

Inclusive Education is for Everyone

CBM and the Global Campaign for Education 2014



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Foreword

Dear Reader:

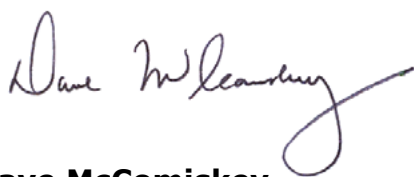
From its founding days to the present, CBM has a long history of working to improve the quality of life for persons with disabilities. Today, services are provided in more than 70 countries via a wide network of offices, associations, local partnerships, and alliances with other organisations, networks and movements such as the Global Campaign for Education (GCE).

Education, particularly inclusive education, is one of several areas of expertise at CBM. In working to create a world in which persons with disabilities not only have full access to their human rights but demand it as well, a quality education is critical both for the development of informed advocates with disabilities and for establishing communities that embrace the presence of persons with disabilities as a natural part of their political, economic and social lives.

GCE is a civil society movement advocating for the right to a free, quality and accessible education for all learners. Fittingly enough, in 2014 their focus is on supporting the promotion and development of inclusive education worldwide. Global Action Week is an annual initiative in which all GCE cohorts, including CBM and CBM's partners in education, are encouraged to organise activities following that year's theme. This year's Global Action Week has proved to be an exemplar of CBM's ability to activate, mobilise and coordinate its strong network of partnerships in the pursuit of inclusive education.

In 2015 the Millennium Development Goals, a framework that has guided organisations' development efforts since 2000, is due to expire. As of this writing, there are many discussions about what direction development work should head toward in the post-2015 process, but it has been made clear that development goals, including those related to education, cannot be fully achieved without the principles of inclusion. As the following pages will demonstrate, CBM's partnerships, activities and experiences from the 2014 Global Action Week have further strengthened its global efforts and network for achieving inclusive education, truly demonstrating that 'together we can do more'.

Sincerely,



Dave McComiskey

President and Chief Executive Officer of CBM

Introduction

In May 2014, CBM and its partners participated in the Global Campaign for Education's (GCE) Global Action Week. The theme of the Week was "Equal Right, Equal Opportunity", to inspire action on the right to education for persons with disabilities. For many CBM offices and partners, the Global Action Week was an ideal opportunity to further promote the right to inclusive education, not only for learners with disabilities but for all.

This publication demonstrates CBM's approach and efforts regarding inclusive education across a wide network of partners, including coalition organisations from the GCE. These extensive partnerships highlight CBM's dedication to promoting inclusive education in low- and middle-income countries (LMICs) by developing and supporting partners at national and regional levels, as well as through international alliances.

There are two parts to this publication. Part One provides a brief overview of CBM, of the GCE (and Global Action Week), education as a human right, and CBM's approach to disability-inclusive development. In addition, it provides a short introduction to the concept of inclusive education, including insights into the importance of inclusive education for learners with disabilities and education as a human right.

Part Two is dedicated to CBM's activities for the Global Action Week. Here, all the efforts of CBM offices and partners in support of the Week are described, in countries ranging from Nicaragua to Cambodia. CBM's strength in mobilising offices and partners in all regions of the globe to support international alliances and initiatives is evident. This time, the goal was to transform education systems in LMICs to be more accessible for persons with disabilities.

About CBM

CBM is an international Christian development organisation that envisions an inclusive world in which all persons with disabilities are able to enjoy their human rights and achieve their full potential. It supports and works with partner organisations in more than 70 countries in Africa, Latin America, Asia, the Pacific, and the Eastern Mediterranean.¹ Partners are generally responsible for establishing various development programmes in their country or region, while the International Office, Regional Offices and Member Associations provide technical expertise and support in several specialities, and raise awareness about disability rights with governments, donor agencies and non-governmental organisations worldwide.

With more than 100 years of expertise, CBM has developed technical and professional strengths in the following areas: community-based rehabilitation (CBR), medical eye care, ear and hearing care, community mental health, physical disability, neglected tropical diseases, livelihoods, and education.

Access to Education Builds Opportunity

Currently, there are approximately 93 million girls and boys living with a moderate or severe disability worldwide, many of whom live in LMICs.² Life is extraordinarily difficult for many girls, boys, women and men with disabilities in lower-income countries. Compared with their peers, persons with disabilities are far more likely to be unemployed and to live in extreme poverty, particularly in rural areas.³ Unfortunately, poverty is often combined with (or indirectly causes): a lack of access to service providers within local communities, such as hospitals and schools; scarce or inaccessible transportation options; and pervasive stigmatisation. The oppressive conditions of poverty, particularly the lack of institutional or societal support, severely limit the potential of persons with disabilities in LMICs. The effects of exclusion are wide reaching: in a recent report, it was found that the economic impact of exclusion profoundly affects not only persons with disabilities, but their local communities, businesses and societies as a whole.⁴

“With the right supportive environment put in place, inclusive education is the greatest learning opportunity for all pupils in the classroom”

Lars Bosselman,
Advocacy Manager
CBM EU Liaison Office

Education is a powerful tool for advancing the quality of life for all girls, boys, men and women. This is particularly true for persons with disabilities in LMICs, as it equips learners with disabilities with the knowledge, confidence and effective communication skills to break down institutional and attitudinal barriers. Schools

and universities are often the first major social experiences that learners receive outside of their family circles. They are places where generations of children and young adults learn, play and grow together, before becoming future leaders and members of their communities.

Despite the known advantages of education, the 2014 Education for All Monitoring Report estimates that there are nearly 57 million girls and boys who are not attending school.⁵ The 2011 World Report on Disability from the World Health Organization and the World Bank notes that in a survey of 51 countries, only 47.8% of adults with disabilities aged 18-49 years in LMICs have completed primary school.⁶ Though the scarcity of reliable data makes it challenging to discern exactly how many girls and boys with disabilities are in school (or out of it), combining these global figures suggests that approximately half of children with disabilities currently aged 0-14 years will either not begin their primary education or will not progress beyond primary-level schooling. Most of the 46,306,000 girls and boys with disabilities that would be affected live within LMICs. For example, in Nepal it is estimated that 85% of all out-of-school children have a disability.⁷ A study in Thailand reported that 34% of children with physical disabilities had never attended school.⁸ In Iraq, it was shown that

box 1.1 Gender, Disability and Education

In LMICs, women and girls with disabilities encounter disproportionate barriers to education. The World Report on Disability includes a study of 51 countries that illustrates a wide gender and disability-based gap: 50.6% of males with disabilities completed primary school compared to 61.3% of males without a disability; and the figure for females with disabilities was even lower (41.7% with disabilities completed primary education compared with 52.9% without a disability)⁹. Women and girls with disabilities are left behind in receiving equal education opportunities.

Development policies have traditionally divided disability and gender into two sectors. Efforts to address their intersection have been the exceptions rather than the rule. CBM recommends that all development frameworks and approaches, particularly the post-2015 process, emphasise the necessity of addressing the additional and significant barriers to education that women and girls with disabilities face.

Note: All references to persons with disabilities or learners with disabilities within this report refer to women and girls as well as men and boys.

19% of children who were deaf or hard-of-hearing, and 51% of children with psychosocial or developmental disabilities, had never been to school.¹⁰

Compounding these dismaying estimates is the understanding that, in all cases, girls and women with disabilities are disproportionately affected by lower enrolment and completion rates (see Box 1.1).

Education is a Human Right

All children and learners, including those with disabilities, have the right to education. In 1948, the international community agreed upon and signed a document called the **Universal Declaration of Human Rights**,¹¹ which proclaims that all humans are born free and equal, and possess certain rights from birth. Article 26 states that “all children have a right to a free and compulsory education”.

Many international conventions build upon this inalienable right to education, such as the UN Convention on the Rights of the Child (1989).¹² A highly significant document for learners with disabilities is the 2006 UN Convention on the Rights of Persons with Disabilities (CRPD).¹³ Article 24 of the CRPD declares that all persons with disabilities have the right to an inclusive, quality and free primary and secondary education.

These documents have greatly influenced the development of CBM’s vision, mission and strategy, in turn directing CBM’s programming in disability inclusive development. Consequently, CBM offices and partners follow a perspective known as the **human rights approach**, which highlights the following:

- Every person has fundamental rights, and respect for these rights is the foundation of inclusive development.
- Persons with disabilities should be aware of the rights they have according to international conventions and national constitutions, and should be able to freely and independently claim their rights.
- Societies and institutions are obliged to protect and fulfil human rights for persons with disabilities, including the right to education.^{14,15}

In my own experience, the active participation of students, including children, is vital to creating an inclusive educational environment. The children’s views and opinions should be listened to, and taken into consideration by teachers, parents and other stakeholders in decisions affecting their development.

Luisa Fenu, Policy Officer
CBM EU Liaison Office

Inclusive Education

To create equal opportunities in education for all learners (with or without disabilities), CBM embraces **inclusive education**, which means that all boys, girls, men, and women with additional educational needs are actively included within the regular educational system and provided with individually tailored support as needed.

To fully implement inclusive principles, educators¹⁶ and schools should be empowered to educate learners with a variety of educational needs and learning styles; facilitate academic and social inclusion within and beyond the classroom; and explore flexible approaches to school organisation, teaching and learning materials, curriculum development and assessment.

CBM recognises that many girls and boys, women and men have physical, sensory and psychosocial disabilities that can be alleviated or supported through medical services, such as the prevention of the causes of diseases and the provision of on-going rehabilitation and therapy services. However, in educational settings, obstacles to inclusion are not necessarily caused by the person's disability, but by the surrounding physical and social environment.

For example:

- If a learner with a physical disability cannot enter or move around a school building, then efforts need to be made to improve physical accessibility, such as: installing ramps, handrails and smooth paths; arranging desks to facilitate movement around the classroom; and rethinking school management with accessibility in mind, e.g. adjusting timetables so that lessons for the learner and their peers are located within accessible rooms.
- If a learner who is blind cannot read a book, the book should be made available in Braille or audio format. Educators should also adjust their practices to offer additional or alternative ways for the learner to engage with the content of the book.

Social environments often need to be adjusted as well. If a girl or boy with a disability is consistently excluded from classroom discussions, and is falling behind academically because they are not given opportunities to participate on an equal level with their peer group, then educator and peer attitudes, as well as teaching and learning practices, need to be transformed so that all learners are enabled and empowered to participate equally.

It is also vital to consider how the education environment could be transformed to support the intersection between gender and disability. Social and cultural barriers can severely impede girls and women with disabilities from accessing educational institutions as both learners and educators. For example, when schools do not provide safe, private and accessible sanitation facilities for girls and women, or when educators and parents do not believe that girls and women



Children from a Palestinian school hold up balloons promoting their rights. Balloons read, for instance, 'My Right to Health' and 'My Right to Education'.

©Bethlehem Arab Society for Rehabilitation (BASR/CBM).

with disabilities should or could be educated, then girls and women with disabilities face additional barriers to accessing education.

CBM's Development Approaches

Fundamentally, CBM believes that all learners with disabilities should be encouraged to speak up for their right to access a high-quality education, and should be in an inclusive environment that best supports their access to and participation in education. These approaches are aspects of the social model (in which 'disability' is seen primarily as a result of environmental, societal and cultural barriers that inhibit girls and boys, women and men from full inclusion and participation in their communities); and of the rights-based model (in which girls and boys, women and men with disabilities are independent advocates, informed leaders, and agents of change in regards to their legal, political and social rights). These are the primary approaches that CBM considers critical to its education work.

Community-based rehabilitation (CBR) is an additional core disability inclusive development strategy for CBM. The GCE describes it as a process to eliminate discrimination by encouraging communities to embrace all members and provide equal access to the economic, social and political aspects of the community.¹⁷ In terms of education, it means:

- Local schools are accessible, are equipped with sufficient sanitary

facilities, are welcoming and have flexible learning environments

- Parents or guardians value and support equally the learning of girls and boys with disabilities
- Communities know that boys, girls, women and men with disabilities can learn and encourage them to do so equally¹⁸

For an example of CBR, see Box 1.2, which shares a story from El Salvador about a girl with a disability and her access to education.

Another significant approach used by CBM is the **twin-track approach**.

A learner needs access to and will benefit from individual support (**empowerment**) as well as environmental support (**societal mainstreaming**) in order to succeed academically or socially.¹⁹

For example, if a girl or boy who is deaf and uses sign language struggles to

box 1.2 Together we can do more

A Case Study from El Salvador

Ruth joined the CBR programme during its first year in Santo Tomás municipality in El Salvador. She was six years old and just starting to stand up, but did not yet speak. Ruth's mother passionately believed that her child should go to school; with her insistence and the support of programme staff, Ruth was enrolled in pre-school. There, Ruth's skills and capabilities flourished.

In 2005, she entered primary school, where she received great support from her first educator. Unfortunately, the educator died and was replaced by someone who did not support inclusive education. Although a CBR volunteer accompanied Ruth to school, Ruth became so unhappy that after a few days she stopped attending.

Ruth's educator was invited to attend a training workshop supported by the Ministry of Education. It was also decided that the Ministry would support itinerant educators to focus on and encourage inclusive education, and one of these educators was asked to visit Ruth's school from time to time.

Things greatly improved. The itinerant teacher convinced Ruth that she should go back to school, and persuaded Ruth's educator to change his thinking about Ruth: instead of focusing on the difficulties she experienced, he would focus on her capacities and potential.

Ruth has proven to be a strong student in reading and mathematics, and is now an accepted and equal member of her classroom.

Source: Katharina Pfortner, CBM Co-worker, formerly based in El Salvador

communicate with peers, they should be provided with strategies to facilitate communication, possibly developed from suggestions by another adult who is deaf (empowerment). Additionally, educators and peers should be taught some sign language to create a more accessible environment (societal mainstreaming).

Here, it is important to underline a key point from Article 24 of the UN CRPD with Disabilities which recommends that governments and educational institutions meet the communication needs of learners who are blind, deaf or deafblind. Therefore, their education should be provided for using the most appropriate modes of communication and should be taught by qualified educators using fluent sign language communication and / or Braille, as needed.

CBM's work (and the work of many development organisations and movements, including the GCE) has been influenced by a framework called the **Millennium Development Goals** (MDGs), created at the Millennium Development Summit in 2000. Theoretically, the eight MDGs were to be accomplished by 2015. The second goal, which is to achieve universal primary education by 2015, is an impossible feat if girls and boys, women and men with disabilities are not included.

Unfortunately, as the expiry date looms, it is evident that despite significant progress in some areas (such as primary school attendance) many of the MDGs – including universal education – will not be fulfilled. Consequently, international discussion and debate for the post-2015 development agenda has increased, with many organisations (including CBM) advocating for persons with disabilities to be prominently included and targeted for future development work. See Box 1.3 for CBM's recommendations for the post-2015 development agenda.

About the GCE and Global Action Week

The GCE is a civil society movement and membership organisation that advocates for free, quality and accessible education for all.²⁰

Through the GCE, international partners (of which CBM is one) collaborate with more than 80 national coalitions, which in turn consist of national and local members such as teachers' unions and non-governmental organisations. These GCE partnerships monitor governments' commitments to education, represent countries on an international political stage, and seek positive changes to national education systems.

Annually, the GCE selects a theme that influences the organisation's work for that year. The theme is especially highlighted during a GCE signature event called the Global Action Week, in which all GCE members are called upon to organise both regional and national grassroots activities to promote universal and accessible education. **The theme for 2014 was "Equal Right, Equal Opportunity"** and stressed the urgent need for action on providing access to education for learners with disabilities.

The Global Action Week took place 4–11 May and aimed to transform attitudes about the importance of including learners with disabilities in mainstream education. Alongside other objectives, the Campaign was intended to influence the post-2015 MDG process by encouraging the addition of persons with disabilities within the indicators of success for education standards. CBM has been advocating for this addition since 2011.

CBM and its partners planned a range of exciting activities across several countries to highlight the need to prioritise inclusive education. The following pages explain the many actions that took place to promote and advocate for inclusive education in May 2014.

box 1.3 CBM's Key Recommendations for the Post-2015 Process

Any discussion on education in a post-MDG development framework must prioritise inclusive education and focus not only on access but also on learning outcomes at primary and secondary levels for children with disabilities.

Quality inclusive education at the preschool, primary, secondary, vocational, higher education, and lifelong learning levels must be included as a cross-cutting theme in all development policies and practices.

Attention must be paid to circumstances that create multiple layers of discrimination, such as those experienced by women with disabilities, girls and boys with disabilities living in rural areas, or among indigenous or minority ethnic groups.

Data regarding access to education and retention in education must be disaggregated so that it covers all vulnerable or discriminated groups, such as girls, boys, women and men with disabilities living both in rural and urban areas.

A post-2015 global development framework should pay attention to strengthening human resource capacities in the educational sector, including building educators' capacity for inclusive education, in order to promote retention and quality of learning outcomes.

Children affected by emergencies and conflicts must be given the possibility of continuing their education and marginalised children, including children with disabilities, need to be given equal opportunities and the necessary support.

Inclusion begins at birth. Therefore access to inclusive early education, early intervention and care is essential for any child including boys and girls with disabilities. Where not available, early education and early intervention programmes need to be developed.

CBM and 2014 Global Action Week

The 2014 Global Action Week saw many activities supporting the theme of Equal Access, Equal Opportunity around the world. There were radio and television programmes, large banners waving in the wind, meetings with political representatives, and games for boys and girls attending school, all in support of inclusive education.

In 2013, CBM collaborated with other members of the Inclusive Education Task Group of the International Disability and Development Consortium (IDDC) to coordinate efforts related to the 2013 Global Action Week.²¹ This included publishing two resources: the 'Every Child Needs a Well-trained Inclusive Teacher' leaflet, and a policy briefing document entitled 'Teachers for All: Inclusive Teaching for Children with Disabilities'.²² Many IDDC members, CBM partners, and GCE coalitions have used these documents as part of their awareness and advocacy efforts this year.

For 2014, CBM was involved on several levels with the GCE initiative, both internally, through Regional Offices, Member Associations, and local partners, and externally, often joining GCE's international office and national coalitions, and coordinating with IDDC partners. The following activities are also shared on CBM's webpage dedicated to the Global Action Week.²³

I do not want to go to a special school because it is much nicer to also have friends without disabilities. Children without disabilities can learn from children with disabilities and the other way around.

A young learner with a physical disability in Berlin

CBM Regional Offices tend to focus on providing technical support to national and local partners, while CBM Member Associations often focus on fundraising and advocacy efforts.

box 2.1

CBM is one of 24 full members of the **International Disability and Development Consortium** (IDDC), an international network based in Brussels, Belgium. Its aim is to promote inclusive international development, particularly disability-inclusive development. In order to accomplish this aim, IDDC advocates for the incorporation of disability dimensions in development policies and practices, facilitates collaboration and sharing of best practices amongst member agencies, and widely disseminates inclusive ideas and strategies between persons and organisations in LMICs. For more information, visit www.iddcconsortium.net



Young schoolchildren and Members of Parliament crash through a wall signifying the breakdown of barriers to inclusive education for all. ©GBK/Mike Auerbach

Europe

Germany

Symbolising the barriers that learners with disabilities face, a wall was erected in front of the German Parliament in Berlin as part of an event organised by CBM Germany and its partners. The wall was made from dark grey foam blocks, covered in signs that listed obstacles for learners with disabilities such as 'stairs', 'lack of resources and political will', and 'negative attitudes and prejudices'.

In front of the wall, a crowd of children and Members of the German Parliament waited. When a signal was given, the crowd surged forward to crash into the wall. Blocks flew and cheers erupted as the barriers to education collapsed.

The fallen wall was the conclusion of an hour-long kick-off event on 7 May. It heralded the beginning of several weeks of action within Germany, aimed at tackling the barriers to accessible education and promoting widespread adoption of inclusive education.

The kick off was an excellent opportunity for rapper Graf Fidi, a wheelchair user, to perform verses he and several schoolchildren had created a few days earlier. Politicians were asked "to make plans of inclusion reality / and not let them die as papers on the desk / to make education accessible for all".²⁴

After the performance ended, thirteen Members of Parliament stayed to answer

questions from school children, and to support the need for inclusive education with an emphasis on the education of girls and women, particularly in LMICs.

As the main event wound down, all attendees were invited to visit a CBM truck nearby. Here they could go through an obstacle course, experiencing some of the ways in which a person who is blind navigates the world. They also had an opportunity to speak with two CBM colleagues with disabilities to ask questions about their lives. One colleague was deaf and used an International Sign interpreter to communicate with the school children. The other colleague had a physical disability and shared stories about her experiences in education.

Besides the activities on 7 May, CBM Germany has also been working on several policy-related actions in regards to inclusive education. For example, it is an active member of the German GCE Coalition, and has taken a prominent role in supporting several coalition activities. One such action was the development of German materials for all learners in German schools, including information about two CBM-supported projects (one in Nicaragua and the other in Tanzania), facts about disability and access to education, and exercises to encourage classes to reflect on inclusion. For weeks, up to 29 June, more than 200 classes used these materials to compile a list of demands for their local



Rapper Graf Fidi sings lyrics in support of inclusive education, composed with the assistance of local schoolchildren.
©GBK/Mike Auerbach

“Equal Right, Equal Opportunity” Report

GCE’s report on the need for inclusive education, entitled “Equal Right, Equal Opportunity,” was presented on 3 December 2013 (the International Day of Persons with Disabilities), at a symposium in Berlin hosted by CBM Germany. The event was entitled “Making Education Inclusive for People with Disabilities in Development Co-operation”.

The report contains information about the challenges that confront learners with disabilities in accessing education and outlines useful, pragmatic strategies for governments, bilateral donors and the international community to combat these obstacles.

politicians and Members of Parliament.

Additionally, CBM Germany (with the German GCE Coalition) met with several Members of the German Parliament and with Alice Albright (the Chief Executive Officer of the Global Partnership for Education) to lobby for stronger political and financial engagement with inclusive education in LMICs by the German government.

United Kingdom, Switzerland, Germany, Canada

Four CBM Member Associations (United Kingdom,²⁵ Switzerland,²⁶ Germany²⁷ and Canada²⁸) are supporting CBM South Asia in four initiatives to increase knowledge about the challenges, opportunities and achievements related to inclusive education, specifically linked to a CBM-partner project in South India.

The first initiative was a research project by Dr. Nidhi Singal, Senior Lecturer in Inclusive Education at Cambridge University. The research was completed in March 2014, and the final report, entitled 'Role of Inclusive Education in Enhancing Children's Personal, Social and Educational Well-Being', will be published in mid-2014.²⁹ It provides insight into the experiences, within mainstream education and community support, of eight children with disabilities and their families. The second initiative is an online information management system. This will show the number of children with disabilities in the project area, the number enrolled in school and any improvements enabled by the project. The third was a series of case studies of children with disabilities and their educational experiences, started in 2013, with follow-up visits planned for 2015 and 2017. The fourth and last initiative is a series of inclusive education reviews, audits and annual awareness plans from district to village level.³⁰ The reviews and audits show what should be in place for inclusive education in addition to what is currently available, and through the annual awareness plans participants select a key focus for awareness raising each year.

Some CBM offices were unable to organise Global Action Week activities within their countries, but they were still determined to support the initiative by either publicising Global Action Week through media channels, like CBM United States and CBM United Kingdom, or by becoming members of their national GCE coalitions for the very first time, like CBM Switzerland.

Africa

Burkina Faso

CBM's Country Coordinating Office of Burkina Faso³¹ (part of CBM's West Africa Region)³² joined 11 other international development organisations and Burkina Faso's GCE coalition to commemorate Global Action Week with prominent activities focused on increasing awareness of and advocacy for inclusive education. Radio and television programmes championed the inclusion of learners with disabilities in mainstream education; public conferences were held in 12 different regions of the country; a documentary film was produced about inclusive education; and persons with disabilities who had succeeded in education and careers were encouraged to share their stories with others.

A large public ceremony and artwork display drew attention to the need for accessible education. This need was supported by a major review of the government's promises regarding inclusive education and during a meeting with Prime Minister Luc-Adolphe Tiao. Burkinabe journalists and media were encouraged to cover more stories about persons with disabilities through the creation of a new award for exceptional disability coverage at the 2014 Prix Gallian media awards ceremony.



The Education Minister of Burkina Faso, Koumba Boly Barry, speaks with reporters about the importance of inclusive education. ©Clément Bihoun



Burkinabe advocates, who support the right to inclusive education, gather for a photograph. ©Clément Bihoun

Ethiopia

On 9 May, the Country Coordinating Office of Ethiopia³³ (which is part of CBM's East Africa Region) joined the Basic Education Network of Ethiopia (the GCE coalition of Ethiopia) organised an inclusive education panel at the Ghion Hotel in Addis Ababa. The State Minister of the Federal Ministry of Education presented an opening speech about Global Action Week and shared sobering statistics about access to education for Ethiopians with disabilities. Of the three million school-age children with disabilities, only 2.5% (74,927) are in school. A stunningly high majority of these – 90% – are likely to drop out after Grade 8. The State Minister, therefore, stressed the importance of inclusive education initiatives and methods in Ethiopia.

Several national and international organisations attended the panel or shared papers, including CBM, the Ethiopian Centre for Disability and Development, the Ethiopian National Association of the Blind, the Ethiopian National Association of the Deaf, the Ethiopian National Association of the Deafblind, Ethiopian National Association of Persons Affected by Leprosy, the Ethiopian National Association of Women with Disability, the Ethiopian Teachers Association, and the Addis Ababa Bureau of Education. A variety of presentations was given on topics such as developing a rights-based approach to education, the understanding that inclusive education is for all learners (not only those with a disability), and that national plans for education need to gain widespread adoption and participation.

Kenya

CBM's East Africa Regional Office³⁴ participated in Global Action Week in the Kenyan county of Kirinyaga. Activities took place over the course of a week, beginning with a special mass at the Kerugoya School for the Deaf on 11 May and ending with a fun day of games and sports on 17 May. On Monday 12 and Tuesday 13 May of that week, learners from four schools joined a disability and inclusive development training, followed by a similar training for educators from the schools on 14 and 15 May. Decision makers and select educators held a



A team of learners from Kirinyaga brainstorm ideas on how to improve inclusion within their schools. ©CBM

robust discussion about inclusive development on 16 May.

The trainings encouraged participants to engage with the topic of disability and education via role-playing, team work, simulation exercises (e.g. they were encouraged not to use their voice or to wear a blindfold for an hour), videos, drama, and question and answer forums. Twenty learners from each school – Kerugoya Boys High School, Kerugoya Girls High School, Kerugoya School for the Deaf, and the Reverend Muhoro Secondary School for the Deaf – joined these trainings. Following the training, learners were encouraged to become 'disability ambassadors' at their schools. The subsequent trainings for educators had a similar format and content.

The Stakeholders Forum, on 16 May, brought together key members of the community to explore the possibility of adopting inclusive education methodologies in Kirinyaga County. Participants plan to pursue conversations about inclusive education with other key stakeholders and community members in the county.



Learners from two Kirinyaga county schools (one school for learners who are deaf, one school for learners who are hearing) play a friendly game of volleyball. ©CBM

I had no courage in helping persons with disabilities, but now I have.

Participant in Kenyan training workshop in Kerugoya

Eastern Mediterranean

Pakistan

In the city of Lahore, on the morning of 6 May, more than 200 guests arrived at the Technical Services Association (TSA) special education school, a partner within CBM's Eastern Mediterranean Region,³⁵ to celebrate and advocate for inclusive education for all learners. Guests included journalists, television reporters, representatives from organisations such as the Foundation House Institute and the Rehabilitation of Disabled People, government officials, families and boys and girls from different schools in Lahore.

The TSA compound and stage were decked with banners in both Urdu and

English, featuring phrases such as “Good Education for All” and “For the Benefit of 100 Years: Educate a Person.” After an opening performance by boys and girls from TSA, the Principal, Sister Mary Rose Nguyen, welcomed all guests and speakers. This was followed by presentations from Dr. Rukhsana David (about inclusive education in Pakistan) and Mr. Shahid Ambrose (who asserted that quality education empowers people “to stand on his or her feet”). There were powerful testimonies by Mr. Shazad (a current TSA learner receiving educational support after cataract surgery), Mr. Samson Safraz (a former TSA beneficiary who acquired polio as a child), and two parents, who shared their hopes and dreams for their children with disabilities. The last presenter was Dr. Izhar-ul-Haq Hashmi, Director of Operations for the Government of Punjab Welfare Trust for the Disabled, who acknowledged the challenges of implementing Pakistani laws on a local level, but knew that together they all would continue to build more opportunities for inclusive education for all Pakistanis.

After the speeches, attendees were invited to contribute water and soil to saplings that will be planted on TSA grounds and cared for by the school children. This tree planting is in remembrance of a TSA statement: “For the benefit of 10 years, plant a tree, and for the benefit of 100 years, educate a person”. All learners – with and without disabilities – were invited to form teams and play games, including water races and dancing.



TSA learners perform a dance, singing 'Welcome everyone to TSA Special Program for Global Action Week...together we are powerful!'. ©CBM

We continue to join hands with people around the world to advocate for equal right and equal opportunity for all persons with disabilities to receive quality, inclusive education. Together, one day, we will achieve the goal we set up and our beautiful dream will come true. Kabi Umid na choro – this quotation is in Urdu, which means 'never give up hope!'

Sr. Mary Rose Nguyen
Principal, TSA Special Education School



Palestinian school children play an inclusive outdoor game.
©Bethlehem Arab Society for Rehabilitation (BASR/CBM)

Palestine

The Bethlehem Arab Society for Rehabilitation (BASR), a CBM partner, set up two-day workshops for two public schools in underprivileged areas, around the theme 'Great Things Happen in an Inclusive School'. One school was in Wad Rahal village in the Bethlehem district, and the other was in Al-Qom village in the Hebron district. Altogether 46 school children (with and without disabilities) and 24 educators participated.

After playing a brief opening game with all participants, educators and learners were split into groups to discuss the right to education. Photos of different school environments were shared and students were encouraged to think about what inclusive education and the right to education meant to them. Learners then drew maps of their schools and thought about what could be changed to make their schools more accessible. Learners with disabilities were able to share their experiences. One learner expressed her awkwardness in using her magnifying glasses for reading, while another stated "I don't like to play in the school yard and I wish to have more friends". The BASR team spoke with educators about inclusive education techniques, and received input on how to improve the implementation of inclusive education. One idea shared by all was to engage communities in inclusive practices.

At the request of the Palestinian GCE coalition, the Palestinian Ministry of Education and Higher Education, which is a CBM partner, developed a national campaign entitled 'Education For All – the Right to Education for Persons with Disabilities'. These country-wide activities included school morning broadcasts, open days of inclusive games at public schools, and a television programme

where secondary and university-level learners with disabilities held the National Coordinator of the Education for All campaign accountable for offering them equal access to quality education.

Asia

Bangladesh

From 4 to 10 May, the CBM Bangladesh Country Coordinating Office³⁶ (part of the CBM South Asia Region)³⁷ joined Plan International and the Asian Centre for Inclusive Education (ACIE) to organise joint press conferences and initiate national dialogues about inclusive education. CBM partners also joined development organisations to sensitise both policy makers and Bangladeshi communities about the right to education for all children with disabilities.

ACIE, Plan International and CBM organised an interactive dialogue on 10 May. More than 150 participants attended, including the Directorate of Primary Education, officials from the Ministry of Education and the Ministry of Social Welfare, the National Curriculum and Text Book Board, several non-governmental organisations, educators, learners and their families. Shahnawaz Qureshi, the CBM Country Coordinator for Bangladesh, was invited to speak as part of a panel at the dialogue meeting. During his presentation he advocated for the right to education for children with disabilities, arguing that denying children (with or without disabilities) education is the start of the journey of exclusion.



Young learners march for the right to inclusive education for all children in Bangladesh. ©CBM

Activist in Action: Bangladesh

Participants at the dialogue meeting in Bangladesh were asked to share their experiences. One learner expressed her frustration at receiving Braille books in the middle of the school year rather than from the start. She asked, “Don’t we have the equal right to get those at the same time as others?”. In response, the National Curriculum and Text Book Board assured her that they would provide books on time next year.

Cambodia

The Country Coordinating Office of Cambodia,³⁸ located in CBM's Central East Asia Region,³⁹ joined the Cambodian GCE coalition (which includes CBM partner Krousar Thmey) in setting up a diverse array of media and cultural activities across the country. The coalition sought to increase inclusive education training for educators; for the Cambodian Ministry of Education, Youth and Sports (MoEYS) to invest in building or modifying facilities so that children with disabilities could attend school; and for communities to support the right of children with disabilities to a quality education.



Klea Hab, a learner who is blind, speaks at a radio talk show. He stated, 'Based on my personal experiences, inclusive education is very important because after I finished my studies with Krousar Thmey School and then attended public school with other learners without disabilities in the same class, I have gained new knowledge from my educators and shared mutual support and experiences among new friends' ©CBM

One significant media event took place on the evening of 10 May. The Pek Mi team performed a comedy show about the issues that children with disabilities face, which was broadcast nationally on the Cambodian Television Network (CTN). Earlier, CTN had aired a talk show where representatives from MoEYS, the Cambodian Disabled People's Organisation, and a person who is blind were interviewed. These shows were televised on 6 and 10 May.

Another media approach included a series of morning interviews on Radio Sarika/VOD from 5 to 7 May. Speakers included representatives from MoEYS, the Disability Development Services Programme, and children with disabilities, alongside their families. The Smart Mobile Phone Company released short messages about Global Action Week to customers from 3 to 8 May.

To document more stories about inclusive education within Cambodia, a CBM partner organisation known as the Cambodia Development Mission for Disability (CDMD) conducted interviews with learners with disabilities and their families. There is now a small but growing

"I want to be a teacher for all children. Education is a powerful tool. It changed my life. My education was a gift of chance: I lived near a special school and my parents believed in education for me. I have been lucky. However, education should not be luck – it should be a right for all children."

From a Cambodian university learner who is blind

database of firsthand stories about educational challenges and opportunities for learners with disabilities in Cambodia.

Lastly, a meeting of approximately 100 representatives from non-governmental organisations, United Nations organisations, and some Ministries took place on 9 May, at the Tonle Bassac Restaurant, to discuss the future of inclusive education in Cambodia. A presentation was given by CBM's Senior Advisor on Education, Sian Tesni, regarding CBM's involvement in the Global Action Week and the way forward in achieving inclusive education for all. The press was invited to attend and record the proceedings.

India

CBM's office in the South Asia Region⁴⁰ collaborated with the National Campaign for Education and partners to establish a kick-off event for Global Action Week. In India, the Global Action Week was delayed because of elections in early May. It therefore took place during the week of 19–25 May, with the primary event occurring in New Delhi on 24 May. Dignitaries began proceedings with a 'lighting of the lamp', and then hosted a series of prominent speakers from organisations such as UNESCO, the GCE, a government official from the Ministry of Social Justice and Empowerment, UNICEF India, the International Council for Education of Children with Visual Impairment (ICEVI), and other national and international non-governmental organisations. Among the speakers were five representatives from CBM.



Shilpa uses a ramp to join her peers in the classroom. ©CBM/Wyatt

Dr. Sara Varughese, Regional Director of CBM's South Asia Region, shared a case study involving Sameena, a girl with multiple disabilities. She and her family came into contact with a CBR programme, which supported them and facilitated Sameena's enrolment into a school within her village in Karnataka. The story underlined the key point that reaching out to communities, schools, educators and parents to develop awareness and capacities regarding inclusive education is paramount. See Box 2.2 for an additional example of the value of reaching out to community members and educators.

Dr. Varughese also cited an example from a CBR project, Mobility India's Chamkol initiative in Chamarajnagar. Chamkol supports self-help groups that enable persons with disabilities to improve their participation in decision-making, income

box 2.2 Training for Government Educators

A Case Study from Chamrajnagar, India

Basavaraju is a Cluster Resource Person (CRP) responsible for five primary schools. He had never received training on inclusive education before, though it is part of his job to support educators who do implement inclusive education. Therefore, he welcomed an invitation to attend a training on inclusive education run by The Teacher Foundation (TTF).

During the training, Basavaraju observed a lesson taught by Sunithamma's, who was leading learners in enacting a skit called 'Grandmother's Pride'. Sunithamma had learned this activity from TTF's module on group work and collaboration.

Sunithamma explained that this is an especially good approach for involving girls and boys with disabilities.

Roopa, for example, loved acting. She had a learning disability, and used to come to school very irregularly, but once these activities were included in the lessons, she began to attend much more often. "Roopa is good at thinking about what happens in such skits and then drawing this on paper", said Sunithamma. "Acting also helps her with self-confidence, and she feels no less than the other children when she does this".

"What I notice about Sunithamma", said Basavaraju, "is that she always goes the extra mile. She hasn't just implemented the TTF training, she's added to it". For example, one boy was playing the part of a rooster, and Sunithamma brought in a real rooster to help bring the experience to life.

Source: Elspeth Page



Basavaraju, a Cluster Resource Person (CRP), observes a local teacher named Sunithamma as she leads learners with disabilities in enacting a skit. ©CBM/Wyatt

security, health and education while collaborating with the government system to increase the inclusivity of mainstream schools, enabling educators to think and act inclusively. Inspired by the GCE, CBM and the Chamkol team developed a large game: the 'Snakes and Ladders of Inclusive Education'.⁴¹ The game is marked out on the ground and played at awareness events in schools, villages and administrative headquarters. Resources for the game include a list of local challenges ('snakes') and solutions ('ladders') in relation to inclusive education, supported by a series of illustrative case studies from the project area. A three-minute video is under production.

Dr. MNG Mani, Secretary General from ICEVI⁴² and a CBM advisor and partner, spoke on the importance of getting children with disabilities enrolled in school and ensuring that they receive the same high-quality education as their peers. He called for all teachers to receive additional training on inclusive and special education methodologies, and for the education system to be sensitised to the needs of all learners.

Other speakers from CBM partners included Dr. Anil Aneja, Vice President from All India Confederation of the Blind and Mr. Parthiban, National Secretary from the Self Advocates Forum of India, which was formed by Parivaar, a Parents Organisation supported by CBM.

Mr. Umesh Baurai, Advocacy Manager for the CBM South Asia Region, presented the Charter of Demands, which would then be presented to the President of India. The National Coalition for Education drafted the Charter from the inputs of different civil society organisations in India. Demands included "measures to address the intersectional nature of disadvantages owing to gender, caste, ethnicity, minority status, poverty, coupled with disabilities", and that "equal opportunities for persons with disabilities should be made imperative in all walks to life".⁴³ The Charter asserts that "schools must have accessible infrastructure" and that "there must be appropriate teaching and learning material available" for learners with disabilities.

As many schools in India were closed for summer during the Global Action Week, CBM's Regional Office in South Asia will follow up the event with organised activities and gatherings at the state level throughout India. The planning process is ongoing, with the additional events expected to take place throughout the rest of 2014.



Participants in the Australian Disability and Development Consortium (ADDC) gather for a photo. ©CBM

Oceania

Australia

A Global Partnership for Education (GPE) replenishment event was held on 24 March at the Royal Melbourne Institute of Technology, also known as RMIT University. Julia Gillard, GPE Chairperson was the keynote speaker and facilitator. CBM End the Cycle video clips⁴⁴ were presented. A follow-up meeting of Australian Coalition for Education and Development members was held with Julia Gillard. CBM was represented and spoke to Ms Gillard confirming GPE commitment to education for children with disabilities.

As part of Global Action Week, the Australian Disability and Development Consortium delivered a full-day workshop on 7 May, hosted by CBM Australia⁴⁵. It focused on disability inclusive education in development programmes. In addition, an Australian Coalition for Education in Development (ACED) Education Symposium, 'Transforming Learning Futures', was held on 21 May 2014. The keynote presenter was Alice Albright, Chief Executive Officer of GPE. CBM Australia presented on disability inclusion in education and screened an End the Cycle video clip. In attendance were ACED, GPE, Global Poverty Project, Results International Australia, Nossal Institute for Global Health, Plan Australia, and the vice Minister for Education from the Government of Lao.

New Zealand and Papua New Guinea

From 5 to 10 May, the National Director of CBM New Zealand,⁴⁶ Darren Ward, visited a number of schools in the Goroka, Mingende and Mount Hagan areas of Papua New Guinea.⁴⁷ He also had a lively interview with Radio Rhema in New Zealand, explaining the importance of inclusive education, discussing CBM's involvement with a partner (Network of Callan Services for Disabled Persons), and illustrating the value of inclusive education for some of the learners with disabilities he had met. Stories gathered from the learners with disabilities will be used in a public appeal, raising funds so that the partner can continue to deliver quality inclusive education services through a model unique to Papua New Guinea, where inclusive education and CBR services are provided in parallel through Special Education Resource Centres.

Although many of the schools in New Zealand had not heard of the GCE, CBM New Zealand was able to share some information about the Campaign and the inclusive education focus of this year's Global Action Week.



Merolyn is a 14-year-old girl who has only recently been accepted into school. Previously, she had not been denied entry because of her clubfoot. However, after receiving support she is now fully included in the classroom, enjoys playing football with her peers, and wants to become a lawyer in the future. ©CBM

Latin America

Bolivia

CBM partners Fe y Alegría and Caritas were central to the planning of the Global Action Week activities, intended to promote the implementation of inclusive education throughout Bolivia. Activities included a rally for inclusive education in the main square of Sorata, a city in the Larecaja Province of Bolivia. The procession included educators, girls and boys (with and without disabilities) from the Juan XII, Fernando López, and Enrique Peñaranda elementary and secondary schools, as well as from Santa María Magdalena, an alternative education centre. Another activity was the dissemination of educational materials and possible accessible curricula at booths staffed by educators and activists during school fairs in the cities of Sorata, Trinidad and La Paz. Finally, in the city of La Paz, a forum was held to discuss inclusive education and the development of equal opportunities for girls and boys, women and men with disabilities.

Colombia

In Atlántico, a department of Colombia, the Colombian GCE coalition ran workshops for educators and learners to review their knowledge and use of vocabulary regarding inclusive education; set up meetings with libraries to make additional texts available for the study and promotion of inclusive education; and arranged for a local conference to promote diversity in education.

Materials about inclusive language, entitled 'How Inclusive are Your Words?', were provided in more than 30 schools in Colombia. Educators used the materials to guide learners' reflection about language. The learners' discoveries were shared through the visual, tactile and gestural productions they created. School libraries and educators encouraged learners to read literature about diverse groups, including persons with disabilities.

Ecuador

CBM, the Social Contract for Education Ecuador (Contrato Social por la Educación), the GCE and the Salesiana University (abbreviated as UPS in Spanish) coordinated a forum held on 14 May to explore the limitations and accomplishments of inclusive education in Ecuador. Mario Mora, the Coordinator of the Programme Unit of CBM's Latin America Regional Office,⁴⁸ moderated a panel of four, including: Etzon Romo, Vice Minister Coordinator of Social Development; Miriam Gallegos, Coordinator of the Investigation Line for Inclusive Education from UPS; Anaité Vargas, mother of a child with a disability; and Blanquita Chicaiza, a learner with a disability in her second semester of studying communications at UPS. More than 200 women and men were present, including several with disabilities. During the forum, men and women with disabilities were encouraged to ask questions and share their insights.

Guatemala

A CBM partner, Asociación de Padres y Amigos de Personas con Discapacidad de Santiago Atitlán (ADISA),⁴⁹ joined a national group of government authorities, universities and non-profit organisations to arrange activities for Global Action Week. Previously, in March 2014, ADISA had arranged training on inclusive education for educators and parents of learners from two schools that focus on providing



Presenter Rosa Idlia Aldana from the Small People of Guatemala Association shares her experiences of inclusive education at an intercultural workshop in Chukmuk, Guatemala. ©CBM

services to learners with disabilities. For Global Action Week, this training was expanded into an intercultural workshop for 200 learners from a bilingual Spanish/indigenous language school in the community of Chukmuk, in Santiago Atitlán Sololá, Guatemala. The training was organised and much publicised by ADISA and the Small People of Guatemala organisation. Topics included discussions about disability theory, inclusive education and its challenges in Guatemala, Guatemalan laws about disability and inclusive education, and personal experiences with inclusive education shared by Rosa Idlia Aldana from the Small People of Guatemala association.

Haiti

CBM's Country Coordinating Office in Haiti⁵⁰ is advocating for the expansion of inclusive education. With its partners Organisation des Jeunes pour la Protection des Enfants (OJPE) and Jeunes Organisés pour une Société Émancipée (JOSE), CBM Haiti decided to use Global Action Week to focus on awareness-building and sensitisation around the rights of persons with disabilities, including the right to education. Activities were set up for schoolchildren over a period of three days, 8-10 May, and included performances, songs, dancing, simulation exercises (e.g. wearing a blindfold) and a hand-washing drive (to encourage regular hand-washing to contain the spread of trachoma and other potentially blinding diseases). CBM assisted in funding and in coordinating press coverage of the activities, in order that messages about inclusive education would be shared across the country.

Honduras

CBM partners Instituto Psicopedagógico Juana Leclerc, Prepace and Escuela para Ciegos Pilar Salinas are active participants in the Coordinating Educational Network Committee, or COMCORDE, an organisation that is dedicating all of their activities this year solely to inclusive education.

For Global Action Week, COMCORDE sent a document to the Ministry of Education demanding legislative and monetary support for inclusive education. On the same day, an awards ceremony honoured the winner of a nationwide contest seeking best practices for inclusion in schools or organisations. An article about the winners and their best practices was published in national newspapers.

Other noteworthy activities included a city walk and a televised debate between members of government and civil society organisations, in which they discussed the merits and importance of inclusive education.

Mexico

Piña Palmera, which leads a well-established CBR programme in Oaxaca, Mexico, and which is a CBM partner, planned activities with input and guidance from persons with disabilities. Discussion groups were established to share information and ideas about inclusive education, persons with disabilities and their right to education, and the role of society and government in implementing changes in the educational system.



Disability advocates speak out for the right to an inclusive education in Mexico. ©CBM

On 8 May, Piña Palmera hosted a forum in the town of Zipolite entitled 'People with Disability and Education: Beyond the Speech of Inclusive Education'. Participants were from a number of cities, including Morelos, Yucatán, Oaxaca, Guanajuato and Puebla, and included members of civil society, educators and representatives of state authorities. Presentations and panels underlined the fact that the exclusion of persons with disabilities occurring in indigenous, rural and urban communities was impeding their right to an inclusive education. Therefore, to promote inclusive education, Mexican communities need to be encouraged to embrace and support all members of their society.

Nicaragua

A CBM representative joined the Nicaraguan GCE coalition to plan several activities for Campaña Mundial por La Educación (the Global Campaign for Education). All events were both organised and coordinated with organisations of persons with disabilities. Meetings were made accessible via sign language interpreters, and documents were available in digital format or accessible language.



Young boys and girls perform a dance in support of the right to education for all, at an event hosted by ASOPIECAD. ©CBM

Global Action Week was launched with a public march and concert

in Managua, led by mainstream primary and secondary schools demanding inclusive education. A forum on inclusive education in Nicaragua, held at the Universidad Centroamericana (UCA) in Managua, drew more than 400 persons with and without disabilities. CBM Advisor Katharina Pförtner and CBM partner, Association of Inclusive Education and Community Programmes (ASOPIECAD), spoke about their successes with CBR in supporting inclusive education. On the last day of the Global Action Week, a large festival of joyful and inclusive games was held in a big park by several national youth organisations.

Throughout Nicaragua, smaller but still vibrant events were held to promote and celebrate the right to education for persons with disabilities. For example, in Juigalpa, local organisations set up a concert where persons with and without disabilities performed music, recited poetry, acted and danced to express both a common culture and diverse abilities.

Peru

CBM partner, Nuestra Señora del Carmen, a school for persons who are blind, based in Cusco, ran a training in Apurimac from 28 to 30 April in preparation for Global Action Week. They later led activities to promote inclusive education. Another partner, Arariwa, led workshops for specialists and the friends and families of persons with disabilities, conducted interviews with persons with disabilities, and broadcast information about inclusive education on two television channels. Partnering organisation, Centro de Empoderamiento de Personas con Discapacidad (CEMPDIS), led focus groups in discussion about inclusive education in Villa Maria and San Juan de Miraflores.

“In many rural schools, inclusive education is already working well. We should not wait until there are ideal conditions, instead starting inclusive education wherever we find schools and communities who are willing to include all children and work together to improve the conditions based on available resources. We will then be able to convince others with these positive examples and to learn from them.”

Katharina Pförtner
Regional CBR and Inclusive
Education Advisor
CBM Latin America

Conclusion

There was a tremendous amount of commitment, time, and energy that CBM and its partners contributed to the Global Action Week. Rallies, interviews, parades, and media testified to a rapid growth of understanding amongst global communities and disability rights advocates that inclusive education should become a top priority for national and international education reforms. A vital component of an inclusive future is the development and prioritisation of high-quality, free, accessible and inclusive education systems for everyone.

The Campaign embodied the spirit of CBM's slogan that 'Together we can do more'. However, though much has been done to support the growth of inclusive education, more work still remains. The Global Action Week of 2014 is finished, but the advocacy work and connections inspired by the Campaign will be carried on into the future, to create an inclusive world for all.

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Whether part of a GCE country coalition or working independently (on the rare occasion when a GCE coalition was not available), CBM partners and CBM allies such as schools and government agencies contributed a tremendous amount of planning, organisation, coordination and leadership in support of Global Action Week. To that end, deep gratitude is extended towards All India Confederation of the Blind (India), the Asian Centre for Inclusive Education – ACIE (Bangladesh), Asociación Arariwa – Consorcio Nacional RBC (Peru), Asociación de Padres y Amigos de Personas con Discapacidad de Santiago Atitlán – ADISA (Guatemala), Association of Inclusive Education and Community Programmes – ASOPIECAD (Nicaragua), the Australian Disability and Development Consortium (Australia), the Bethlehem Arab Society for Rehabilitation – BASR (Palestine), Callan Network for People with Disabilities (Papua New Guinea), Cambodia Development Mission for Disability (Cambodia), Caritas (Bolivia), Centre for Disability in Development (Bangladesh), Centre for the Rehabilitation of the Paralysed (Bangladesh),

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Anais Keenon

Since December 2013, Anais Keenon has been interning and then consulting for CBM International. Her working specialities include disability advocacy, communications and international development. She recently completed a Master's degree in International Development from Gallaudet University, one of the only universities for the deaf in the world, and has a Bachelor's degree in Journalism with an emphasis on advertising. Her prior work experience includes prestigious internships at the International Foundation for Electoral Systems (IFES), the U.S. Department of State, Mobility International USA, and for a Ghanaian women's magazine. She is currently based in the United States.

Glossary

CBM – Country Coordinating Office (CCO)

Country Coordinating Offices work on a national level to implement programmes and work with partners within their country according to a country plan. They are affiliated with a Regional Office, e.g. CCO Ethiopia works with the East Africa Regional Office.

CBM – Member Association (MA)

Member Associations focus on fundraising for CBM's programme work. They also engage in advocacy efforts and raise awareness of disability issues with governments, donor agencies, and non-governmental organisations worldwide.⁵¹ There are currently 11 member associations.

CBM – Regional Office (RO)

Regional Offices are responsible for regional programme planning, monitoring and evaluation, and capacity development, as well as regional advocacy, building alliances and networking. There are currently nine Regional Offices.

Community-based rehabilitation (CBR)

CBR is a community-based development strategy focusing on enhancing the quality of life for persons with disabilities and their families, realising their rights and ensuring inclusion and participation. It is a multi-sector strategy that supports accountability of duty bearers and empowers persons with disabilities to fully participate and benefit from education, employment, health and social services. CBR is implemented by the combined efforts of persons with disabilities, their families and communities, and the appropriate health, education, vocational and

social services.⁵²

Disabled peoples organisations (DPO)

DPOs are organisations in which the leadership and most of its members are persons with disabilities. Their primary role is often to advocate for the interests of persons with disabilities within their societies at local, national, and/or international levels.

Global Campaign for Education (GCE)

GCE is a civil society movement and membership organisation that advocates for free, quality and accessible education for all. For more information, visit www.campaignforeducation.org

Global Partnership for Education (GPE)

GPE assists national governments and development partners in creating an education plan and is a source of funding for national education initiatives. For more information, visit www.globalpartnership.org

Human rights approach

An approach to inclusive development work based on the belief that every person has fundamental rights that must be honoured, protected and enforced by all sectors of society. For further details, please visit www.cbm.org/A-human-rights-based-approach-to-disability-in-development-396302.php

Inclusive education

A flexible, dynamic educational model in which all boys, girls, men, and women with additional educational needs are actively included within the regular educational system and provided individually tailored support as needed.

International Development and Disability Consortium (IDDC)

An international non-governmental organisation based in Brussels, Belgium that promotes inclusive international development. As of this writing, there are currently 24 full members of IDDC, of which CBM is one. For more information, visit www.iddcconsortium.net

Low- and middle-income countries (LMICs)

An economic classification of countries based on their Gross National Income (GNI) per capita, as determined by the World Bank. To see current classifications, please visit <http://data.worldbank.org/about/country-and-lending-groups>

Millennium Development Goals (MDGs)

At the Millennium Development Summit in 2000, eight major goals (the MDGs) were created to guide all development efforts worldwide until 2015. The goals focus on topics such as maternal health, world hunger, and education. However, persons with disabilities are not mentioned in any of the indicators for success. For more details, please visit www.un.org/millenniumgoals

Non-governmental organisation (NGO)

An NGO is an organisation that is not affiliated with a government or a corporation, and depends on funding from external resources such as private donors, governments or foundations. An INGO is an international NGO, in which an organisation operates on an international rather a regional or national scale.

Rights-based model

A paradigm in which girls and boys, women and men with disabilities are aware of their rights and act as leaders, advocates and agents of change to instil and enforce their legal, political and social rights.

Social model

A paradigm that views disability as primarily the result of environmental, societal and cultural barriers that disable girls and boys, women and men from being fully included participants of their communities. For example, if a Ghanaian woman who is deaf is unable to understand a performance because it is only available in an oral language, then she becomes disabled because of a language barrier. If a Ghanaian Sign Language interpreter were provided, she would be able to fully access and enjoy the performance.

UN Convention on the Rights of the Child (CRC)

A United Nations convention that proclaims the rights of children, including the right to education. As of July 2014, there are 140 countries that have signed the Convention and more than 190 countries have ratified it. For updated information, please visit www.ohchr.org/en/professionalinterest/pages/crc.aspx

UN Convention on the Rights of Persons with Disabilities (CRPD)

A United Nations convention that proclaims the rights of persons with disabilities, including the right to education. As of July 2014, more than 155 countries have signed the Convention and more than 145 countries have ratified it. For updated information, please visit www.un.org/disabilities/index.asp

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Endnotes

- 1 For more information about CBM, please visit www.cbm.org
- 2 Global Campaign for Education (2013), p. 8
- 3 World Health Organization and World Bank (2011), p.10
- 4 Banks and Polack (2014)
- 5 UNESCO (2014 a), p.53
- 6 World Health Organization and World Bank (2011), p.207
- 7 Global Campaign for Education (2013), p.4
- 8 UNESCO (2014 a), p.56
- 9 World Health Organization and World Bank (2011), p.207
- 10 UNESCO (2014 b), p.9
- 11 United Nations (1948)
- 12 United Nations (1989)
- 13 United Nations (2006)
- 14 United Nations (1989)
- 15 United Nations (2006)
- 16 In this report we refer to 'educators' rather than 'teachers'. As a term, 'educators' covers a wider range of teaching personnel, from early childhood workers to formally trained school and university teachers and lecturers.
- 17 Global Campaign for Education (2013), p.27
- 18 World Health Organization (2010)
- 19 CBM (2008), p.1
- 20 For more information, please visit www.campaignforeducation.org
- 21 See: www.cbm.org/Global-Campaign-for-Education-GCE-2013-408242.php
- 22 IDDC (2013)
- 23 See: www.cbm.org/Global-Campaign-for-Education-GCE-2014-438635.php
- 24 To hear the full rap in German, please visit www.youtube.com/watch?v=GGlkaZeyk kU&feature=youtu.be
- 25 Visit CBM United Kingdom at www.cbmuk.org.uk
- 26 Visit CBM Switzerland at www.cbmswiss.ch/de/ (also available in French and Italian)
- 27 Visit CBM Germany at www.cbm.de
- 28 Visit CBM Canada at www.cbmcanada.org
- 29 At the time of writing, the final report is unpublished
- 30 At the time of writing, the final reviews and audits are unpublished
- 31 Visit CBM Burkina Faso at www.cbm.org/Burkina-Faso-265577.php
- 32 Visit CBM's West African regional office at www.cbm.org/West-Africa-252966.php
- 33 Visit CBM Ethiopia at www.cbm.org/Ethiopia-298936.php
- 34 For more information about the East Africa regional office, please visit www.cbm.org/East-Africa-252934.php
- 35 Visit CBM's Eastern Mediterranean regional office at www.cbm.org/Eastern-Mediterranean-Region-248891.php
- 36 Visit CBM Bangladesh at www.cbm.org/Bangladesh-252503.php
- 37 Visit CBM's South Asia regional office at www.cbm.org/South-Asia-252882.php
- 38 Visit CBM Cambodia at www.cbm.org/Cambodia-267853.php
- 39 Visit CBM's Central East Asia regional office at www.cbm.org/Central-East-Asia-252795.php
- 40 Visit CBM's South Asia regional office at www.cbm.org/South-Asia-252882.php
- 41 For an example of 'Snakes and Ladders' game, visit www.unesco.org/education/educprog/ste/pdf_files/games/snakes.pdf
- 42 Visit ICEVI at <http://icevi.org>
- 43 Charter of Demands (draft, unpublished) as of 24 June, 2014. Retrieved from CBM South Asia Regional Office.
- 44 End the Cycle is an Australian-based movement to promote the rights of persons with disabilities in LMICs. It has developed a large collection of stories from persons with disabilities speaking out about their lives and how they overcame the challenges they encountered. For more information, visit www.endthecycle.org.au
- 45 www.cbm.org.au
- 46 Visit CBM New Zealand at www.cbm-nz.org.nz
- 47 Visit CBM Papua New Guinea at www.cbm.org/Papua-New-Guinea-253026.php
- 48 Visit CBM's Latin America regional office at www.cbm.org/Latin-America-252587.php
- 49 National Council for Attention to People with Disabilities
- 50 Visit CBM Haiti at www.cbm.org/Haiti-266677.php
- 51 For more information, visit www.cbm.org/Member-Associations-251942.php
- 52 For more information, visit <http://www.who.int/disabilities/cbr/en/> and www.cbm.org/i/community-based-rehabilitation-246582.php



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