to different situations. It should be considered as a component of inclusive development, the ultimate goal is a society that promotes and ensures active participation and inclusion of all its members. Inclusive Education is the primary means to achieve the goals of "Education for All", which promotes a child-centred approach to teaching and learning throughout life.

Implementing Inclusive Education requires a change of perspective and positioning in relation to the education of children with disabilities. It is not the student who should adapt to the mainstream school, but the school environment which needs to adapt to the student in order to offer the best conditions for teaching and learning. Inclusive Education does not pose the question as to which children with different types of disability can be integrated in regular classes, but how we should adapt the aspects of school life so that the Inclusion is successful⁴.

Specialised, Integrated and Inclusive System of Education - what are the differences?

A system of Special Education - means that children with disabilities receive an education in a separate learning environment, such as a special school or centre, often isolated from the community, from other children, or from mainstream schools. In many countries, this type of Special Education system has no connection with the Ministry of Education and is the responsibility, for example, of the Ministry of Social Welfare.

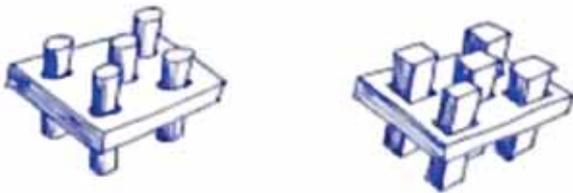
An Integrated Education system - means that children with disabilities are schooled in mainstream schools, but in a separate room with other students with disabilities and a dedicated teacher. These children often have very little contact, if any, with their non-disabled peers. Integrated Education can also mean that a child with a disability is enrolled in a school and in a regular classroom, but the school's efforts to meet the educational or social needs of the child are minimal, and it is therefore up to the child to adapt to the environment.

An Inclusive Education system - means that the education system as a whole, takes into account the measures needed to provide an appropriate education to all children learning together. Links are created with specialist and regular support services. An Inclusive Education system follows a systematic approach to change rather than a school by school approach.

⁴ World Health Organization, World Bank. World report on disability. Geneva, World Health Organization, 2011 (http://www.who.int/disabilities/world_report/2011/en/index.html, accessed 25 January 2012)

The differences between Special, Integrated and Inclusive Education

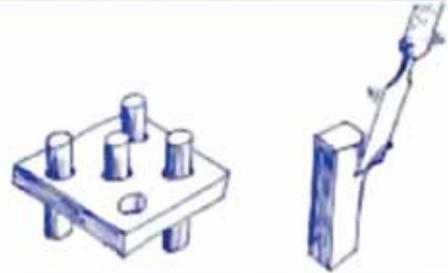
Special Education



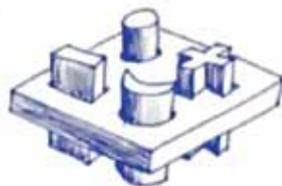
Mainstream schools for mainstream children

Special schools for learners with disabilities

Integrated Education



The mainstream school does not adapt to the learner
The learner must change to fit the school



Inclusive Education

- * A flexible system which adapt to the learner
- * All children learn, despite their differences.

Source: <http://www.eenet.org.uk/resources/docs/IE%20few%20resources%202008.pdf>
Stubbs, S. (2002, revised 2008) Inclusive Education: Where There Are Few Resources. Norway: Atlas Alliance

Models for implementing Inclusive Education:

To meet the demands of Inclusive Education, various models and partnerships can be developed depending on the situation of each country and the demands of the education system as a whole. The participation of all stakeholders is essential because the school cannot do it alone. Schools need to involve and collaborate with: parents, children, teachers, managers, directors, disability professionals (special education teachers, speech therapists, psychologists, physical therapists, occupational therapists ...); school medical teams as well as local and national authorities.

A twin track approach is required⁵, which means that work needs to be done:

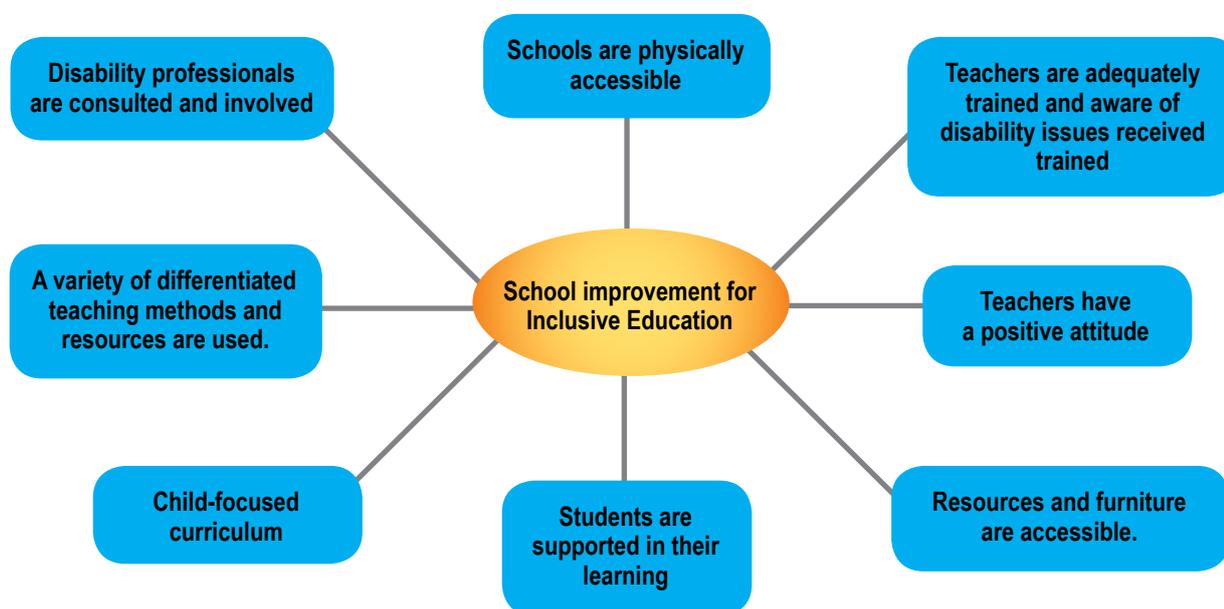
- 1) Work on the changes of the educational system (mainstreaming efforts)
- 2) Pay attention to the specific needs of children with disabilities at schools (targeted efforts)

This approach recognises that “*children with disabilities and their families have ordinary needs and must have access to mainstream programmes and services such as health care, child care and education, and also may need access to targeted services such as early childhood intervention. Building on existing health and education service structures for all children is essential, avoiding as much as possible the organisation of separate and/or parallel services*”⁶.

⁵ World Health Organization, World Bank. World report on disability. Geneva, World Health Organisation, 2011

⁶ Source : Early Childhood Development and Disability: A discussion paper, WHO – UNICEF, 2012, p.21

IMPROVING THE EDUCATION SYSTEM SO THAT IT BECOMES INCLUSIVE:



Adapted from Handicap International Policy Paper on Inclusive Education, Technical Resources Division July 2012



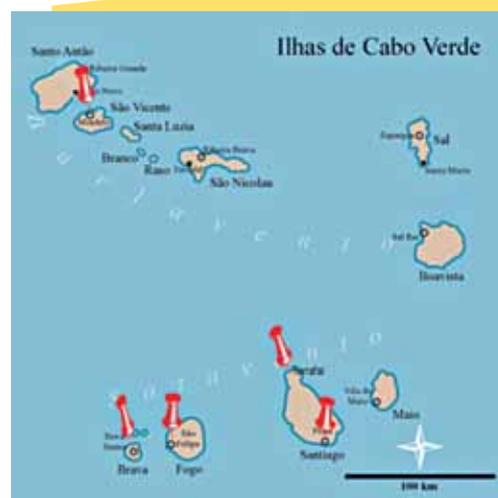
III. CHALLENGES OF PROVIDING INCLUSIVE EDUCATION IN CAPE VERDE

Background situation

Cape Verde has been recognised as a country that invests in education and the human potential of its population. Everyone's right to education is safeguarded in Article 69 of the Constitution of Cape Verde.

Committed to education, Cape Verde has developed policies over the years and created infrastructures. Besides that, it disposes of enough legal instruments to support people with disabilities and enable access and inclusion of children with disabilities in all levels of the mainstream education system. This is underpinned by a shared responsibility between public institutions and civil society organisations.

Among the laws and public policies that favour the implementation of Inclusive Education and the safeguarding of the rights of people with disabilities it is worth highlighting:



- Creation in 1994 of the National Council on the Status of People with Disabilities (CNDC), organ for consultation, which promotes, coordinates and monitors the implementation of the national policy on habilitation, rehabilitation and integration of people with disabilities. This Council is guided by the National Plan of Action for People with Disabilities;
- Creation, in 1993/1994, at the level of the General Department of Primary and Secondary Education's (DGEBS), the field of Special Education. The Special Education team is committed to create the conditions towards socio-educational integration of children with Special Educational Needs (SEN);
- Adoption of the National Plan of Education for All and the Strategic Plan of Education in 1991 providing policy measures concerning Special Educational Needs (SEN). Such policies include specific training for teachers in the field of disability; and accessible schools which are equipped for students with disabilities,
- Adoption of the "Law establishing the General Basis of Intervention, Rehabilitation and Integration of People with Disabilities" (Law No. 122/V/2000, June 12, 2000, Series I – N° 17) has outlined a clear and comprehensive national mandate towards the elimination of discrimination against People with Disabilities (PWD) in order to ensure their integration into social and economic society in Cape Verde;
- Decree Law 131/V/2001 of 22:01: The basis of Social Protection which regulates equality, opportunity, social dialogue and the responsibility of the state for all who are in any way disadvantaged;
- Adoption in 2004 of the National Action Plan for Human Rights and Citizenship with the aim of promoting rights and the elimination of all forms of discrimination against people with disabilities;
- National Disability Plan (Resolution No. 23/2008 of 19 May, Series I - 19 «BO of the Republic of Cape Verde»);
- Decree-Law n° 62/2009 of 14 December - Law of the Ministry of Labour, Family and Social Solidarity - Sets the institutional framework for the issues of people with disabilities, and establishes the National Council for the Rights of People with Disabilities and adoption of a Strategic Plan for Professional Training - to promote opportunities for access, attendance and professional training courses for people with disabilities;
- Extension of minimum social pension for adults and children with disabilities (2010);
- Decree-Law No. 4 of 01.24.2011 - Ratifying the Convention on the Rights of People with Disabilities. This agreement clarifies

the obligations of states to ensure the enjoyment of all human rights for all PWD and provides a framework for action, establishing universal standards in areas where adjustments are required for PWD to exercise their rights or where protection of rights must be reinforced;

- Decree-Law No. 9 of 02.28.2011 - Technical Standards to improve accessibility for the safe and independent access by citizens with limited mobility to buildings used by the public including public spaces, street furniture and public transport.

Cape Verde has made significant gains in the process of achieving Inclusive Education, above all since it assumes the achievement of Education for All and the Millennium Development Goals. According to the National Directorate of Primary and Secondary Teaching, in its last educational census of 2012, 500 children with some impairment are enrolled in primary school. Not being finalized the general data on the enrollment of children in primary school in 2012, it must be noted that in the last school year (2010/2011) there were 68149 children without disabilities enrolled in this level of education. In the meantime, the existing evidence of inclusion of children with disabilities in different educational sectors shows that it is possible, despite the difficulties and challenges, for schools to be a place of education for all children.

Disabled People's Organisation's (DPO's) interventions in Inclusive Education

Civil society organisations have become stakeholder's key actors that may have a direct and strong impact on the inclusion of children with disabilities in regular schools. The seven existing DPOs (ADEVIC⁷, ACD⁸, AADICD⁹, A PONTE¹⁰, ADEF¹¹, ACARINHAR¹² and COPAC¹³), have played an important and complementary role to the Ministry of Education through the establishment of resource rooms, raising awareness at teacher training schools and in the community.

Many children with disabilities get some assistance from associations: in some cases, they provide academic, medical and therapeutic support. As well as the inclusion of children with disabilities in regular classes, there are also examples of special classes for children with disabilities which are integrated into mainstream schools. There are also special schools for the blind for primary and secondary level students. An example of this is the Escola Manuel Júlio, a non-profit private institution located in the Association of the Visually Impaired of Cape Verde (ADEVIC).

Another case to highlight is the one of the Association of Support, Development and Integration of the Child with Disabilities (AADICD) has a resource room used by deaf students when they are not in regular classes where they work on developing specific skills and learning sign language.

Government efforts

Government efforts to support Inclusive Education, in addition to financial grants to the seven associations of people with disabilities, focus on the creation and maintenance of six "Multifunctional Resource Rooms" (SRMF) located on the islands of Santiago (Praia and Santa Cruz), São Vicente, Santo Antão (Porto Novo), Fogo and Sal. The creation of three more rooms is planned in Santiago Norte region, at Mosteiros on the Island of Fogo and in Ribeira Grande of Santo Antão.

These rooms, in some cases, include a multidisciplinary team of psychologists, pedagogical experts, and sociologists. Their goal is to promote the inclusion of pupils with special educational needs, to improve the quality of education, to support teachers drawing up Individual Education Plans (IEPs), to offer guidance to families, to enrich the educational environment and ensure quality education for all.

7 ADEVIC : Association of the Visually Impaired in Cape Verde

8 ACD : Cape Verdean Association of People with Disabilities

9 AADICD : Support Association, Development and Integration of the Child with Disabilities

10 A PONTE: Association for the Promotion of Mental Health

11 ADEF: Association for the Development and Training of people with Special Conditions of Cape Verde

12 ACARINHAR : Association of Families and Friends of Children with Cerebral Paralysis

13 COPAC: Paralympic Committee of Cape Verde



Still at the actions of the Ministry of Education, it is noted that there is a growing concern about providing primary and secondary teachers with the specific knowledge and skills about the process of teaching and learning for people with disabilities.

However it should be noted that the initial training of teachers at primary level (at the Pedagogical Institute) covers only the general discipline of developmental psychology. At secondary level, only the more recent University of Cape Verde courses include a curricular unit on Inclusive Education (knowledge of different disabilities and specific learning strategies for) being the previous courses without such subject.

But as a way to bridge this weakness, in terms of specific curricula of courses in primary and higher level, are parts of the Formal Curriculum of on-going training for primary teachers, disciplines such as Psychology of Development and Learning with a focus on the pedagogical practice of inclusion. It has been also a practice, the holding of practical workshops by AADICD and ADEVIC on specific topics such as sign language, Braille or learning difficulties. However, our teachers are still faced with limitations in guiding the process of teaching and learning for children with disabilities.

The opening of the first Master course in Special Education which began in March 2007, soon after the creation of the University of Cape Verde (November 2006), the result of a partnership between the new university and the Lisbon Polytechnic Institute - Post-graduate School of Education gives new inputs with regard to training of national technicians towards Inclusive Education. And completed the first master's, the University of Cape Verde expressed an interest in restructuring the curriculum and reopening a Master's degree in the same area.

With regard to the Islands which participated in this study, there are clear differences on a pedagogical and motivational level in relation to their practice of including children with disabilities. In addition to cultural factors inherent to each Island it is also clear that in Santiago, São Vicente and Fogo teachers have more training opportunities and access to information. The location of the resource rooms and ability of students to access them have also been differentiating factors for teaching practice in these schools. The ability of learners to be able to receive extra educational support and assessment of skills in the resource rooms boosts the inclusion of child in the school.

IV. GOOD PRACTICES IN INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES IN CAPE VERDE

The examples of good practices showcased in this report are innovative attempts to bring children with disabilities into the classroom in Cape Verde. While the practices highlighted are good and show clear progress in the country, they are not always illustrative of an inclusive approach to education but are rather based mainly on integrative education initiatives.

The nine case studies **below describe experiences** on the islands of Santiago, São Vicente, Fogo and Brava. These descriptions are complemented by audio-visual documentation (available on CD-ROM, attached to this report) which will be used to develop and support training and awareness-raising activities.

GOOD PRACTICES FROM SANTIAGO ISLAND

CASE STUDY I: INCLUSION OF YOUNG DEAF STUDENTS IN SECONDARY EDUCATION



Location: Achada Santo António, Praia City, Santiago Island

Stakeholders involved: Support Association, Development and Integration of Child with Disabilities (AADICD) and Ministry of Education and Sports (MES).

A sign language interpreter supporting learning in the classroom at Pedro Gomes Secondary School, in Praia, Capital of Cape Verde

DESCRIPTION OF PRACTICE AND PROCEDURE FOR IMPLEMENTATION

The Pedro Gomes Secondary School (ESPG) has been a public establishment since 1988. It is situated in one of the most populous neighbourhoods of the city of Praia, with a total of approximately 1700 students, eighty-four teachers and twenty-two classrooms. Located in the heart of this neighbourhood, ESGP is considered a model school for the development of social and educational projects that involve the family, the educational community and students. The ESGP is one of the UNESCO associated schools with a social and political commitment to promote peace and social justice through inclusive practices.

Through a partnership between the Ministry of Education and Sports and the AADICD, signed in 2007, the ESGP inaugurated the first inclusive class of the country in 2009. This benefit about twenty youth, among them ten deaf students, giving them then access to secondary education. Through this partnership nine teachers were trained in sign language and developed specific teaching techniques to support inclusive learning in the classroom.



In addition to attending their morning or afternoon timetabled classes, the deaf students attend tutorials in their non-timetabled periods facilitated by teachers. This is a strategic time to consolidate learning.

To help with communication and access to learning content, teachers of different subjects are assigned a teacher from the ministry, with a short period training in sign language in Portugal and Senegal who provides the link between students, teachers and the learning.

This example of good practices also highlights the high level of involvement of deaf students in extracurricular activities such as dance, sport, music and drama with the educational community of the school.

FACTORS THAT MADE THIS EXAMPLE OF GOOD PRACTICE POSSIBLE

- The partnership between the Ministry of Education and the AADICD is certainly one of the most significant factors of this pilot project in Cape Verde. As a result of this partnership, we have the new figure of 'Teacher who performs a role of Interpreter in sign language' and teachers' training in sign language which allowed an embedding of this practice in the classroom and in the lives of deaf students;
- The open and participative management of ESPG who embraced this challenge involving the whole school community, with a strong focus on respecting individual's rights and on supporting students to reach their potential;
- The advocacy and inclusive vision of AADICD in promoting and respecting the rights of people with disabilities.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- The main difficulty is the lack of an official Cape Verdean sign language which would allow greater and better interactivity in relationship to language comprehension. This however, did not stop to get on with the initiative, based, to this level an adaptation of Portuguese sign language and, as important as this to the creativity of its users;
- Resolved this problem, the challenge was the level of the relationship between the interpreter teacher and other teachers of the nine subjects taught in classes that integrated students with disabilities. Facing the reality of having a teacher who performs the role of interpret of nine disciplines the teaching staff responsible for the class meets weekly with the interpreter and together they outline the strategies and share the material to be taught in the lessons. They work in the same way in relationship to oral and written assessment;
- In the beginning a certain tension was visible in the interaction of deaf students with other hearing students, but it was done a big investment in social activities and interaction, creating extracurricular activities which promote collaboration and respect for individual differences.

EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- This practice came to demonstrate that inclusion is possible in the current Cape Verdean educational context. In the past, children with disabilities, deaf children in particular, had no access to Secondary education, restricting and hindering the possibility of an active and independent life. This experience has had a direct impact on reducing prejudice, demonstrating that difference is the wealth of society and education a right for all;
- The partnership between the state and NGOs has been demonstrated to be strategic for social change in Cape Verde. This partnership has strengthened the idea that the fight for the inclusion of people with disabilities is not an apology but a political act of citizenship and social justice. Regarding learning, it was an opportunity for the teaching staff to reflect and recognise that there are several ways of teaching and learning.

"I'm fulfilling a dream of attending high school "Janete a student of 7th year of ESPG

HOW CAN THIS PRACTICE BE IMPROVED?

- Strengthened partnerships with parents and careers, so that they have a more active role in this initiative;
- Increased focus on brief courses to train teachers in Sign Language;
- Creating assessment tools appropriate for deaf students in the disciplines in which speaking skills are valued;
- Increased coordination between the School and the Vocational Training Centres providing early intervention with technical and professional training.

**For more information, contact: *Maria José Barbosa, School Director,*
*email pedro.gomes@cvtelecom.cv, phone nº 261 24 35***

CASE STUDY II: REASONABLE ADAPTATION FOR INTEGRATION OF DEAF CHILDREN IN EUGÉNIO TAVARES PRIMARY SCHOOL

Location: Achada Santo António, Praia City, Santiago Island

Stakeholders involved: Support Association, Development and Integration of Child with Disabilities (AADICD) and Ministry of Education and Sports (MES).

DESCRIPTION OF PRACTICE AND PROCEDURE FOR IMPLEMENTATION

The Eugénio Tavares Primary School (EBET), located in one of the most populous neighbourhoods of Cape Verde, has been involved in an Integrated Education project. Five years ago in partnership with the AADICD, a room was set up to accommodate thirty deaf students accompanied by two teachers who had received a short training and awareness-raising course for this purpose. Eugénio Tavares School has provided deaf students with quality education and real integration into society. The learning process was reinforced for the deaf students by participation in AADICD activities room during the classes' non-timetabled periods. The room is supplied with some adapted teaching materials to deaf children. With a strong involvement of parents and guardians, this initiative has given deaf students access to attendance at primary school and made entry into secondary education possible.



FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- This example of good practices highlights the partnership between the Ministry of Education through Eugénio Tavares School and the AADICD association, which together provided human resources and materials for implementation of the project;
- The teaching materials such as adapted books, CDs and reading tables, donated by AADICD were important teaching aids to support learning and access the syllabus;
- The commitment and motivation of the two teachers who had pedagogical training and the mothers of deaf children. The attitude of these teachers facilitated the collaboration of these mothers in integrating their children into a different environment from the family. They acted as catalysts requesting the admission of their children into school. They encouraged their own children to attend school. For them, disability is not an obstacle for their children to have access to education. Some mothers learned sign language in the interaction with their children;
- The participation of the teacher, Lena Tavares, who is a specialist in Portuguese sign language training, improved the quality of the teaching and learning process. The fact that the trainer is also hearing impaired allowed the development of a more efficient communication system. The sharing of sign language skills with other teachers was crucial to the learning process of these children;
- The openness and awareness of school management allowed involvement of the whole school community in the inclusion initiative.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- Previous to this initiative, parents and guardians did not believe it would have been possible. Parents did not have faith in the system and the ability of their deaf children to learn. For this reason, a work was made, next to parents and the community, based on activities such as meetings, lectures, and group discussions, in order to raise awareness and provide information about deafness and the ability for deaf people to learn;
- One of the major difficulties encountered was the high number of students of different ages and different levels of knowledge of sign language. To address this issue they were divided into three groups taught by three teachers;
- The need to develop a communication system using Sign Language has been a challenge for this project, difficulty which has been overcome by the involvement of the sign language teacher, Lena Tavares, who as a 'trainer of trainers' has cascaded her training next to teachers and students.

EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- The deaf children who were at home before without the possibility of attending primary education now have the opportunity to enter the world of school and formal learning;
- Interaction of deaf children with hearing children and with the wider local community has decreased prejudice towards people with disabilities;
- The sharing of knowledge and expertise among teachers has contributed to a greater and better understanding of the learning process of deaf students.

"Today I feel that deaf children are really learning." Mother and teacher of deaf children.

This example of good practices is due to the commitment and willingness of the MES to promote the rights of people with disabilities and the importance of NGOs and civil society in this process.

HOW CAN THIS PRACTICE BE IMPROVED?

- Advocating inclusive activities with hearing students;
- The room should be an integral part of the school. It should have better participation/interaction of teachers in pedagogical meetings at school and in extracurricular activities;
- Greater involvement of parents and carers in activities and teaching strategies undertaken in school.

For further information contact: **Helena Lisboa, Eugénio Tavares Primary School, phone nº 261 31 31.**



CASE STUDY III: PROMOTING INCLUSION OF CHILDREN WITH ALL TYPES OF DISABILITY IN CAPELINHA SCHOOL

Location: Fazenda, Praia City, Santiago Island

Stakeholders involved: Ministry of Education and Sports (MES), Family and Community.

DESCRIPTION OF PRACTICE AND PROCEDURE FOR IMPLEMENTATION

Capelinha School is one of the oldest schools in the city of Praia, located in a residential, populous neighbourhood. Recognised for the quality and commitment of its teachers, Capelinha works with a group of eight children with different kinds of disabilities. A group which including children with developmental, physical and learning disabilities. The children are divided into different classes and levels of education in regular classrooms. Six teachers with specific pedagogical training including short training sessions on how to work with children with disabilities are involved in this example of good practices.

This opening to receive an initiative of this kind makes Capelinha a school that respects the rights of the child and demonstrates their commitment to education and inclusion of children with disabilities.

Based on what can be observed, teachers are committed to the learning of children with special educational needs, by creating innovative strategies to promote their social and cognitive development. To this end, these teachers took part in awareness-raising activities, and were trained and monitored by the Ministry of Education about the process and in teaching and learning techniques toward children with disabilities.

The activities at the school are shared with the entire school community, counting on with a strong commitment of the parents and carers of children with disabilities.





FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- The commitment by teachers to providing a rich environment favourable to learning for students with special educational needs;
- Creativity and motivation of the entire educational community in the production of materials and activities for inclusion of children with disabilities and of their families;
- Monitoring of experts from the Ministry of Education and the opportunity of teachers to participate in training and capacity building courses which provide teachers with practical, everyday tools. For example, resources used to develop the fine and gross motor skills (wood cubes, rubber balls, cutting and pasting, etc.). These teachers mainly participated in lectures to raise their awareness about the process of inclusion in primary education, organised by the centre for Inclusive Education of the Ministry of Education;
- Open-minded management which supports the inclusion of children with disabilities, allowing the school to be a participatory school, where everyone is part of the pedagogical mission of the school.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- A major difficulty has been the physical and architectural barriers of the school which do not favour the free movement of children in wheelchairs. Where this is the case, these students attend classes in the rooms of the ground floor;
- The lack of adequate teaching materials has been, by the other hand, a constant challenge. To overcome this problem, teachers have been relied on their creativity by producing materials and adapting existing ones;
- The belief of parents that children with disabilities, mainly those with cognitive disability, do not learn has been a limiting factor in this initiative. To reverse this bias the teaching staff has recorded the progress of these students, showing the parents the social and cognitive gains their children have made throughout the process.

EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- Children who were once confined to the house, and therefore without access to a social integration and interaction with other children have the opportunity for and the right to education in a rich environment full of possibilities for learning and of respect for their differences;
- Parents and guardians are more aware of their children's development and their real learning abilities;
- More qualified teachers who are more open to the practice of inclusion, its strengths and challenges;
- An education community more aware of the rights of people with disabilities, especially the right to education.

“Education is a right ... our school has an obligation to accommodate all children.” School manager

HOW CAN THIS PRACTICE BE IMPROVED?

- Increased sharing between teachers of produced resources and carrying out joined activities in order to make them accessible to all students and planning of educational activities. For instance, small reading groups, group dynamics as simulation, activity in which a colleague stands in the place of another to get the idea of the other person's world;
- Involvement of parents in activities with the children so they can experience the daily lives of their children and provide continuity at home;
- That teachers, parents and carers, and students take greater advantage of the MES Resource Room in Pedro Gomes Secondary School, in Achada Santo António, 3km away from Capelina Escola. This is a strategic and important resource for the continued teaching and learning process;
- Creation of a Centre for Study and Research, with a multidisciplinary perspective, where teachers can reflect on their practice and on the different learning strategies needed in this approach to learning.

For further information contact: Jacira Duarte, Capelina Primary School, Phone nº 261 14 43

CASE STUDY IV: TEACHER / STUDENT COOPERATION AT CALABACEIRA SCHOOL

Location: Calabaceira, Praia City, Santiago Island

Stakeholders involved: Ministry of Education and Sports (MES), Association ACARINHAR and Families

DESCRIPTION OF PRACTICE AND PROCEDURE FOR IMPLEMENTATION

Calabaceira School is a primary school located in a poor suburb of the capital, Praia. It is attended by four children with physical, mental and cognitive disabilities. In 2011, one of the teachers, Fátima, took on the challenge of having in her class, Márcio, a child with cerebral palsy. As she had no specialist training and a class of thirty-eight students, Márcio's learning became a task for the whole educational community.

Committed to being an inclusive teacher, Fátima devoted herself to creating appropriate learning strategies to suit Márcio's skills and needs.

Like many children with cerebral palsy, Márcio spent his days confined at home with no interaction with other children and without the possibility of access to education. The relationship between the teacher Fátima and Márcio is the start of a process of inclusion into education.

The teacher then participated in specific training on cerebral palsy monitored by the association Acarinhar and began to participate in the annual summer camp of the association. Through these exchanges, the teacher enhanced her skills and developed new educational tools. She also took the initiative to hold awareness-raising sessions with parents to encourage their understanding of disability and integration of students like Márcio into the classroom.

FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- The training provided by Acarinhar provided the teacher with the skills and specific strategies to develop the potential of a child with cerebral palsy, in the context of social skills, motor development and nonverbal language and sound. This allowed greater interaction with his peers and with his family;
- The participation of the teacher in the Acarinhar summer camp was an opportunity to learn and share strategies for learning and socialisation of children with cerebral palsy;
- The motivation and creativity of the teacher in search of new, appropriate learning strategies maximizing scarce resources;
- The engagement and involvement of parents in the process of inclusion of the child.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- The Ministry of Education and Sports has offered the student a wheelchair, appropriate to his disability, that gives him safety and freedom of movement;
- The concern from other parents that the presence of Márcio in the classroom would distract students and affect the learning of the rest of the class. Through awareness-raising sessions it was possible to convince them that the classroom is a place for all students regardless of their physical or mental abilities;
- Lack of specific teaching materials to stimulate movements of arms and legs. With recycled materials the teacher fashioned a soft ball that could stimulate the muscles of the hands. Twice a week she organizes a football game offering interaction between the students.

EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- Providing the right to education for children with cerebral paralyse;
- Raising awareness in the educational community. Less discrimination towards children with disabilities;
- Teachers motivated and committed to making this school a space of inclusion;
- Children learning to respect difference, through interaction and mutual help;
- Parents aware that when a child with cerebral paralyse attends school there is progress in her emotional, physical and cognitive development.

HOW CAN THIS PRACTICE BE IMPROVED?

- Monthly planning of the activities to be undertaken with Márcio along with the expected results.
- Need to adapt a table to facilitate the handling of objects and to support Márcio's hands movements;
- Greater involvement of parents and carers in the activities taking place at home;
- Creating specific teaching materials that encourage the psychological and physical skills of children with cerebral paralyse;
- Decreased number of students in the class allowing greater availability of the trainer to support the needs of children with disabilities.



For further information,
contact: *João Silva,*
Calabaceira Primary
School,
Phone nº 262 27 61



CASE STUDY V: INCLUSION OF CHILDREN WITH DISABILITIES IN PRE-SCHOOL EDUCATION

Location: Tarrafal (Chão Bom), Tarrafal Village, Santiago Island

Stakeholders involved: Kindergarten of Tarrafal, Monitors and Family

DESCRIPTION OF PRACTICE AND PROCEDURE FOR IMPLEMENTATION

The kindergarten of Tarrafal municipality is located in centre of the city. This establishment is attended by children from the poorest families and supports them in their education. Just one child with disabilities, cerebral paralyse, attends this preschool. The process of inclusion of this child took place thanks to the implementation of good practices and suitable strategies. For example, this setting has an open and inclusive management team, with staff members who, even though with scarce resources, are dedicated to providing access to the kindergarten for children with disability.

FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- Open and inclusive management: the legal aspects of inclusion were taken into consideration, i.e. national legislation stipulates that all children are entitled to education. The role of manager, as the agent of change was fully exploited;
- Ability to use and capitalize on existing resources. For example, teaching materials: mats, blankets, toys, craft paper, white glue, storybooks, modelling clay, chalk, pencils, cardboard, rubber, red gouache and markers. Physical spaces: An activity room with natural light and ventilation, toilet facilities for everyone;
- Relationship of the Kindergarten with parents and carers. The mother facilitates the work of this public education institution through close collaboration with the teachers and the knowledge of their child. For example, sharing information on the child development, care routines besides the mother's participation in activities organised by the kindergarten.



MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- Lack of specific training to work with children with cerebral paralyse - was overcome through short training courses provided by the MES and a building a trusting and sharing relationship with the family.

EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- The access to Kindergarten allowed the social development of the child and her progress, for example, in motor skills movements;
- This example of good practices allowed the mother of the child with disabilities to be available to work and support the family;
- The Kindergarten has developed its provision for inclusion, through the creation of adapted educational resources: activities such as children's games;
- Through this initiative, the community has realised that children with disabilities have the skills, ability and right to take part in education, at the same time prejudice and discrimination has decreased;
- According to the teacher, it became clear that the community was surprised by the fact that a child with disability was enrolled in the kindergarten. According to her, after several unsuccessful attempts by the mother to enrol her child in the education system, this was the only facility with the openness, awareness and respect for the right of the child with disabilities to education.

"We create the resources ... we must want to do it". Teacher at Tarrafal Kindergarten

"Today I have a place to leave my daughter, she has developed a lot." Child's mother, Maria Sanches

HOW CAN THIS PRACTICE BE IMPROVED?

- Provide the institution with the architectural adaptations that make it accessible to people with disabilities;
- Empowering teachers with specific skills that enable them to develop the physical and mental abilities of children with physical and developmental special needs;
- Strengthen community adhesion.



For further information, contact: *Maria Teresa, kindergarten teacher.*

GOOD PRACTICES FROM SÃO VICENTE ISLAND

CASE STUDY VI: INDIVIDUALISED MEASURES OF EFFECTIVE SUPPORT IN JORGE BARBOSA SCHOOL

Location: Mindelo, Municipality of São Vicente, São Vicente Island

Stakeholders involved: Ministry of Education and Sports (MES), school and family.



A blind student using a computer, his primary learning tool in classes, at Jorge Barbosa Secondary School, São Vicente Island, Cape Verde.

DESCRIPTION OF PRACTICE AND PROCEDURE FOR IMPLEMENTATION

For six years in primary education, the teacher, Hironcina Lima, dedicated herself to the teaching and learning of two blind students attending a class with children without disabilities. However, one of the students emigrated so only Ailton, the other student, continued his secondary education. As a teacher without specialist training to work with blind students, she was able only to provide them with an atmosphere of friendly social interaction. The lesson content was accessible only for students without disabilities.

In order to improve her teaching skills, the teacher sought, from the MES, suitable strategies and methodologies to support blind children's learning. After a short basic training course in Braille taught by specialists from the MES, Hironcina started a more intensive communication and learning programme with the student, which enabled the process of teaching and learning, with impacts on that student's life and throughout the school community. Today attending secondary school, Ailton is considered a success story and an example of personal triumph over difficulties.

FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- The presence of a teacher in the classroom with time available to support blind students' learning;
- The training received in Braille by the MES which provided Hirondina with knowledge about and skills in Braille;
- The teacher's dedication and willingness to break down barriers and create support materials to learning;
- The pedagogical relationship between the teacher Hirondina and the student Ailton which took place in an atmosphere of mutual respect and reciprocal help.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- The parents and carers did not believe in Ailton's ability to overcome the barriers of visual impairment and therefore discouraged the child from attending school. Through awareness-raising work, Hirondina showed the parents the achievements and development possibilities that were within Ailton's reach;
- The absence of an effective system of reading and writing. With the training received by the MES in Braille it was possible to improve the process of reading and writing with the student. Today he attends classes using a laptop computer, which is his primary learning tool;
- The lack of suitable teaching materials led the teacher, to bridge this need, creating resources out of cardboard, cards, buttons etc. to support access to learning content.



EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- As a result of this learning relationship Ailton is one of the few visually impaired students on the island to attend Secondary School successfully;
- The education community is more aware of the ability of visually impaired pupils to learning;
- The teacher, Hirondina, shared her experience with her teaching peers, thus cascading the good practices.

KEY POINTS TO CONSIDER

- The presence of a teacher assistant in the classroom is a key element to ensure the right to quality education for children with disabilities;
- Teacher training in Braille is essential to ensure success of teaching and learning;
- It is essential to equip the school with appropriate teaching materials to support blind students' teaching and learning.

For further information, contact: *Hirondina Lima, Retired teacher, Phone n° 231 40 12*

GOOD PRACTICES FROM FOGO ISLAND

CASE STUDY VII: PARTNERSHIP BETWEEN THE FAMILY SCHOOL AND THE MINISTRY OF EDUCATION AND SPORTS RESOURCE ROOM

Location: City of São Filipe, Fogo Island

Stakeholders involved: Ministry of Education and Sports (MES), School and Health Delegation, private religious institutions and NGOs.

DESCRIPTION OF PRACTICE AND PROCESS FOR IMPLEMENTATION

The resource room is a source of pedagogical support for the entire educational community and children with special educational needs. This educational structure is located in the city centre of São Filipe and offers a range of educational support to teachers, parents and students.



In the periods when they are not at school (children attend school either in the morning or the afternoon in Cape Verde), students with special educational needs receive enhanced pedagogical and psychological support. In this resource room there are educational games, children's books of short stories, audio-visual material (TV and video), wheelchairs, sports teaching materials adapted to different types of disabilities (donated by the Church of the Latter Day Saints). The room is an adapted structure within the São Filipe public primary school with physical accessibility for people with disabilities. It is open daily, is free of charge and has the support of a teacher from the Ministry of Education. Awareness-raising events and training sessions in the field of special educational needs take place regularly in the resource room.

Among the children who attend the resource room, is Sandro, a child with a physical disability. Thanks to the dedication and support of the parents and the resource room, the child regained movement and went to school.

Previously, this child was confined to the house, had no friends and did not socialise with other children. Today, the child plays on the community soccer team and is able to write his own name.

FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- The existence of resource room as a place of general and pedagogical support for the teachers, parents and pupils with special educational needs;
- The dedication of the resource room's specialist staff who believe in inclusion as a right of the child;
- The dedication of Sandro's family who believed that the child was capable of learning;
- The school that welcomes Sandro without discrimination or prejudice.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- Lack of support materials was overcome by the partnerships established between the MES and NGOs and churches that allowed the purchase of teaching and learning materials, computer equipment and wheelchairs for the resource room;
- The discrimination by the community represented an initial difficulty. Through School and Health Care Delegations awareness-raising lectures were offered in the community with the goal of eradicating prejudice and social injustice.

EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- Room equipped with the human and learning resources to support children with Special Educational Needs;
- Empowered families, happy with their children's progress;
- A community which is more aware of the rights of people with disabilities;

HOW CAN THIS PRACTICE BE IMPROVED?

- For the sustainability of this initiative it is necessary to strengthen partnerships with other organisations and private institutions on the island;
- Increased involvement of teachers in the resource room in order to have coordinated activities based at developing skills and specific objectives.



A child at the Multi-functional Resource Room of São Filipe Primary School, Fogo Island, Cape Verde

For further information, contact: *Maria Madalena Pires, São Filipe Primary School*

CASE STUDY VIII: COOPERATION STUDENT-STUDENT, SCHOOL-FAMILY AND SCHOOL-COMMUNITY

Location: Cova Figueira, Municipality of São Filipe, Fogo Island

Stakeholders involved: University of Cape Verde, School/Family/Community

DESCRIPTION OF PRACTICE AND PROCESS FOR IMPLEMENTATION

Cova Figueira Secondary School is characterised by healthy relationships and cooperation between students, teachers, families and the wider community. The school has promoted respect for difference through lectures and extracurricular activities that allow for increased an improved integration of students with disabilities.

The learning and academic achievement of students with special needs and their inclusion in mainstream classrooms in this school are noteworthy. This practice is also distinguished by cooperation and peer-support of students without disabilities. There are always students willing to support their peers with special needs either in their learning or to share experiences. It is in this atmosphere that Sílvia, a quadriplegic student who writes with her mouth, distinguished herself with excellent academic results. Always supported by her fellow students, Sílvia has a large circle of friends and peers willing to carry her on their backs whenever the need arises.



The fact that the school is located in the middle of a small town in a rural area, makes it establishes a close relationship of constant exchange with the community in which she is inserted, through the active participation of parents and carers in meetings and cultural activities which take place throughout the academic year.

The physical structure of the building allows accessibility for the student with disabilities to the whole of the school, thus promoting their independence and participation.

FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- The school is open to difference, raising awareness in the education community through lectures with emphasis on respect for individual differences;
- The physical structure of the school is accessible and allows free movement within the school for people with disabilities;
- The teaching staff has been trained by the University of Cape Verde and is aware about issues related to special educational needs, so that students learn to respect difference;
- The students are part of the initiative and their awareness is raised through lectures and extracurricular activities about disability. They are open to sharing and friendship;
- The family are committed to being part of the learning process of the child with disabilities;
- The community is active and gets involved in activities organised by the school and this creates synergies.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

The difficulties encountered by Sylvia's specific case were:

- The need of a wheelchair to enable movement around campus. Through a donation, the school purchased a wheelchair that is used daily by the student;
- The family could not afford the cost of daily transport to school which reduced the child's attendance. Some people in the community have offered to cover this cost throughout the school year.

EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- This practice is an example of how it is possible to include people with disabilities, with dignity, using existing resources;
- Students and teachers are more aware of individual differences and of respect for diversity. The issue of disability is now seen as an opportunity, not a limitation or lack of ability;
- The community as a whole is more aware of disability issues, promoting self-help and social solidarity;
- Through the example of Silvia, students are encouraged to overcome their own limitations and to reach their potential.



HOW CAN THIS PRACTICE BE IMPROVED?

- Adapting school bathrooms to the needs of people with disabilities.



For further information, contact: *Cova Figueira Secondary School, Phone nº 282 16 86*

GOOD PRACTICES FROM BRAVA ISLAND

CASE STUDY IX: ADAPTING TO THE CURRICULUM NEEDS OF CHILDREN WITH DISABILITIES

Location: Nova Sintra, Municipality of Nova Sintra, Brava Island

Stakeholders involved: Delegation of the Ministry of Education and Sports, Centre of Inclusive Education of the Ministry of Education and Sports, School and Family.



DESCRIPTION OF PRACTICE AND PROCESS FOR IMPLEMENTATION

The Nova Sintra Secondary School has adopted the principle of Inclusive Education promoting the access of blind students to Secondary Education. The three students with visual impairment are in the same classes and grades as their sighted peers. This initiative is an example of how, with enlightened teachers and the availability of a system adapted to their needs, it is possible to make the most of the skills of those students irrespective of their special needs.

The involvement of families and their relationship with the school allowed full inclusion of blind students in the education system through their participation in individual meetings, group discussion and in other school activities addressed at parents and guardians. This partnership allowed the teachers and coordinators to build a bond with family members of the students with disabilities. The school ended up providing a family support role through fulfilling their educational responsibilities. The family members' input provided guidance on how to support the children in the classroom. The professionals improved their relationship with families by treating the children with disabilities not as a 'case' but as individuals. Referring to each of them by their given names (often children from underprivileged backgrounds are assigned, at home, and in their neighbourhood, a different name than their given name), by having an interest in knowing their abilities, the challenges they face and their individual characteristics, rather than trying to simply classify or categorise them.

So in this way, the teachers and other professionals learned to move their approach of medical model for approaching disability to a more inclusive model in which each person is looked at as an individual with individual strengths and needs.

The strategies that have been implemented to support the learning of these students are a curriculum and teaching practices that allow students to build on their skills and reach their potential. E.g. For blind students, the teacher used oral tests instead of written work used for the students without disability.

FACTORS THAT MADE THE IMPLEMENTATION OF THIS PRACTICE POSSIBLE

- Open school management;
- Parents motivated and engaged in their children's education;
- Trained and enlightened teachers;
- Technical support from the School delegation and Centre of Inclusive Education in the Island.

MAIN DIFFICULTIES AND HOW THEY WERE OVERCOME

- The format of the examination used by the school was not adapted to the needs of the students with visual impairment. In partnership with the Centre for Inclusive Education on the Island, a new adapted format for curriculum content and assessment was set up, specific areas of the official school curriculum were selected which are appropriate to their needs and will be able to enhance their potential. For example: these visually impaired students were assessed more on their listening skills rather than their ability to write;
- Lack of teaching materials specifically for visually impaired students. The problem has, in the meantime, been resolved, with the involvement of families, the students acquired their own materials (braille writing tools, adapted books in an accessible reading format, computers with adapted reading software, etc.).



EFFECTS OF THIS EXAMPLE OF GOOD PRACTICES

- Visually impaired students attending classes in a regular school with better opportunities for social participation;
- An educational community that is less prejudiced and learning to respect the difference;
- Motivated families aware of their responsibility in the education of their children.

HOW CAN THIS PRACTICE BE IMPROVED?

- Increased involvement of teachers in the learning process of those students. Teachers can assess the initial knowledge of those students before starting the formal program through the targeted meetings with the former teachers and the parents. This information helps planning the program of education and in the learning strategies structuring which are consistent to the needs and abilities of those students;
- Having the appropriate materials that facilitate the learning of visually impaired student;
- A higher level of involvement of visually impaired students in extracurricular and cultural activities developed by the school.

For further information, contact: **Alfredo Silva, Inclusive Education Focal Point of the Ministry of Education and Sports**

V. RECOMMENDATIONS FOR THE DEVELOPMENT AND STRENGTHENING OF INCLUSIVE EDUCATION

After analysing the case studies, members of the Steering Committee identified some difficulties across the board in the organisation of the education system for children with disabilities in Cape Verde. Among the difficulties encountered, we would highlight three:

- The absence of a clear definition of roles across the different partners involved (with particular reference to the areas of expertise of associations and the Ministry);
- Lack of human, material and financial resources;
- The poor organisation of state schools which sometimes creates difficulties for the inclusion of students with learning difficulties.

Furthermore, we identified success factors including positive and voluntary attitudes and a good receptive of inclusion idea from teachers and other professionals, the school management and also collaboration with the local communities' schools, for instance, from local authorities.

The examples of good practices in this report are positive steps towards a more inclusive approach to education. However, because most of the initiatives carried out use an integrated approach as opposed to an inclusive approach, there are many steps that are needed so that one can move towards truly inclusive practice in education. While an integrated approach allows children access to education albeit in separate classrooms or settings or with specific teachers for that, an inclusive approach allows all children to access mainstream education on an equal basis with others with the necessary support, accommodation, flexibility and adaptability of the school environment, elements needed to facilitate learning.

A summary of the recommendations, resulting from this study is presented on the following pages. The purpose of these recommendations is to provide clear and concrete guidance about how the main stakeholders can be become involved in the issue of Inclusive Education.

Increasing investment and resources available for Inclusive Education

It is very important that the capital of generosity and volunteerism found by the study is not exhausted by teachers' and other practitioners' weariness. We must therefore continue to invest in more resources so that the support is increasingly a service provided by the school and not an option or a "generous gesture."

Although the study emphasizes the "good practice" importance of the teachers' receptivity and goodwill, this goodwill is always temporary and cannot serve as a foundation for a reliable system of Inclusive Education. It should not be forgotten that the voluntary goodwill that was found among the different stakeholders and individuals involved was responding to needs that should be met by the education system.

It would be necessary to provide a Multi-functional Resource Room SRMF in each district and to increase the number of support teachers. It is also necessary to invest in equipment and resources, including the provision of financial resources to support a policy of prevention of low attendance and timely intervention according to the needs that arise in schools. It was also emerged from this research that the funds made available to Associations are clearly disproportionately low in comparison to the services they provide and that are expected of them.

Improve coordination between associations / NGOs and ministerial structures

To ensure an Inclusive Education system responding directly to the needs and interests of the whole community, it is necessary to improve coordination between Associations/NGOs and ministerial structures. The support system could benefit from an inventory and description of resources available in which it is clear that mainstream schools and associations/NGOs are complementary. The relationship between the Multifunction Resource Rooms (SRMF) and associations/NGOs needs to be improved and could certainly benefit from a joint working group created for this purpose.

Develop a “National Plan for Special Education, Inclusion and Equity in Education”

Despite numerous and effective “informal solidarity” networks of volunteers, of cooperation and partnerships between institutions, it seems that the system would benefit from an official “letter” or a document of intent that would set out goals and measures for Special Education in Cape Verde. This could be a “National Plan for Special Education, Inclusion and Equity in Education” that would set out objectives with deadlines for reaching them, the measures that would be needed, and the entities responsible for implementing them. The preparation of that plan could be supported by an international organisation.

To perform a survey of the situation of children with disabilities

A survey should be conducted into the experience of access to education of children with disabilities in Cape Verde. This kind of information will provide important answers for how Inclusive Education can be implemented on a national level.

Improving services for early intervention and preventive identification of Special Educational Needs

The very low number of students who receive support indicates that there are many students who, despite difficulties in their learning that impact on the academic success, do not receive support. Maybe many of them are not even in school. It would be important to improve early intervention services as well as early identification and support services for children with special educational needs so that more students with difficulties can be supported in good time.

Investing in education / teacher training

Governmental structures should contractually agree to and set up the training system that is essential to improve the education system and through which they would be politically accountable. It would be desirable to be pro-active regarding training.

It is important that the education / training of teachers could develop improved inclusive models both in initial training and continuing professional development. It is recommended that partnerships be established between training providers and schools so there can be support and supervision of teaching practice in Inclusive Education situations.

Strengthen support for students with special needs in the classroom

It would be advisable to strengthen the support available in the classroom for pupils with special needs to allow teachers regular support in areas where is most needed to respond to behavioural and learning problems.

This support could include, among other aspects, differentiation of the curriculum and different models for organisation of the classroom. It is important to support innovative models of teaching and learning, as well as to promote cooperative study between teachers to resolve issues related to specific cases.



Encourage the role of the State in supporting inclusion projects

- The key role that the state can play in supporting inclusion projects was identified, namely in the preschool sector;
- It is important that state schools offer the same level of inclusion and support as those supported by NGOs (e.g. Red Cross, churches, WTO, Gulbenkian);
- It is necessary to provide, technical and financial support to the public school system should underpin an Inclusive Education service;
- To support teachers, the state could develop programs of Continuing Professional Development in Inclusive Education - in person and through distance learning;
- The public institutions of the sector may also develop a program of providing Multifunction Resource Rooms on every Island;
- It is also important to carry on School Access Program (accessibility of school buildings);
- In addition you must have in place an Inclusive Education program: Right to Diversity which trains managers and educators on how to develop Inclusive Educational systems;
- Our proposed list would not be complete if we do not also highlight the importance of ensuring accessibility in relation to national school supplies for example: books, note books, specific classroom equipment, etc.

Raising awareness about inclusion

It is important to find a way to raise awareness the management of schools among school stakeholders about the issue of Inclusion. This awareness-raising should also include parents and the wider community, since the study points to the importance of these variables in the success of Inclusion.

In fact, in addition to the children themselves, parents and families play a vital role in the working towards Inclusion in education. As a key part of a child's support network, parents and family members are in an important position to either promote their child's education or to hinder it (whether intentionally or otherwise). The study highlighted that awareness-raising activities (e.g. meetings and exchanges with teachers, DPOs and community events) represented an important way to help parents and families in order to recognise their children's needs and, thereafter, to support the development of their abilities.

Increased accessibility in the schools

The accessibility of schools for children with disabilities, including information about accessibility, and accessible ways of communicating is important challenges faced by those implementing good practices. Due to this, the accessible school designs, adaptation of spaces and children friendly environments should be promoted.

Dissemination of “good practices” and promotion of models and training programs

The dissemination of examples of good practices, teaching models and the training programs could be starting points for the improvement and advancement of the system. One recommendation that seems obvious is to seek to create structures so that the casual, one-off and exceptional example of good practices becomes usual, regulated practice and an integral part of the right to education.



VI. CONCLUSION

It is important that the different actors are aware that they are treading a path that is not clear or smooth. Inclusive Education is not an easy or inexpensive educational solution. If we are to provide the support that every child needs to develop their full potential, we need resources available to schools, families and teachers.

We now know that good education systems pay particular attention to equality. A system without equality leads us to a teaching and learning of poor quality and great social injustice. The development of Inclusive Education in which the dominant values are those of fairness involves a long and complex process in which many factors are intertwined: resources, educational development, support for schools, training, leadership and intervention with families and in the community.

The effort invested in Inclusive Education is undoubtedly an effort that affects the overall quality of the educational system in Cape Verde, a system that will only truly be of quality when “no child is left behind.”

That is the message of this work, which will - it is hoped - contribute to a better definition of policies which could raise the quality of the education system of Cape Verde.



GOOD PRACTICES IN INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES IN CAPE VERDE

Islands: Santiago (Praia and Tarrafal), São Vicente (Mindelo), Fogo (São Filipe and Cova Figueira) and Brava (Nova Sintra and Nossa Senhora do Monte)

HANDICAP INTERNATIONAL
CP 635 Tenente Valadim, 8
Praia - CABO VERDE
cdp-capvert@hi-sen.org

Federação Caboverdiana de Associações de Pessoas com Deficiência (FECAD): fecad-cv@hotmail.com e www.fecad.cv



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