



EQUAL RIGHT, EQUAL OPPORTUNITY: EDUCATION AND DISABILITY

SCHOOLS' PACK

The Global Campaign for Education (GCE) is a civil society movement, established in 1999, that aims to end the global education crisis. Education is a basic human right, and our mission is to make sure that governments act now to deliver the right of everyone to a free, quality, public education.

Our new campaign, **Equal Right, Equal Opportunity: Education and Disability** aims to highlight the profound challenges faced by children with disabilities in realising their right to education.

By raising awareness and visibility of the widespread exclusion of disabled children from education, the campaign hopes to support GCE members to influence governments and donors to make greater commitments towards inclusive education.

This campaign will be the focus of GCE's Global Action Week, which runs 4-10 May 2014.

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

EQUAL RIGHT

EQUAL OPPORTUNITY

Education and Disability

Dear Head Teacher

Thank you for finding out more about the Global Campaign for Education's campaign, Equal Right, Equal Opportunity: Education and Disability. The next Global Action Week on education, which runs from 4-10 May 2014, is the major event in this campaign; many thousands of schools, in over 90 countries, will take part. This pack gives some background to the campaign, and explains how your school can be involved.

In most low- and middle-income countries, children with disabilities are more likely to be out of school than any other group of children; even if they do attend school, children living with disabilities are often more likely to drop out and leave school early. In some countries, having a disability can more than double the chance of a child not being in school, compared to their non-disabled peers. It is, therefore, unsurprising that in many countries children with disabilities make up the vast majority of those out of school.

The challenge is huge:

- In Malawi and Tanzania, a child with a disability is twice as likely to have never attended school as a child without a disability. In Burkina Faso, having a disability increases the risk of children being out of school by two and a half times.
- In Bolivia it is estimated that 95% of the population aged 6 to 11 years are in school, while only 38% of children with disabilities are – more than doubling the chances of not being in school.
- In Ethiopia, according to the Ministry of Education, fewer than 3% of children with disabilities have access to primary education, and access to schooling decreases rapidly as children move up the education ladder.
- In Nepal, 85% of all children out of school are disabled.
- Girls with disabilities fare even worse than boys. In Malawi one study showed that more girls with disabilities have never attended school compared to boys with disabilities. This translates into lower literacy rates as adults: for instance, national statistics in Ghana show that the literacy rate for non-disabled adults stands at 70%, which reduces to 56% for adults living with disabilities, and this drops to just 47% for women with disabilities.
- Italy is the only European country in which almost all disabled pupils (over 99%) were included in mainstream schools.

We are asking teachers, students, education campaigners and members of the public to take part in Global Action Week events happening all around the world. The Global Campaign for Education's Equal Right, Equal Opportunity campaign aims to increase public awareness of and political attention to this problem: we want world leaders to put in place the political commitment, planning, infrastructure and financing to ensure that children with disabilities have the chance to realise their right to education.

This pack will tell you more about the campaign, about the plans for Global Action Week, about what your school can do to take part. We hope you will join millions of others around the world in taking part. Feel free to contact campaigns@campaignforeducation.org if you have any queries.

The Global Campaign for Education

What's inside?

This pack contains information you will need to carry out an activity in your school. You will find the following:

1. Background
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I. Background

What is GCE?

The Global Campaign for Education (GCE) is a civil society movement, established in 1999, that aims to end the global education crisis. Education is a basic human right, and our mission is to make sure that governments act now to deliver the right of everyone to a free, quality, public education.

Our membership is comprised of over 100 national, regional and international civil society organisations, teachers' unions and child rights campaigners. Together, we hold governments to account for their promises repeatedly made to provide Education for All. We do this through mobilising citizens to make their voices heard, lobbying politicians and government officials, attracting media attention, monitoring and reporting on government actions, and any other activities that can raise the public and political profile of education challenges. We believe that citizens speaking out together can have a powerful impact on government policy and action.

GCE has member coalitions in over 90 countries around the world. Each has its own membership comprised of non-governmental organisations, teachers' unions, parents' associations, youth groups, community organisations and other civil society organisations committed to education. These national monitor commitments made by their governments and aim to hold them accountable.

MORE: www.campaignforeducation.org

What is Global Action Week?

GCE's Global Action Week is a major international campaigning moment for the education movement around the world.

GCE began organising Global Action Week in 2001, as an annual moment when coalitions, campaigns and organisations working on education nationally, regionally and internationally all take action to raise the profile of one aspect of the Education For All agenda, speaking out on the same issue and making coordinated demands of politicians. All over the world, members of the public – and particularly schools – get involved in Global Action Week, meaning that millions of people in over 90 countries take part each year.

Past themes of Global Action Week have included literacy and lifelong learning (2009); education financing (2010), girls' education (2011), early childhood care and education (2012), and teachers (2013). In 2014 Global Action Week will focus on education for children with disabilities.

Since the very first Global Action Week in 2001, tens of millions of people have taken part. We hope that in 2014 more schools than ever will participate in drawing attention to this important cause.

MORE: www.campaignforeducation.org/disability



2. About the campaign

Tackling the challenges, and severe discrimination, faced by children with disabilities, is a matter of urgency.

Firstly, the denial of the right to education robs children of the future benefits of an education and the opportunity to access other rights – for example, by limiting employment opportunities or participation in civic affairs later in life. It restricts full participation in society, exacerbating exclusion, and can limit a person's chance of escaping poverty. This and other barriers faced by people living with disabilities means they are usually among the poorest of the poor.

A lack of focus on educating disabled children is also impacting on the chances of delivering on the international promise to achieve universal primary education – the globally-agreed target set out in the Education For All and Millennium Development Goals. It is also the right of every child, regardless of disability, to receive a good education. In 2006 the UN Convention on the Rights of Persons with Disabilities (CRPD) established inclusive education as the key mechanism to deliver the right to education for disabled children. Inclusive education systems can be defined as all children learning together in mainstream classrooms in their locality or community, irrespective of the different range of abilities and disabilities, with teaching methods, materials and school environments that address the needs of all girls and boys. The creation of inclusive education systems is fundamental to achieving better quality in education and realising the human rights of all children, improving educational standards and helping to address other marginalised groups.

In spite of this commitment, the exclusion of children with disabilities from mainstream education remains profound and few countries have the necessary national legislation, policy, targets and plans for inclusive education of disabled children. Even when governments do have national policies or legislation in place, implementation via concrete policies, plans and strategies are weak, while the financing to deliver inclusive education for all is woefully short. Adopting appropriate legislation and developing policies or national plans of action are important starting points to achieve inclusion for all. National governments and donors must provide the capacity, resources and leadership to implement ambitious national plans on inclusion.

A substantial problem faced in realising the right to education of children with disabilities is a vast data hole, which leaves their educational needs invisible to policy makers. In order to plan and monitor effectively, governments must have reliable data which enables them to set bold, yet realistic, targets and then measure them.

Schools and classrooms across the developing world are too inaccessible or are not adapted to the needs of children with disabilities. Making schools and classrooms accessible and relevant for all will also need investments in accessible and appropriate equipment and learning materials, as well as accessible infrastructure. Ensuring there are enough appropriately trained teachers for all will also involve substantial investments in more teachers that are adequately prepared and trained, and who are supported to work in inclusive ways, with specialist teaching support where necessary.

Finally, social attitudes are a powerful driver of the marginalisation of disabled children in and from education. Negative attitudes towards disabled children's capacity limit their chance of going to any school. Even when education is offered, there is a widely held belief that 'special' schools are the most viable option. Policy measures must also be reinforced with public awareness raising campaigns which tackle often deeply held attitudes towards disabled children's educational projects, which often act as a powerful barrier to schooling for many children with disabilities.

The world has to act now to halt the severe marginalisation of disabled children from education. We have to ensure that a lack of appropriate education is not the catalyst for a lifetime of exclusion, poverty and injustice for the millions of children living with a disability. Inclusive education systems, grounded in a rights-based analysis, must no longer be seen as a marginal policy issue, but as central to the achievement of high-quality education for all learners, and the development of more inclusive societies.

“ It is the right of every child, regardless of disability, to receive a good education. ”

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What can your school do?

Schools can take action in support of the campaign at any time; but the key moment to get engaged is during Global Action Week, from 4-10 May 2014. This week provides a worldwide focus for activists to bring attention to the campaign – and demand action of politicians – in one huge, co-ordinated moment.

We are therefore asking GCE member coalitions and participating schools run a lesson focusing on the issue of disability and how children with disabilities can and should be included in education. This could involve:

- Inviting parents and members of the local community to participate in a school event around disability and education.
- Politicians being invited to address the class, to talk about what they or the government will do to support people with disabilities to get access to quality, appropriate education in their district, country, or around the world.
- Students and teachers having an opportunity to question the politicians on relevant policies including
 - o In the south: what education provision currently exists for children with disabilities, and what the government is planning to do to ensure no child is excluded from education?
 - o In the north: aid to basic education around the world, and specific support to help governments of developing countries inclusive education systems which cater for people with disabilities.
- Lessons could explore the different types of disability, and how these can be supported within the classroom and the broader community. A lesson plan with ideas on how this could be delivered is below.

The aim is for as many schools as possible to talk about disability and education, as often this subject has been neglected in mainstream classrooms - particularly in countries where education provision for children with disabilities is outside of mainstream schools. If you are inviting a policy-maker, the children can take the opportunity to question them on their commitments to education for all – if they are truly committed to achieving this, then they must be committed to ensuring every child is able to benefit from a quality, accessible and inclusive education system.

Remember to make contact with the GCE member coalition in your country to keep them informed of your activity - especially if politicians make promises to your school!

You can find their contact details on the GCE website at <http://www.campaignforeducation.org/en/members>



3. Lesson Plan: 5-11/11-15 year olds

Lesson outcomes

Students of all ages will:

- Understand and reflect on the meaning of the term 'disability'
- Consider the links between poverty and disability
- Consider how disability impacts on education and schooling for children with disabilities
- Discuss strategies to support education for children living with disabilities
- Consider how they can advocate for education for children with disabilities

I: Introduction

PART ONE: ALL AGES (5 MINUTES)

Teacher introduces the theme of the lesson.

Question: Why is it important for children with disabilities to have an education?

Teacher explains the Equal Right, Equal Opportunity campaign and explains to the class that millions of other students worldwide will be talking about disability this week, to raise awareness that children with disabilities are children who have rights, like every child, to a good /quality education. We will learn about some of the difficulties they experience and potential they have and ask governments to improve conditions for our peers with disabilities.

Background information

Globally, an estimated 93 million children – or 1 in 20 of those aged up to 14 years of age – live with a moderate or severe disability.

Children with disabilities are among the most excluded children in the world. In most low- and middle-income countries, children with disabilities are more likely to be out of school than any other group of children. In some countries, having a disability can more than double the chance of a child not being in school, compared to non-disabled children. As such, in many countries, children with disabilities make up the vast majority of those out of school.

For those children with disabilities who are in school, the quality and form of schooling received – often in segregated schools – can act to increase exclusion from society and confirm people's negative views about disability. These children are often more likely to drop out of school.

Every child has the human right to a quality education, regardless of disability. This is why the Global Campaign for Education (GCE) is focusing its 2014 Global Action Week on raising awareness of issues around disability with the campaign Equal Right, Equal Opportunity: Education and Disability. The Global Action Week of the GCE is the main event for people campaigning for quality

education for everyone. This year, millions of children, teachers and other members of the public in over 90 countries are joining together to campaign for education for people with disabilities.

2: What is disability?

PART TWO: ALL AGES (10 MINUTES)

Question: can you identify different types of disability?

5-11 year olds:

Teacher explains to the class that disability comes in different forms, and may be visible or non-visible

11-15 year olds:

Students work in pairs to write out the different types of disability on sticky notes, which can then be grouped according to the different categories in the full class.

All ages: Teacher draws a picture of a child with a head (showing the brain inside), eyes, ears, nose hands, legs, arms, etc. Ask the children for an example of a disability, and show this on the picture by shading the part of the body that is effected, shading to different degrees/amounts to show the severity of the disability. Then highlight the kinds of things that children with that disability can do – for example, a child with a hearing impairment is able to learn, see and perform physical tasks. This activity illustrates that the vast majority of disabilities do not stop children from being able to participate in many activities.

Background information

A disability can be:

- **Inherited or congenital:** Inherited means children are born with a disability inherited from a parent. Congenital means the disability is developed before the baby is born
- **Acquired:** usually through illness or injury

There are different types of disability faced by children:

- **Physical:** this may impact on a child's mobility, as well as the development or ability to control certain muscles.
- **Intellectual:** this is a broad range of learning related disabilities, such as delays with learning to speak, developing memory or problem-solving skills.
- **Sensory:** this includes deafness and blindness.
- **Mental health:** this includes mental illnesses and behaviour problems.
- **Developmental:** this covers delays in growth or development. Sometimes it is linked with intellectual disability, but there are some conditions which are developmental disabilities which do not involve an intellectual disability, such as spina bifida.

A disability may also be non-visible, such as epilepsy and learning difficulties.

There are different degrees of impairment. For example, a visual or hearing impairment may severely impact on only one eye or ear; a learning disability may only impact on how someone reads or writes, but have little or no impact on their ability to learn mathematics.

In addition, a disability is not always a simple case of 'not being able to do something'. For example, someone with a hearing impairment may not hear music at all, or only very faintly, but they can feel the vibrations and are able to dance.

How a person with a disability functions can depend on their environment, their personality and the attitudes of others. For example, a child with a physical disability is able to function if they have the facilities to overcome difficulties in movement, such as a wheelchair, and for many children with disabilities their lives and ability to function can benefit hugely from a supportive family, school and community.

3: Poverty and disability

PART THREE (10 MINUTES)

5-11 year olds:

Teacher input: explain to the class how living in a less-developed country might make children more likely to have disabilities, such as lack of access to food or clean water for pregnant women, infection of pregnant women or young children by malaria, lack of healthcare for children who become injured or sick.

As an example, ask the students to put their hands up if they have had immunisations against different diseases, and explain how immunisation can differ between developed and developing countries.

11-15 year olds:

Question: What are the differences between developed countries and developing countries which might have an impact on whether or not a child is born with or acquires a disability? You can give examples such as conflict, lack of access to immunisations and healthcare.

Background information

Congenital disabilities

An estimated 1 in 33 infants worldwide are born with a congenital disorder, which results in approximately 3.2 million birth defect-related disabilities every year. An estimated 270 000 newborns die during the first 28 days of life every year from congenital disorders.

Many congenital disorders can be prevented, but for mothers living in the poorest countries in the world this can prove to be challenging: a lack of maternal health care provision as well as malnutrition often contribute to congenital disabilities. Among the most common severe congenital disabilities are heart defects and Down syndrome.

Acquired disabilities

The factors leading to acquired disabilities are many. Disease-related disabilities can occur due to inadequate sanitation, resulting in diseases such as polio, and due to the lack of immunisations against diseases such as diarrhoea and malaria,

as well as polio. Malnutrition is another major contributor to acquired disability, with many children's diets lacking vitamins and minerals (iodine, iron, vitamin A, zinc, and others) which are known to guard against disabilities.

Two other significant factors contribute to acquired disabilities in developing countries: living in situations of armed conflict, and child labour.

For children living in countries affected by armed conflict, there is a very real risk of injury – for example, while children may not always be an active part of conflict, they can be seriously injured by weapons, including landmines. Child labourers may become disabled by many of the different risks they are forced to take at work. This might be through chemical exposure, unsafe working conditions or even through continued periods of carrying heavy loads.

More broadly, for the very poorest children in these countries, simply falling ill can have a long-term impact. When children in developing countries become ill or injured, they rarely have access to necessary medicines, emergency or rehabilitative health care, meaning that their illnesses or injuries can become long-term or lifetime disabilities.

Malaria and disability

Malaria is a preventable disease usually transmitted by mosquitoes carrying malaria parasites. It remains a serious threat to people living in developing countries: half the world's population is at risk of malaria, and there are approximately 250 million cases reported each year. In 2012, 627,000 people died of malaria, 90% of which were in Africa, and 77% of which were children under 5 years old.

Women who are pregnant are at significant risk of infection by malaria, and when pregnant women are infected it can have a serious impact on the health of the unborn child, leading to complications which can cause various disabilities. Infants are also at risk of infection from malaria, and this too can cause disabilities. While there is ongoing research into the links between malaria and disability, disorders which can be linked with malaria include blindness, deafness and developmental disabilities.

How does disability impact on a child's chances of participating in education?

In developing countries, a child with a disability is significantly less likely to be able to access quality education than a child without a disability.

- In Malawi and Tanzania, a child with a disability is twice as likely to have never attended school as a child without a disability. In Burkina Faso, having a disability increases the risk of children being out of school by two and a half times.
- In Bolivia it is estimated that 95% of the population aged 6 to 11 years are in school, while only 38% of children with disabilities are – more than doubling the chances of not being in school.
- In Ethiopia, according to the Ministry of Education, fewer than 3% of children with disabilities have access to primary education, and access to schooling decreases rapidly as children progress through school.
- In Nepal, 85% of all children out of school are disabled.
- Girls with disabilities fare even worse than boys. In Malawi

one study showed that more girls with disabilities have never attended school compared to boys with disabilities. This translates into lower literacy rates as adults: for instance, national statistics in Ghana show that the literacy rate for non-disabled adults stands at 70%, which reduces to 56% for adults living with disabilities, and this drops to just 47% for women with disabilities.

- Italy is the only European country in which almost all disabled pupils (over 99%) are included in mainstream schools.

The reality in developing countries is that there is often a lack of government action or support for the education of disabled children, as well as a lack of financing to support this group of children. Few countries have clear plans for educating all children with disabilities. In fact, in many countries there is no specific law to protect the rights of children with disabilities.

4: How does exclusion from education impact on disabled children's lives?

PART FOUR (5 MINUTES)

5-11 year olds:

Question: What does the future look like for someone who does not have the chance to go to school? What differences are there for someone who is disabled and has never been to school?

11-15 year olds:

Question: When children with disabilities are excluded from education, how does this impact on the communities and broader societies in which they live?

Background information

When children with a disability are excluded from education, it creates a greater chance of being in poverty in later life. There is a strong body of evidence from across the world which indicates that people with disabilities are more likely to experience economic and social disadvantage, and are more at risk of poverty than those without disability.

For instance, compared with non-disabled persons, persons with disabilities are less likely to be in full-time employment, more likely to be unemployed, and significantly more likely to be economically inactive. In low- and middle-income countries, they are more likely to work in the informal economy, which means that their rights as workers are seriously compromised. When in employment, they are likely to be 'underemployed', which means they are more likely to be paid less, be in part-time jobs, with few long-term opportunities.

The result is that in most countries, disabled people are among the poorest of the poor. Adults with disabilities typically live in poorer than average households: according to estimates from the World Bank, one in every five of the world's poorest people is disabled.

Gender inequalities can significantly increase this disadvantage, with disabled women and girls experiencing extreme exclusion in many low- and middle- income countries. For example,

women with disabilities are less likely to have a decent job than either women without disabilities or men with disabilities, and they face greater barriers in finding and retaining employment. Mutually reinforcing layers of disadvantage can lead to severe deprivation, leading to 'double discrimination' or 'multiple discrimination'.

5. How can education become more accessible for all?

PART FIVE (15 MINUTES)

Question: what could be done in our school to better support children with different types of disability?

5-11 year olds:

Activity: Ask children to work in groups and draw large pictures of the ideal schools which cater for ALL children – giving them examples such as school facilities, teaching materials, trained teachers etc. Ask them to explain their pictures to the rest of the class.

11-15 year olds:

Question: How can children with disabilities be better catered-for in mainstream schools? How do you think education can become more accessible for every child – can governments ensure every school is accessible? What kind of support outside of school could help?

Background information

There are many practical ways to improve the situation for children with disabilities, such as improved school buildings and facilities, teacher training and community support, and these vary according to disability. For example, a child who has lost a limb will face very different education-related challenges from children who are partially-sighted, or, for example, a severely autistic child. Impairments that affect the capacity to communicate and interact in ways common in mainstream schools can also pose huge obstacles to participate in education. However, with clear guidance and adequate finance, there are many ways in which governments can ensure children with disabilities have access to education.

- Make school buildings accessible for physically disabled children, as well as include technology which can support different types of disability. This could be enforced by regulations on accessible school building.

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- Provide accessible materials, resource people and assistive technology such as large print/Braille or sign-language interpreters and actively endorse the use of universally accessible information communication technology (ICT) – and make sure there is enough of all of the above resources to support all learners who need them.
- Ensure enough appropriately trained teachers for all by providing adequate pre-service and in-service training in inclusive education.
- Reduce teacher-pupil ratios, so that teachers can focus on individual learners' needs.
- Ensure teachers from 'special' education schools and with specialised skills become resources to assist the mainstream schools.
- Promote the training and recruitment of teachers with disabilities.
- Develop national guidelines to support inclusive education, such as adapting the curriculum, or procedures for screening, identifying and addressing support needs of learners with disabilities, or appropriate changes to examination procedures.

What is inclusive education?

Inclusive education can be defined as all children learning together in mainstream classrooms in their locality or community, irrespective of the different range of abilities and disabilities, with teaching methods, materials, and school environments that address the needs of all girls and boys.

Inclusive education can help children with disabilities and other marginalised individuals – for instance, minority and linguistic ethnic groups – to access a quality education, helping them to fulfil their potential, and contribute towards their community, thereby creating more equal societies.

The World Report on Disability in 2011 argued that, among other things, the inclusion of children with disabilities in mainstream schools ensures all children complete their education, can be cost-effective and contributes to the elimination of discrimination in wider society.

6. The UN Convention on the Rights of Persons with Disabilities

PART SIX: 11-15 year olds (10 MINUTES, OPTIONAL)

Teacher input: Explain the UN Convention on the Rights of People with Disabilities, and how this can be used to hold governments to account. Explain ways in which students can lobby national governments to campaign for the equal right of children with disabilities to quality education.

Following much work to change the perception of people with disabilities, from objects of charity and social protection to equals in society, capable of advancing their human rights, the United Nations adopted the Convention on the Rights of Persons with Disabilities in 2006. Education is the focus of Article 24 of the CRPD. This stresses the need for governments to ensure equal access to an "inclusive education system at all levels" and to provide reasonable accommodation and individual support services to persons with disabilities to facilitate their education.

The UN CRPD specifies the following in Article 24:

- Children with disabilities must be able to access inclusive, free, quality primary and secondary education on an equal basis with others in the communities in which they live, which recognises the different stages of education provision in different countries.
- Governments are responsible for an inclusive education system at all levels, including life-long learning.
- Governments must provide reasonable accommodation of individual requirements and necessary support within the general education system, to facilitate their effective education.
- Governments should facilitate the learning of Braille and sign language, ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and means of communication.
- Governments need to take appropriate measures to employ enough well-trained teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train teachers to incorporate disability awareness and the use of appropriate teaching methods.
- Education must support the full development of human potential to foster individual talents, while instilling a sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity.

A country which signs the Convention indicates its support and interest in committing to it; a country which ratifies the Convention has given its consent to be bound by it. As of March 2014, 141 countries have ratified the Convention, and 158 have signed it.

However, there remain severe gaps between the commitments made by governments and the reality for disabled children in classrooms around the world. This is why campaigners are demanding that governments acknowledge the right of disabled people to quality education and make clear financial and operational plans to deliver inclusive education systems.

4. Killer facts and figures

Global prevalence of disability

- The estimated 1 billion people who live with a disability – comprising approximately 15% of the global population – face a multitude of barriers to participating equally in society.
- Globally, an estimated 93 million children – or 1 in 20 of those aged up to 14 years of age – live with a moderate or severe disability.
- Countries have different levels of disability, according to different contexts. For instance, Bangladesh is home to approximately 160 million people. It is estimated that 15 to 17% of the population is living with some form of disability. Another survey found there were 2.6 million children with disabilities in Bangladesh. In the Palestinian Occupied Territories this reaches 7%.

Levels of exclusion from education

- Children with disabilities are often more likely to be out of school than any other groups of children. In some countries, living with a disability can more than double the chance of a child not being in school.
- In Malawi and Tanzania a child with a disability is twice as likely to have never attended school as a child without a disability.
- In Burkina Faso, having a disability increases the risk of children being out of school by two and a half times. According to another study, enrolment rates at primary school level reached 78% in 2012 in Burkina Faso. However, it is estimated that only 16% of physically disabled children have access to a primary education.
- In Bolivia it is estimated that 95% of the population aged 6 to 11 years are in school, but only 38% of children with disabilities are in school – more than doubling the chances

of not being in school.

- A World Bank analysis of data from 14 household surveys found that the gap in primary school attendance rates between disabled and non-disabled children ranges from 10 percentage points in India to close to 60 percentage points in Indonesia. For secondary education, this ranged from 15 percentage points in Cambodia to 58 in Indonesia
- Even if they do attend school, children with disabilities are far more likely to leave school early. In Tanzania, children with disabilities who attended primary school progressed to higher levels of education at only half the rate of children without disabilities.
- Children with disabilities often make up the vast majority of those out of school in many countries. For instance, in Nepal, 85% of all children out-of-school are disabled.
- Girls with disabilities fare even worse than boys. In Malawi one study showed that more girls with disabilities have never attended school compared to boys with disabilities. This translates into lower literacy rates as adults: for instance, national statistics in Ghana show that the literacy rate for non-disabled adults stands at 70%, which reduces to 56% for adults living with disabilities, and this drops to just 47% for women with disabilities.
- The Palestinian Central Bureau of Statistics (PCBS) indicates in its disability survey that more than one third of Palestinians with disabilities didn't receive any education, and that 60% of children with disabilities are not enrolled in education. The survey findings also show that one third of those who were enrolled dropped out, and that 22% of the dropouts were attributed to the individual's disability. In addition, the report shows that 53.3% of the persons with disabilities in Palestine are illiterate.
- In Ethiopia, according to the Ministry of Education, fewer than 3% of children with disabilities have access to primary education, and access to schooling decreases rapidly as children move up the education ladder.



Schooling provided to children with disabilities

- In Uganda, only 5% of children with disabilities have access to education within inclusive settings in regular schools, while 10% have access through 'special' or segregated schools.
- Italy is the only European country in which almost all disabled pupils (over 99%) are included in mainstream schools.

Policies: commitments, implementation and gaps

- As of September 2013, 133 countries and the European Union had ratified the UN Convention of the Right of People with Disabilities - another 23 have signed but not yet ratified. The commitment to inclusive education is a legal obligation through Article 24 of the CRPD.
- From a survey of 28 countries reviewed, only 10 had some concrete policy commitment to include children with disabilities, 13 made some mention of disability but with no detail or strategy, while 5 had no mention at all of children with disabilities.
- Most countries spend far too little on inclusive education. For instance, a 2008 World Bank evaluation reported that only 1% of spending under the Education for All policy in India was on inclusive education for children with disabilities.
- It is often assumed that the costs of providing inclusive education are high, but this isn't always the case. For example, one study estimated that making buildings accessible represents less than 1% of total construction costs, while the costs of having two school systems— i.e. mainstream and 'special' – can be much higher. An OECD report estimates that the average cost of putting students with special educational needs in segregated placements is seven to nine times higher than educating them in general classrooms.
- Tackling community and social stigma through awareness raising can help children with disabilities go to school. A three-year project in a disadvantaged community near Allahabad, India, resulted in children with disabilities attending school for the first time, more people with disabilities participating in community forums, and more people bringing their children with disabilities for vaccination and rehabilitation.
- A 2007 survey by Education International showed that large numbers of teachers expressed concerns about inclusion due to a lack of training and professional development, as well as equipment and other teaching resources. It's key to help train and support teachers to teach inclusively.



5. Template letter for politicians

If you are planning to invite politicians to your school event, we suggest you send this letter as soon as possible so that you increase your chances of securing their presence.

Insert your logo

Insert your contact details

Insert date

Dear [insert name]

I am writing to invite you to [insert name] school to as part of the activities in support of the global campaign, Equal Right, Equal Opportunity: Education and Disability. The activity forms part of the Global Action Week on education from 4-10 May, which in 2014 is focused on the need to ensure disabled children realise their equal right to a quality, accessible and inclusive education. During the week, politicians in nearly 100 countries – ministers of education, development and finance, members of parliament, regional and local representatives – will be taking part in similar events.

Children with disabilities are the group who are least likely to realise their right to a quality education, despite the globally-agreed targets set out in the Education For All and Millennium Development Goals. In 2006 the UN Convention on the Rights of Persons with Disabilities (CRPD) established inclusive education as the key mechanism to deliver the right to education for disabled children. Our school believes that it is important to be part of the efforts to support children with disabilities, and ensure that the right to education is a reality for every child. We hope you will come to our school to take part in these activities.

Children from [insert grade] will participate in a lesson which explains the many issues surrounding disability as well as the links between poverty and disability worldwide [and in your country], and helps them understand more about the the profound challenges faced by children with disabilities.

We ask you to join the class in order to provide a short input on [the local/regional/national - delete as appropriate - situation for children with disabilities] [OR] [the government's action on inclusive education], and to answer questions from the children.

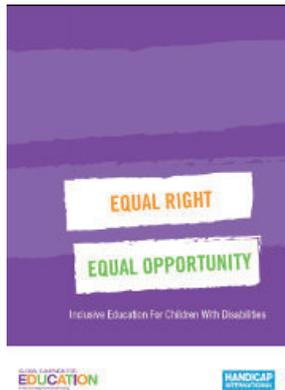
[Insert information on your event and your school including timing, contact details and address.]
If you are able to attend, it will be a tremendously important signal to the children in our school and to our community both that this issue is hugely important, and that you, as our elected representative, take it seriously. We hope you will be able to join us and play a role in this global event.

Yours sincerely,
[INSERT SIGNATORIES]

6. Campaign materials & resources

Schools are welcome to create materials as required for their own campaigning purposes, but all schools are also welcome to use the resources that we have prepared for your use.

All materials are available to download at www.campaignforeducation.org



Equal Right, Equal Opportunity: Inclusive Education for Children with Disabilities

This report was published by GCE with the support of Handicap International, and brings together current evidence around the scale of the challenge, highlighting levels of exclusion from education faced by children with disabilities, as well as outlining the common barriers faced in gaining access to a quality education. It also aims to set out the case for inclusive education systems. It is available to download in English, French, Spanish, Portuguese and Arabic.



Education and Disability

Campaign logos

The campaign logo is available in print and web formats, in all GCE official languages. The logo is available in purple as well as a reversed version in white.



Campaign photos

GCE has been working with its international members which are focused on disability, and we have their permission to use photographs they have provided for the campaign.



Campaign poster

We have created a poster for schools to adapt, download and print.

Posters are A3-size (420mm x 297mm) but these can be scaled up to A2 or A1 or scaled down to A4.

7. Strategies for change

GCE believes that there is a clear set of areas of action for governments, donors and the international community. These can help bring down the common barriers faced by disabled children in gaining a quality education, which we have explained across seven inter-dependent strategies – from the family, local communities and national government, through to the international community.

We have included these below, as well as the campaign's full policy demands, to support teachers working with older children who might seek further information on aspects of the campaign, and for schools who wish to lobby for specific change to how their own provision supports children with disabilities.

Strategy 1

Create appropriate legislative frameworks, and set out ambitious national plans for inclusion.

There is often a lack of national legislation, policy, targets and plans for inclusive education of disabled children. Adopting appropriate legislation and developing policies or national plans of action are important starting points to achieve inclusion for all. Overall, there is a lack of information for governments about how to translate international standards, such as Article 24 of the Convention on the Rights of Persons with Disabilities, into practice. Few countries have ambitious inclusive education plans for educating all children with disabilities, as part of their education sector strategy.

Strategy 2

Provide the capacity, resources and leadership to implement ambitious national plans on inclusion.

Even when governments do have national policies or legislation in place, progress is uneven and, overall, implementing laws and policies is proving to be difficult. Too often, governments express a commitment to inclusive education but fail to implement concrete policies, plans and strategies, or measure progress. Few countries – if any – commit sufficient amounts to deliver inclusive education for all. Where finances are available, they are not being spent in the most cost-effective way, with funds being ineffectively channelled towards a few children in segregated schools, rather than being more equitably utilised through inclusive education strategies which improve quality for all. Governments and donors must increase financing for inclusion, while ensuring that financing is spent equitably and effectively.

Strategy 3

Improve data on disability and education, and build accountability for action.

A substantial problem faced in realising the rights of disabled people, and for disabled children in particular, is a vast disability data hole. The world's knowledge of the general status of children living with disabilities and their educational opportunities is shamefully scant. Information is often speculative or outdated. A lack of reliable and consistent data at national level feeds a lack of clarity internationally and is

too inconsistent to provide accurate global figures. This leaves children with disabilities, and their educational needs, invisible to policy makers. This means that setting realistic plans, with meaningful targets and monitoring cannot be supported due to a severe lack of reliable data on the degree of exclusion from education faced by children with disabilities. In order to plan and monitor effectively, governments must have reliable data which enables them to set bold, yet realistic, targets and then measure them.

Strategy 4

Make schools and classrooms accessible and relevant for all.

Common school- and classroom-based barriers which impact on children with disabilities being able to get an education include a lack of accessible or appropriate equipment and learning materials. Inaccessible infrastructure can also act as a physical barrier. Providing government regulations on school buildings and revising curricula can help make schools and classrooms accessible and relevant for all.

Strategy 5

Ensure there are enough appropriately trained teachers for all.

Teachers are the most important factor in determining the quality of education a child receives. Successful inclusion requires sufficient teachers, adequately prepared and trained, and who are supported to work in inclusive ways, with specialist teaching support where necessary. Ensuring that people with disabilities can become teachers can both bring in specialist skills and understanding, and can make a strong contribution to reducing discrimination, giving all children role models of inclusion.

Strategy 6

Challenge attitudes which reinforce and sustain discrimination.

Social attitudes are a powerful driver of the marginalisation of disabled children in and from education. Negative attitudes towards disabled children's abilities and capacity to contribute to society can profoundly influence the chances they have of going to any school. Even when education is offered, the widely held belief that 'special' schools are the most viable option limits chances of going to mainstream local schools. Broad public awareness campaigns are needed to tackle these attitudes, at various levels.

Strategy 7

Create an enabling environment to support inclusive education, including through cross-sectoral policies and strategies that reduce exclusion.

It is also clear that while inclusive education systems can help schools to adapt to the needs of children living with disabilities, this must be coupled with interventions which seek to target broader social, cultural or economic barriers faced by children living with a disability. This could include community-based rehabilitation, social protection schemes or health interventions.

8. Policy demands

National governments must:

Strategy 1

Create appropriate legislative frameworks, and set out ambitious national plans for inclusion.

- All governments must ratify and implement the Convention on the Rights of Persons with Disabilities.
- Abolish legislative or constitutional barriers to disabled people being included in mainstream education systems.
- Develop ambitious yet realistic and time-bound inclusive education plans, within the overall education sector plan.
- Involve disabled people and organisations in planning and monitoring education plans, at all levels.

Strategy 2

Provide the capacity, resources and leadership to implement ambitious national plans on inclusion.

- Allocate at least 20% of national budgets to education, and ensure at least 50% is dedicated to basic education.
- Ensure a time-bound and costed inclusive education implementation plan, with sufficient and specifically allocated resources.
- Ensure the Ministry of Education has the primary responsibility for the education of disabled children, with different levels of responsibilities clearly outlined across the whole education system, backed by high-level political leadership.
- Invest in improving the knowledge and capacity of local and national government institutions, in order for them to deliver on inclusive education (from decentralised local education authorities responsible for education planning, through to policy makers in the Education Ministry).

Strategy 3

Improve data on disability and education, and build accountability for action.

- Ensure education data is disaggregated by disability and gender, and that it tracks both enrolment and retention (including in different schools, such as segregated or mainstream).
- Ensure effective collection and analysis of data to improve planning and monitoring.

Strategy 4

Make schools and classrooms accessible and relevant for all.

- Develop and enforce accessible school building regulations.
- Provide accessible materials and assistive technology to support learning.
- Ensure that curricula are able to better adapt to a diversity of needs.
- Develop national guidelines to support inclusive education, such as guidelines on curriculum adaptation, or screening, identifying and addressing support needs.

Strategy 5

Ensure there are enough appropriately trained teachers for all.

- Reduce teacher-pupil ratios, so that teachers can focus on individual learners' needs.
- Ensure adequate pre-service and in-service training in inclusive education.
- Ensure that adequate support material and expertise in disability specific skills are available.
- Ensure 'special' education teachers become resources to assist mainstream schools.
- Promote the training and recruitment of teachers with disabilities.

Strategy 6

Challenge attitudes which reinforce and sustain discrimination.

- Tackle the attitudes which keep children with disabilities out of schools by launching an awareness programme among parents, children, communities, schools and within the public sector

Strategy 7

Create an enabling environment to support inclusive education, including through cross-sectoral policies and strategies that reduce exclusion.

- Bring in additional policies and resources to support children with disabilities to go to school, i.e. social protection schemes, Community Based Rehabilitation Programmes, Early Childhood Care and Education (ECCE) or health programmes.

These strategies must be supported by bi-lateral donors and the international community through development cooperation.

Bi-lateral donors must:

- Meet the long-standing commitment to allocate 0.7% of GNI to aid, and allocate at least 10% of aid budgets to basic education.
- Ensure that aid supporting inclusive education, or targets that reduce disabled children's exclusion, are commensurate with the needs and gaps for meeting the EFA and MDG targets.
- Ensure that education programmes, plans and policies make supporting inclusive education central to development assistance.
- Ensure that aid supports the scaling-up of national plans and does not add to fragmented and small scale efforts on inclusive education.
- Ensure that donor agency staff have the capacity to implement plans.
- Strengthen the capacity of partner governments to address inclusion.

The international community must:

- Build clear and measurable global targets for inclusive education and disability into the post- 2015 agenda, ensuring that inclusive education is explicitly referenced. Prioritise the development of
- reliable data collection on education and disability to enhance tracking and monitoring of progress on post 2015 goals.
- The Global Partnership for Education (GPE) must become a champion of more inclusive education for children with disabilities. This should include ensuring sufficient expertise within the country support teams; the production of guidelines that could help improve inclusion, including guidelines to support improved data collection; and the mainstreaming of inclusive education perspectives into assessment processes.



9. Online campaign activities

Over a million people have previously supported GCE campaigns online, by directly signing online petitions, joining us on Facebook, targeting political figures on Twitter or writing about the campaigns on their websites and blogs.

Internationally, GCE will be delivering the following activities online to encourage maximum participation from teachers, schools and members of the public.

Campaign website:
www.campaignforeducation.org

On the GCE website, you can:

- Register and promote your activities as a GCE member or as an education institution
- Upload your news items
- Upload images from your campaign events throughout the year
- Download materials and other resources including campaign posters, logos and the campaign report.

E-campaigning

GCE will send emails to the database of public supporters to encourage them to join their national campaigns where these exist, or to sign the global letter.

GCE Blog:
blog.campaignforeducation.org

GCE has its own blog, and anyone is welcome to take part in the online discussion. During 2014, we are asking members and teachers to submit articles on all aspects of their work, but particularly on the issue of disability. We are very keen to expose the reality for children with disabilities, and to be able to do this it is vital to have the input of members.

Social networks: Facebook and Twitter

GCE will be running a series of campaign activities on both of these social networks, from our international accounts at:

www.facebook.com/campaignforeducation

www.twitter.com/globaleducation

As well as posting regularly on the subject of disability using these profiles, there will be a series of messages available at the campaign website which can be shared quickly on both of these networks simply by clicking a link.

For previous years, we have searched for political targets to reach directly through Twitter. For example, many heads of state have official Twitter accounts and high-profile leaders with active Twitter accounts include Cristina Fernandez de Kirchner, President of Argentina; David Cameron, UK Prime Minister and NoyNoy Aquino, President of the Philippines. By sending Tweets directly to their accounts, we can show the strength of support for the campaign. As such, we can include targeted Tweets where requested.

EQUAL RIGHT

EQUAL OPPORTUNITY

Education and Disability