WELCOME!

GLOBAL CAMPAIGN FOR
EDUCATION
THE NETHERLANDS

- ❖ Kim Brands, Liliane Foundation
- ❖ Janneke Wauben, GCE Netherlands
- ❖ Lieke Scheewe, DCDD

dcdd

**Dutch Coalition on
Disability and Development
Inclusion works**

For Subtitels:
To access live captioning in Zoom, select "Show Subtitle" on the Closed Caption (or More) menu.

Programme

- Introducing the Quick Guide - Paulien Bruijn (Into Inclusion)

- Presentation: birdseye view on inclusive education - Nafisa Baboo (GCE, Light for the World)

- Q&A with Nafisa and Paulien

- 5-minute break

- Highlighting tips & tools from the guide
  - Annemieke van Wesemael (Liliane Foundation)
  - Ilse van der Put (Inclusive Play)
  - Fred Marinus (Kentalis)
  - Praveen Kumar (VSO)

- Plenary panel discussion

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Towards Disability Inclusive Education

Quick Guide

Quick Guide
Towards Disability
Inclusive Education

Sustainable Development Goal 4 aims to achieve inclusive and equitable quality education and promote lifelong learning opportunities for all. Yet, half of the estimated 65 million primary and lower secondary-school age children with disabilities in developing countries are still out of school![1] SDG 4 can only be achieved if we deliberately include children with disabilities in all education programmes and include them in the (post) COVID-19 responses.

This guide gives a quick oversight of what inclusive education is and what immediate steps you can take to make your education programmes more inclusive. We have also brought together a selection of practical tools and background information that will help to kickstart your journey into inclusion.

Who is this guide for

Programme managers, proposal developers and field coordinators involved in the development, implementation, monitoring and evaluation of primary education programmes.

Table of Contents

Why a Quick Guide ?

- Sustainable Development goal 4 can only be achieved if we include children with disabilities in all education programmes!

- Developed for everyone involved in the development, implementation, monitoring and evaluation of primary education programmes.

- Quick overview of the basic concepts, what immediate steps you can take to promote inclusion & practical tools to make it work!

Content of the Quick Guide

- **Key concepts**

- **Legal and Policy Frameworks**

- **Key ingredients for Disability Inclusive Education**

- Make the School Infrastructure Accessible

- Teacher Training and Support

- Accessible Learning Materials and Inclusive Communication

- Accessible Curriculum, Student Assessment and Learning Support

- Involving Students, Parent and Communities

- Budget and Lobby for Inclusion

- Partnerships for Inclusion

- Education in Humanitarian Context and Times of COVID-19
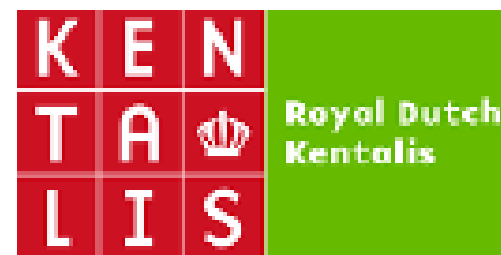
Work in progress

- Let us know if you miss information or have suggestions for resources that should be added

- Quick Guide on Data Collection & Monitoring is under development

- There is also a Quick Guide Towards Disability Inclusive Humanitarian Action

Developed in collaboration with

Loosing labels, finding solutions

LIGHT FOR THE WORLD

What is 'Ableism'?

An Ableism value system discriminates against people with physical, sensory, intellectual and psychosocial disabilities based on the idea that certain standards of appearance, functioning and behaviour are essential for living a life of value
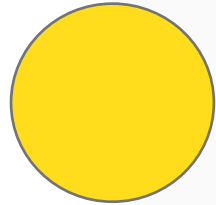
Ableist assumptions lead to children with disabilities being viewed as in need of 'fixing', or else they will live a life of suffering and disadvantage
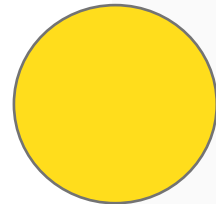
They are seen as less able to contribute and participate, less worthy of attention, and to have less inherent value than others

"You don't look disabled?"

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Guiding Frameworks and Policies

- The right to inclusive education for children with disabilities is reinforced in the Convention on the Rights of the Child (CRC) and the UN Convention on the Rights of Persons with Disabilities (UNCRPD, Article 24)

- The Agenda for Sustainable Development with its underpinning principle to LEAVE NO-ONE BEHIND

- SDG4 on education refocuses attention to accelerate progress on inclusive education for children with disabilities SDG 4.5

LIGHT
FOR THE WORLD
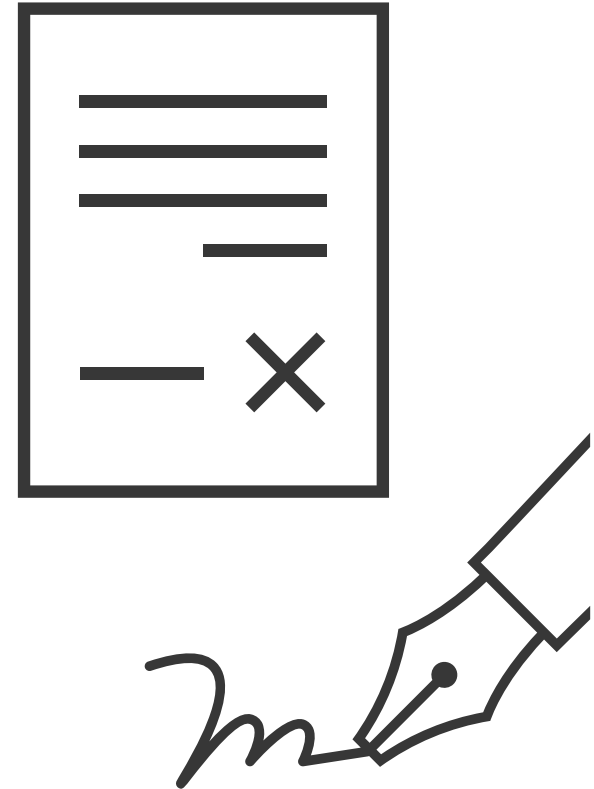
SDG4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets

4.5. Equal access to *all levels of education* and vocational training for persons with disabilities

Indicators

% of schools with *adapted infrastructure and material* for students with disabilities

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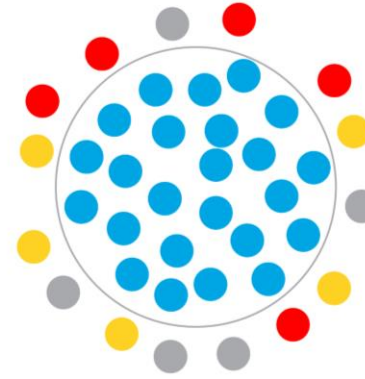
Inclusive education

Inclusive education is a means of **achieving high quality education for all through addressing shortcoming** by focussing on the well-being and success of students with disabilities (UNCRPD, Art24 GC4).

UNCRPD Article 24 (Inclusive education) GC4
Sustainable Development

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True inclusive education

- All children, regardless of abilities, learn together in their school

- Aims to maximise the capabilities of all students – child centred

- Reduce barriers to learning and participation – in and out of school

- Create an enabling and supportive environment

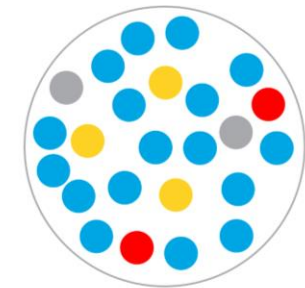- Gives every child the support s/he needs to learn

Exclusion
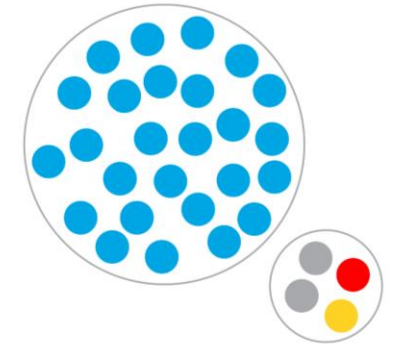
Segregation
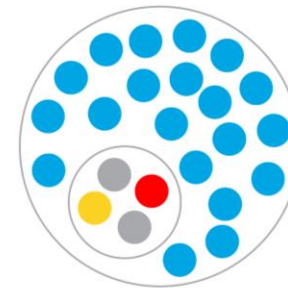
Integration

Inclusion

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Schools emulating
an inclusive
society

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Deep transformation of the education system

Realising inclusive education for girls and boys with disabilities requires deep transformation of the education system. Legislation, policies, mechanisms for financing, administering, designing and monitoring education must change to align with the UN CRPD and Goal 4 on the Agenda for Sustainable Development.

UNCRPD Article 24 (Inclusive education) GC4 Sustainable Development

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Systemic reform investment: Twin track approach

Track 1

Invest in system transformation

Invest in changing policies, practices and attitudes at all levels of the education system to achieve education for all/SDG 4. Remove barriers and create enabling conditions to enhance the quality and access to education for all children to achieve positive learning outcomes via disability inclusive teacher education and school improvement plans.

Track 2

Invest in the specific support needs of children with disabilities

Empower individuals as rights holders by providing disability responsive health, rehabilitation and social support services. Offer learning and participation opportunities for individuals via differentiated teaching methods and reasonable accommodations, sign-language and material in accessible formats (i.e. Braille and audio).

Inclusive society
Inclusive education

Donor and domestic investment

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Global progress: Still some way to go

A child with a disability is **2.5** times more likely to **not** attend school at all

1 in 10 students with disabilities attends a school in which education is **not** inclusive

In only **44 %** of Member States can students with disabilities be taught in the **same classroom** as other students

33 % provide **adequate** human resources for students with disabilities - up from 18 % in 2013

53 % of 101 countries **collect data** on disability in the EMIS - up from 31 % in 2013

40 % of poorest countries **failed** to support learners at risk of exclusion during the pandemic lockdowns - **less likely** to return to school

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Finding Solutions

- Developing and sharing evidence of what works and approaches to scale up
- Increased investment in disability inclusive education – DAC marker on disability. Tracking accountability DAC marker
- Joining forces with mainstream actors in education and related sectors – GCE, ECDAN, etc.

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EARLY CHILDHOOD & INCLUSIVE EDUCATION COMMUNITY OF PRACTICE

- Collaboration between Light for the Word and Global Campaign for Education – US

- Initiated in January 2019 with 25 participants

- Grew quickly, now more than 217 individuals and 117 organizations

- Meets every other month – themed, interactive and action driven

- Focuses on knowledge-sharing and advocacy for funding and reprioritization of inclusive education, especially for children already marginalized

COMMUNITY OF PRACTICE SUCCESSES

➢ Facilitated high-level discussions with governmental and global funding agencies to ensure inclusive education and ECD are at the heart of all education funding.

➢ **Global Partnership for Education** - Led #AllMeansAllGPE call to action signed by over 100 organizations and submitted to the GPE board to influence strategy and results framework, convene meetings with board members and GCE constituencies, submit input to key docs e.g., results framework, LEG

➢ **Global Citizen**: Launched joint campaigns to petition for increased inclusive ECD support, with over 30,000 signatures

➢ Disability inclusive education and ECD inputs in **key draft US government policy statements and documents** e.g Learning Loss Assessment Act making disaggregation by disability a requirement

➢ Disability inclusion in **Worldbank Global Education Policy Dashboard, created checklist,** Inclusive Education Resource Guide Part 1: People with Disabilities

➢ Successfully advocated for a **$75 million increase in the fiscal year 2020 US budget to $875 million for international basic education, including $100 million for the Global Partnership for Education and the first-ever annual appropriation of $25 million for Education Cannot Wait**.
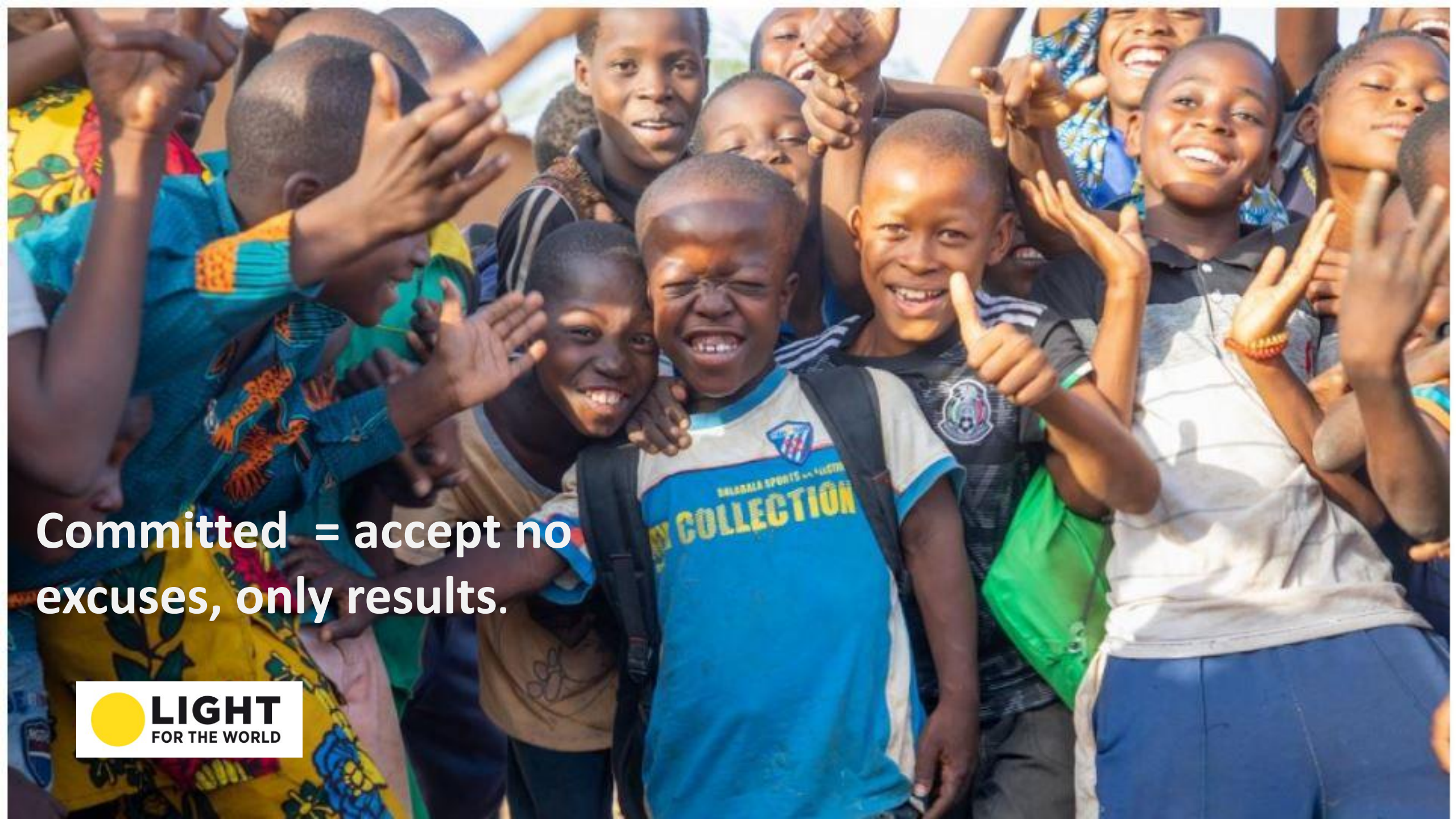
Committed = accept no excuses, only results.

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Liliane Fonds

open de wereld
voor een kind
met een handicap

Welcome to School - kit

AN INCLUSIVE SCHOOL

Needs an inclusieve playground

Ilse van der Put
Inclusive play consultant and trainer

ilse@inclusiveplay.nl
www.empowermentbyplaying.nl

Empowerment by Playing

THE OUTDOOR SPACE OF THE SCHOOL IS PART OF THE LEARNING ENVIRONMENT AND THEREFORE NEEDS ATTENTION AS A TEACHING MATERIAL

Empowerment by Playing

DESIGN THE INCLUSIVE PLAYGROUND

In order to support every child
- To meet other kids and play together
- To decide freely what to play
- To learn and make friends

Empowerment by Playing

A INCLUSIVE PLAYGROUND IS:

A CLASSROOM WITHOUT A ROOF

AN ACCESSIBEL AND SAFE PLAY LANDSCAPE

A PLAY LANDSCAPE WITH FOR EVERYONE OPPORTUNITY'S TO RELAX AND PLAY.

A PLACE WERE TEACHERS STIMULATE AND PARTICIPATE IN PLAY

Empowerment by
Playing

LINKS TO WEBSITES

https://playgroundideas.org/dashboard/

https://inclusionmatters.org/

HTTPS://EMPOWERMENTBYPLAYING.NL/

WWW.SAMENSPEELNETWERK.NL

Empowerment by Playing

Fred Marinus
Project Manager International

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www.kentalis.com

Examples

- Setup Sign Language Clubs in Inclusive schools

- Football matches and barbecues of teacher trainees with deaf community

- Documentary on deaf role models

- Reading method for deaf children with reading coaches

- Open Visual Education Resource (OVER) Tanzania

- Training of Hearing Care Technicians and speech therapists

- Adaptation of diagnostic tools (Speakaboo / LEQ / AAST)

- Online Basic Audiology course + other blended courses

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