Ending school segregation

Galina Bulat
Inclusive Education Project Manager
Lumos Foundation Moldova
General context

- 8 million children in institutions globally
- 1 million in Europe
- 95% not orphans
## CEE/CIS

### Historical context
- Exclusion and segregation
- Stigma and discrimination
- Rigid medical and deficiency oriented approach
- Limited access to general education

### Recent data
- 600,000 children in institutions
  *(the highest number of children in residential care in the world – 42%)*
- Up to 64% - with disabilities
- 1.3 million - in different forms of family substitute care
Reasons for admissions to institutions

- Poverty/unfavourable social situation: 57%
- CAN: 22%
- Disability: 19%
- Behavioural issues: 36%
- Orphan: 2%
- Other: 27%

4 countries, 5000 children
Why de-institutionalization?

Children with disabilities are:

- 3.4 times more likely to be abused
- 3.8 times more likely to be neglected
- 3.8 times more likely to be physically abused
- 3.1 times more likely to be sexually abused
- 3.9 times more likely to be emotionally abused

Safeguarding disabled children, 2009
Positive impact on children leaving institutions

- Height
- Walking
- Speech
- Cognitive

- Average/above when placed
- Average/above now

- Self-harm
- Stealing
- Nightmares
- Enuresis

- Very frequent now
- Very frequent when placement began
Cost effectiveness

Cost per child per year, €
Moldova

- Institution: €4500
- Small group home: €4000
- Foster care: €3500
- Family support: €1000
- Inclusive education: €1500
De-institutionalisation and Inclusive Education

- A common agenda
- A way of realising children’s rights to:
  - family life
  - education
  - inclusion in the community
- A solution to funding and resourcing inclusive education and community based family support services
Inter-sectoral partnerships

Right-based, holistic, comprehensive approach

- Assessment
- Identification of needs
- Planning/delivering of support
- Joint analysis of the interventions' impact
The progress achieved

- All countries have ratified the CRC
- All countries have signed and some ratified the CRPD
- Reducing the number of institutions
- Growing recognition of the universal right to education and inclusion of children with disabilities
- Developing and promoting inclusive education
Persistent constraints

- Institutionalisation of very young children
- Insufficient development of alternative family-based provision
- Children with disabilities are still widely excluded from education. There are a large number of children who receive no education
- Stigma and discrimination still influence the mind-set
Desired outcomes

- Every child raises in family
- Every child is welcomed in the community school
- Every child benefits from the social and academic interaction with her/his peers
- Every school provides educational support to ensure that all children are included
Recommendations

Commitments
- Ending institutionalisation and segregation

Policies
- Reform of the residential care system
- Development of inclusive education

Processes
- Data collecting and analysis
- Planning and budgeting
- Designing services provision
- Capacity building
- Child-centered, individualised educational process
Thank you

Galina Bulat
galina.bulat@lumos.org.uk
+ 373 22 240 239