Steering the Wheel towards School Inclusivity of Persons with Disabilities in ASEAN Context
It is estimated that 1 of 7 people experience some form of disability.
1 teacher for every 115 students

90% of Children with disabilities from developing countries still does not go to school

60% of Out of School youth are Children with Disabilities
GENERAL FACTS

2.73% of the population of Southeast Asia have Disabilities

17,426,748 people with disabilities

638,140,000 Asean Population

Source: Disability at a Glance 2015, UNESCAP
There are about 115 students with disabilities for every teacher trained in special education. This ratio is far above from the ideal/recommended which causes a lesser quality of education.

### Lack of Trained SPED Teachers

#### Proportion of No. of Trained Teachers in SPED with the No. of CWD that receive education (in thousands)

<table>
<thead>
<tr>
<th>Country</th>
<th>No. of Trained Teachers in SPED</th>
<th>No. of CWD students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myanmar</td>
<td>0.04</td>
<td>22.77</td>
</tr>
<tr>
<td>Philippines</td>
<td>3.41</td>
<td>18.56</td>
</tr>
<tr>
<td>Singapore</td>
<td>1.24</td>
<td>16.72</td>
</tr>
<tr>
<td>Thailand</td>
<td>0.29</td>
<td>22.94</td>
</tr>
<tr>
<td>Vietnam</td>
<td>3.47</td>
<td>414.18</td>
</tr>
</tbody>
</table>

### SPED Student per Teacher Ratio per Country for Actual

<table>
<thead>
<tr>
<th>Country</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myanmar</td>
<td>560.28</td>
</tr>
<tr>
<td>Philippines</td>
<td>70.07</td>
</tr>
<tr>
<td>Singapore</td>
<td>4.62</td>
</tr>
<tr>
<td>Thailand</td>
<td>11.54</td>
</tr>
<tr>
<td>Vietnam</td>
<td>111.39</td>
</tr>
</tbody>
</table>
Vietnam and Malaysia have high schools with inclusion rate (of to total number of schools compared with other countries in the region.)
Lack of Schools with Inclusions

Average Percentage of Schools with Inclusions in 5 ASEAN Countries

17.36%

Sped Schools in 5 ASEAN Countries

3.34%
26.4% Schools with Inclusivity
69.1% Regular Schools
4.5% SPED Schools
About 55% or approximately 1 in every 2 disabled children is an out of school youth on the four countries mentioned. A 2013 publication suggests that there is a huge disparity between the percentage of out of school youths from the CWD and children without disabilities. 87% of the CWD population are out of school youths while it is only 3.56% in non-disabled children.
Steering the Wheel towards School Inclusivity of Persons with Disabilities in ASEAN Context

- Myanmar
- Lao PDR
- Thailand
- Cambodia
- Malaysia
- Singapore
- Indonesia
- Vietnam
- Philippines
- Brunei

Ratified Convention
Not Ratified
Teacher Student Ratio

1 teacher for every 115 students

Singapore  Thailand  Philippines  Vietnam  Myanmar
AIM
Assistive Interaction Model
The Road to Inclusion

1. Social Integration
2. Physical Integration
3. Pedagogical Integration

SpedUp

Pedagogical Integration

Social Integration

Physical Integration
Comprehensive inclusivity in the education system is attainable with the proper governance in the education system, focusing on the development of more inclusive schools instead of exclusive ones, and the increased or required training for teachers to be equipped with skills necessary to teaching (most, if not all) CWDs.

The number of CWDs that are out-of-school youths is exceptionally large but can be improved with an increase focus in an inclusive education system.

Conclusion
Recommendations

Training and continuous data collection

Elimination of isolation and focus on inclusivity

Social Interaction Curricula Integration Physical Assistive Aid
Recommendations

Conversion of public schools to cater SPED

Curricula Integration
Starts with primary education as time goes by secondary then tertiary
Thank you!
FAST

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