



**International Conference:
Evidence in Global Disability and Health**

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Preferred presentation format:	<input type="checkbox"/> Oral <input checked="" type="checkbox"/> X Poster <input type="checkbox"/> Oral or poster

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Yes/No

ABSTRACT

Title:

Linking Inclusive Education and Rehabilitation, using the "access to services" approach

Abstract text (limited to 300 words, should include background, methods, results and conclusions):

Many children with disabilities identified by HI's education projects require rehabilitation services to support their inclusion in schools, so links between education and rehabilitation services are crucial. In some countries, HI runs specific rehabilitation projects. In other countries, the education project focusses on basic capacity building of rehab staff specifically related to increasing a child's ability to access education and on training for parents to ensure that they can support their child. (e.g. improving mobility and independence, positioning for learning, fine motor skills, inclusive sports etc.)

The Access to Services Model is a useful mechanism to enable this to happen in all our inclusion projects. Access to services depends on the interaction between three categories; decision makers, service users and service providers. The philosophy is that in order to create an inclusive society all citizens should have access to mainstream and more specific services according to their needs and choices. A child with disabilities needs access to mainstream services (education, health), support services (such as assistive technologies and adapted transport) and specific services (such as individual needs assessments and diagnostic services).

The poster gives two case studies, from Rwanda and Gaza, showing how IE and rehabilitation can be linked using this model. There is also an increasing focus on expanding the provision of assistive devices in education to include a wider range of disabilities, to include children with sensory and communication impairments in addition to physical impairments.

Deadline for abstract submission: November 30, 2015

Please submit your abstract to: disabilitycentre@lshtm.ac.uk

Restricted to one first author abstract per participant.

If you have any questions, please write to:

disabilitycentre@lshtm.ac.uk