CBR Guidelines
Education Component

Presented by: Diane Mulligan

e-mail: dmulligan@sightsavers.org

Contents

• The Preamble
• Early Childhood Care and Education
• Primary Education
• Secondary and Higher Education
• Non-Formal Education
• Life-Long Learning
Key concepts

• Education is a universal right

• Children and adults with disabilities are some of the most excluded and marginalised groups within the education sector

• Collaboration between Health and Education sectors helps develop an inclusive education system where the students needs are met

• The community and families have an essential and central role in promoting, sustaining and influencing education provision

Early Childhood Care and Education

Goal:

All children with disabilities have the best possible start in life and are supported throughout their development in inclusive learning environments

Desirable outcomes:

• Physical, social, language and cognitive skills are developed to their maximum potential
• Increased survival and good health
Early Childhood Care and Education

Suggested activities:

Identify early childhood needs through a twin track approach:

a) **Focus on the system**, identify strengths and weaknesses in the family, community, health workers, teachers etc

b) **Focus on the child**: identify support needs of those excluded or marginalized

Primary Education

Goal:

A welcoming, **inclusive** primary education system, with local schools at the heart of educational activities, exists within the community.

Desirable outcomes:

- Communities and families are **positive, supportive and involved**
- **Assistive devices** are accessible and available
- **Quality education** is provided and **partnerships** that promote inclusive education are created.
Primary Education

Key activities:

- Support and involve families
- Mobilize the community to raise awareness and promote flexible attitudes
- See if existing policies and resources are inclusive
- Make sure the environment is accessible and specialist support is available

Secondary and Higher Education

Goal:

Students with disabilities have opportunities to learn with others and gain qualifications, skills and experiences, facilitating their livelihood opportunities, empowerment and inclusion.

Desirable outcomes:

- Increased enrolment, retention and completion rates
- Children with disabilities are encouraged to continue education
- Environment, teaching methods, curricula, assessment and examination are accessible and inclusive.
Secondary and Higher Education

Key activities:

• Make **transitions** from primary to secondary and higher easier

• Help create an **inclusive learning environment**

• Ensure **access** to information and communication technology is available

• Encourage **peer support** and **positive role models**

Non-formal Education

Goal:

People with disabilities develop knowledge and skills, which help to improve their quality of life

Desirable outcomes:

• People with disabilities are able to **participate** in non-formal education programmes

• **Skills** are learned in these settings with contribute to better living conditions

• **Social cohesion** is strengthened through increased interaction
Non-formal Education

Key activities:

- **Facilitate links** with formal schooling
- Support supplementary or preparatory home-based learning

Ensure **curriculum is practical and relevant**

CBR personnel and non-formal education facilitators work together

Lifelong Learning

Goal

Youth and adults with disabilities have **access** to quality lifelong learning **opportunities** and to a **variety of learning experiences**

Desirable outcomes:

- Youth transitioning from schooling have access to **vocational and careers guidance** and **distance learning** is available to adults
- **Life skills** including information on reproductive health and sexuality are accessible
- **Professional development** and **self-directed learning** are available
Lifelong Learning

Key activities:

- Identify opportunities for adult literacy, adult education and continuing education
- Ensure opportunities for learning life and survival skills
- Work with educators in the community to promote social inclusion

Case study

Being a role model to students….

The disability support unit at a university in Cape Town, south Africa, is run by a woman with a disability. Because of her impairment she is easily able to understand the barriers students with disabilities encounter and plays an important advocacy role as a positive role model.
Thank you for listening