

How to include 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

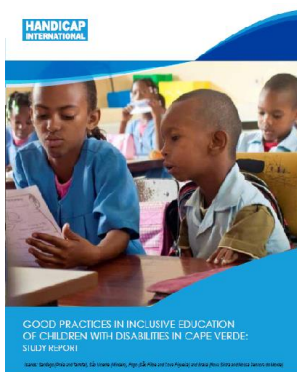
"Today I have a place to leave my daughter, she has developed a lot." Child's mother, Maria Sanches



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 more information:



Full project report: [Report on good practices in inclusive education of children with disabilities in Cape Verde](#)

Criteria for the good practices: see page 6.

Recommendations from the good practices: see page 33-34.

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