An estimated 1 billion people live with a disability. They face a multitude of barriers to participating equally in society, and one of the major barriers is the denial of their right to education. This hinders their access to other rights and creates enormous obstacles to reaching their potential and effectively participating in their communities.

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. In most low- and middle-income countries, children with disabilities are more likely to be out of school than any other group of children. Children with disabilities have very low rates of initial enrolment. 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. In Burkina Faso, having a disability increases the risk of children being out of school by two and a half times. It is, therefore, unsurprising that in many countries children with disabilities make up the vast majority of those out of school. For example, in Nepal, it is estimated that 85% of all children out-of-school are disabled. For those children with disabilities who actually manage to enter classrooms, the quality and form of schooling received – often in segregated schools – can act to powerfully compound exclusion from the mainstream and confirm pre-existing societal notions about disability.

In recognition of the vast challenges faced by children living with a disability, the GCE World Assembly in 2011 selected education and disability as the focus of Global Action Week 2014. Global Action Week is our opportunity to mobilise the whole GCE movement, raising our voices as campaigners, teachers, parents, students and activists to call for action to ensure every child has the support they need to realise their right to education.
What's inside?

In this pack, you will find:

1. Background information on education and disability
2. Campaign aim and objectives
3. Strategies for change
4. Policy demands
5. Political targets
6. Killer facts and figures
7. Planning
8. Campaign activities
   b. Global Action Week, 4-10 May 2014
   c. Beyond Global Action Week
9. Campaign materials
   b. Campaign logos and photographs
   c. Campaign poster
   d. Lobbying and invitation letter templates
10. Online campaign activities
11. Resources for planning and monitoring

In addition, there is a separate Schools’ Pack, which contains:

1. Background information for teachers
2. A Lesson Plan and activities sheet
3. Invitation letter template
4. After Global Action Week
5. Poster template
1. Campaign and policy background

The Global Campaign for Education’s 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.

Tackling the challenges, and severe discrimination, faced by children with disabilities, is 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.”
Through Global Action Week campaigning in 2014, we aim to bring about a number of concrete changes locally through to internationally. The campaign aim frames the overarching changes we seek to influence, and the campaign objectives break this down into more measurable and specific objectives across different changes.

Campaign aim

At local, national and international levels, Global Action Week campaigning leads to a significant shift in attitudes around the exclusion of disabled children from mainstream education, while building pressure for greater accountability and action in delivering quality inclusive education for all.

Campaign objectives

Globally the campaign aims to:

1. Increase pressure on the post-2015 process in order to influence strong references to goals, targets and indicators that are inclusive of persons with disabilities in education, guaranteeing their right to fully participate and reach their potential.
2. Influence the post-2015 process to commit to disaggregation of data (including according to gender, age, household income, type of disability and learning support) in order to ensure the new goals are measurable and CSOs can hold their governments to account for delivery.
3. Influence the Global Partnership for Education to become a champion of inclusive education for children with disabilities. This would include gaining a commitment to bringing in one of more of the measures identified in our policy recommendations – i.e. bringing in expertise within the country support team or the mainstreaming of inclusive education perspectives into assessment processes (see recommendations section).

Through national campaigning the campaign aims to:

1. Ensure that at least 2 Southern governments make specific and measurable commitments to increase, improve or expand their inclusive education policies or funding.
2. Ensure that at least 2 Southern governments announce concrete plans or timelines for implementing or financing pre-existing commitments, which serves to foster greater accountability and transparency and enable CSOs to hold them accountable for delivery.
3. Influence 1 bi-lateral donor to commit to assessing their approach to disability and inclusion, with a view towards building a policy focus on inclusive education.
4. At the local and national level, Global Action Week activities challenge pre-existing attitudes and beliefs within communities and schools that are currently limiting disabled children from attending mainstream schools.
5. Strengthen GCE’s capacity to campaign on disability and inclusive education, with 20 countries taking part in activities throughout the year, backed by coherent influencing and advocacy plans.
6. Build stronger collaboration with Disabled People’s Organisations (DPOs), disability networks, organisations of parents of children with disabilities, education networks and GCE, evidenced by their and planning processes and activities/events.
3. Strategies for change

**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 shamedly 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.
4. 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 polices 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.

5. Political targets

The target for campaigning will vary with the power analysis in each country; each coalition or GCE member will focus on the institution or individuals with the greatest power and influence to bring about the policy changes demanded.

Major targets:

- National governments, particularly Finance/Planning and Education ministries, will be the key target in southern countries.
- In countries with elections coming up, electoral candidates, particularly in competitive constituencies, should be targeted with pressure to support the campaign’s demands.
- Coalitions participating in Local Education Groups (or similar) can use that forum as a key vehicle to bring the campaign to the attention of both government and donors, and to bring the issues into sectoral planning and review processes.
- In countries with a strong donor presence, donor representatives can be an important target for coalition campaigning; this is more powerful if linked up with the coalition in the donor’s home country, who can target the political figures with more home – feel free to make direct links, or request contacts through the GCE Secretariat.
- In donor countries, coalitions will target their own governments, largely the cooperation/development or finance ministries about the level, type and reporting of development assistance, and about specific contributions to the disability and inclusive education. Again, linking with coalitions in countries particularly affected by changes in that country’s aid policy is possible through direct links or the GCE Secretariat.

- The multilateral we aim to target is the Global Partnership for Education (GPE). After many years of doing very little on disability the GPE now has disability in its strategy. However, this has yet to translate into mechanisms to support greater inclusion of children with disabilities within country plans. GCE will campaign for GPE to focus on building up country expertise and knowledge, to ensure country-ownership, with the ultimate goal of ensuring more robust strategies for inclusion in country plans.
- More broadly it is important for us to target on a national, regional and global level the various elements of the post-2015 process. The Millennium Development Goals (MDGs) had no mention of disability in any of the 8 goals, 21 targets or 60 indicators. The post-2015 development framework that will replace the MDGs must redress this and ensure that disabilities are included. Pressure will need to be maintained throughout 2014: key targets are the Open Working Group and in May 2014 the UNESCO Global Education Meeting. This will be a high point to add pressure on the process.
6. 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%) were 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.

7. Planning

Global planning of the campaign has been happening through out 2013, including thorough consultations on the campaign report with the Global Action Week working group, which is comprised of volunteers from the GCE membership and disabled people’s organisations (DPOs).

But the most important planning will be at national level. The key elements are:

1. Clarify the specific two to four policy demands that your coalition will focus on (see the list of demands in Section 4): many coalitions are already focusing on the issue of disability and will have their priority demands clearly identified. Others may need a consultative process with coalition members to identify the key policy or finance issues that will make the most difference to enabling the right to quality education for disabled children. Think about not just the issue, but the specific change you want to see.
2. Identify the key campaign targets, thinking about who has the most power to bring about the changes you are seeking, and what power you have to influence them. (See also Section 5.)
3. Identify your key allies and constituencies, thinking about the power you can have over your targets and who you can mobilise and work with to maximize your impact. In particular, think about South-North links that can target southern and donor governments in a coordinated way.
4. Develop the messages that will be mostly likely to build your constituency and influence your targets. (See also Section 6.)
5. Plan your activities, including during Global Action Week, thinking about the best ways to influence your targets and the power you have – do you have the ability to mobilise on massive scale, do you have strong parliamentary links, are you able to get media attention, etc? (See also Section 8.)
6. Plan the materials you need, making use of those in this pack but tailoring to your national context. (See Sections 6 and 9.) Let the GCE Secretariat know if you have ideas or requests for other materials.
7. SHARE YOUR PLANS! Please let GCE know your plans – even if they are still being developed – by the end of February 2014. It is only by knowing what you are planning that we can link you up effectively with other coalitions, promote and publicise your campaign demands, and monitor our global progress.

You can use the planning form in Section 11 to help with this, as well as to feed back directly to the GCE Secretariat – and thus keep in touch with the rest of the movement.

• 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.
8. Campaign activities

Before Global Action Week:
January 2014 - May 2014

Following the launch of the campaign report on the International
Day of Persons with Disabilities in December 2013, GCE has
been distributing the report to its membership and at key
events. GCE will continue to lobby at a global level, including a
more targeted focus on key international institutions.

At national level, GCE Members are encouraged to look for
opportunities to give profile to the campaign in advance of Global
Action Week, making the most of existing partnerships, events
or important dates nationally, regionally and internationally. This might include:

- Running activities and print media, radio or online/social
  media campaigns on national disability days.
- Sending copies of the campaign report to key political
targets, allies and media contacts, highlighting your specific
national context and demands.

- Securing meetings with Education or Finance ministries
to begin lobbying, with the aim of commitments being
announced during Global Action Week 2014.
- Engaging with bilateral donors at national level to encourage
them to make specific and measurable commitments to
increase or improve financing, policies and legislation for
inclusive education during Global Action Week (including
commitments to report on progress).
- Approaching media contacts, to encourage them to develop
special features or ongoing coverage of the “Teacher Crisis”,
including a strong focus during Global Action Week.
- Discussing with national teachers’ unions the possibility of
distributing the Schools Pack to its members (electronically
or in hard copy) to encourage maximum participation and
support from schools across the country during Global
Action Week.
- Other ideas arising from your own deliberations – you
know best the power and potential of your coalition.

PREPARATION!

Work closely with members and
Teacher Unions to ensure that
the Schools Pack and resources
get to schools around the
country

Invite a high level politician to a
national event

Gather stories from children
and adults with disabilities about
their experience of education to
share during the week

Alert media in advance

2 IN SCHOOLS:

Invite guests into school, such
as politicians or a speaker with
a personal story about education
and disability

Teachers/pupils present the case
for supporting children with
disabilities - read a real-life story
from the GCE booklet

Ask the politician to answer your
questions

Take photo and send to national
coalition
GCE’s Global Action Week is the opportunity for the whole GCE movement, and allies beyond, to mobilise in an internationally coordinated way, maximising our voice and our power to make a difference. It is when we use and demonstrate our collective power to demand change from those with political power.

The issue of disability and education is one that has been severely overlooked, but for almost 100 million children who live with a moderate or severe disability, it is of vital importance, for they are the children most likely to be out of school than any other group. In a world where only one country has achieved near universal mainstream education for every disabled child, it is our responsibility as a global movement to bring this hidden issue to the fore during Global Action Week.

GCE will be producing awareness tools, including a story booklet and a film, focusing on how access to quality, inclusive education can positively impact the lives of children with disabilities, in order to increase the broader understanding of the issues surrounding disability. Using these resources alongside those created by our members, we aim to demonstrate to policy-makers the vast difference they can make by delivering the right to education to children with disabilities.

We encourage schools and GCE members to use these resources, and to work with people with disabilities to help raise the profile of the issue with politicians. At national level, we suggest that coalitions work with one or more schools in the capital city and invite a speaker who can give their story about a positive experience of inclusive education. Invited guests could include Heads of State, Finance and Education Ministers participating in a 'whole school' event, either in a school hall or in a high-profile venue big enough to accommodate large numbers of children.

3. NATIONAL COALITIONS:

- Invite Heads of State, Finance & Education Ministers into school (in capital city or elsewhere)
- Identify a potential speaker with a personal story about education and disability
- Show the strength of support around country/worldwide
- Present campaign demands
- Intensify social media campaign with facts, figures, demands and event highlights.
- Panel discussions, press conferences, cultural events – as the coalition decides!

4. FOLLOW UP!

- Record all the pledges made and publicise to your network and the media
- Write to the politicians involved, thanking for pledges and promising to monitor
- Agree a system within your network to track what has been pledged.
- If no pledges: write to participating politicians to demand them!
After Global Action Week: May 2014 - late 2014

The campaign will continue to run at global level until late 2014 – although of course national campaigns will set their own timetable. It is crucial that pressure is maintained after the ‘public moment’ of Global Action Week, through public accountability moments and through constant, ongoing tracking and engagement. The key test will be what happens after the public announcements!

GCE Members could take the following actions:

- Make public any pledges or commitments made, through national and local media, your own network, and the global GCE movement. Provide the details in different local languages to community radio stations, etc. Greater scrutiny leads to greater likelihood of implementation.

- If commitments have yet to be made, call for specific and measurable commitments to increase or improve financing and/or policies relating to education and disability by end 2014.

- Monitor and publicise responses of government made during parliamentary debates and government departmental discussions on education quality, tracking whether their interventions reflect their commitments and pledges.

- Use your role in any formal education sector planning and review processes (eg Local Education Groups) to test constantly whether pledges are being implemented through government plans and budgets.

- Incorporate the pledges made into any tracking of expenditure and service delivery that your coalition is conducting, at national and local level.

Importantly, please report your activities and their outcomes back to GCE! We want to be able to publicise national successes in order to support your advocacy efforts and hold governments to account for their pledges - or lack of them.

By telling us what has happened during your Global Action Week, we can let the rest of our network know and strengthen each other’s campaigns around the world.
9. Campaign materials & resources

GCE Members are welcome to create materials as required for their own campaigning purposes. If the GCE Secretariat can provide additional files for these purposes please let us know what you need. Below are 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.

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 GCE members 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.
Dear [insert name]

Equal Right, Equal Opportunity: Education and Disability

On behalf of [insert coalition name], a coalition of [insert number] of organisations including [insert types / names] and a member of the Global Campaign for Education, I am writing to invite you to be part of our Equal Right, Equal Opportunity event in May 2014. We are inviting you to join us at [venue] on [insert time and date, 2014]. This event will be part of a series of activities taking place all over the world, which will draw attention to the profound challenges faced by children with disabilities in realising their right to education.

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. In [insert country name], your government has made strong progress in [insert example of national progress], but of course challenges remain [insert example of national challenge]. As a civil society coalition, we want to work with your government to meet these challenges.

The event on [insert date] will provide an opportunity for you to state your government’s position and indicate efforts you are making to ensure that [country] is working to ensure a quality education for every child, regardless of disability. Specifically, we are inviting you to visit [insert name of school] and attend a lesson with children of [insert grade] and their teachers, in the presence of national civil society representatives and national media. The children will talk about the importance of inclusive education systems, and we invite you to describe your government’s actions on this crucial issue.

We would be honoured by your presence at this event, and would appreciate a confirmation from your office by [date], in order to make appropriate arrangements. Please do not hesitate to contact us if you have further questions.

Yours sincerely,

[INSERT SIGNATORIES]
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. We strongly encourage GCE members to send the same messages to your own national or international e-campaigning databases where these exist.

**GCE Blog:**
blog.campaignforeducation.org

GCE has its own blog, to which GCE members are welcome to submit their own articles and take part in online discussion. During 2014, we are asking members 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.

GCE will also promote members’ own blogs when you have posts on this subject so please do let us know when these are happening.

**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.

We ask all GCE members who have profiles on Facebook and/or Twitter to let us know your profile names in order for us to increase our collective strength and influence on these networks.

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 by national members.

11. Useful questions: planning, monitoring and evaluation

Please use the following questions to report on your campaign planning and outcomes – we hope they will also be useful in planning. Please share your planning form by end February 2014, even if you don’t have all the campaign details. It is crucial for the GCE Secretariat in order to plan the support we will give you, to allow us to put you in touch with other coalitions where relevant, and for us to be able to monitor our overall global process.

Pre-campaign

i) What are your campaign demands? That is, what specific changes do you want to see? (You may want to draw or adapt 2 to 4 demands from the full list of detailed demands in Section 4)
   a. What is your government’s current policy/practice in relation to each of these demands?
   b. What do you want your government’s policy/practice to be in relation to each of these demands?

ii) Who are your political targets? (Who can you influence to bring about these changes?)

iii) What activities will you be running to achieve your campaign aims?

iv) Who will you be working with to achieve your campaign aims?

v) What support would you like from GCE to achieve your campaign aims?

Post-campaign

i) Reviewing your original campaign demands, how far did you achieve each one?
   a. What is your government’s policy/practice in relation to each of these now?

ii) Were any pledges made during your campaign (and if so what were they)?

iii) What were the determining factors in achieving any of your campaign aims?

iv) What prevented you achieving any of your campaign aims?

v) Global Action Week:
   a. What did you organise?
   b. Who was present?
   c. How many schools/people took part?
   d. What was pledged/achieved?

vi) How did you find the GCE resources - what was most/least useful? What else would you have liked to have?

vii) What other support did you receive from GCE or others?

viii) What do you think were the key learning points from your campaign?

ix) What would you like to share with other GCE members?

x) What would you like to learn from other GCE members?