

Partnerships, Advocacy and Communication for Social Change

Webinar 7 - Companion Technical Booklet



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With major thanks to Australian Aid for its strong support to UNICEF and its counterparts and partners, who are committed to realizing the rights of children and persons with disabilities. The Rights, Education and Protection partnership (REAP) is contributing to putting into action UNICEF's mandate to advocate for the protection of all children's rights and expand opportunities to reach their full potential.

Partnerships, Advocacy and Communication for Social Change

Webinar Booklet

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What this booklet can do for you

The purpose of this booklet and accompanying webinar is to assist UNICEF staff and our partners to understand the basic concepts of the many unfounded social norms, beliefs and cultural practices – what they are and how they operate – that are responsible for the many layers of **stigma** and bias that keep children with disabilities set apart and excluded from education. It will examine how questioning and changing **bias** and stigma-based attitudes and behaviours will begin to create the social change that is needed for children with disabilities to be embraced into a successful **inclusive education** system, and how this is achievable with the use of strategic **partnerships, advocacy** that includes **self-advocacy** and community advocacy and the principals of communication for development, as well as the latest communication strategies.

In this booklet you will be introduced to:

- *What the barriers to social and cultural change are and how those barriers can be uprooted by using partnerships, advocacy and communication strategies for inclusive education.*
- *Why social change is an important component to the success of inclusive education.*
- *What advocacy is and how advocacy activities create the social change needed for inclusive education.*
- *Why partnerships that create experiences and activities with people with disabilities – and specifically children with disabilities – are necessary for local, regional and national behaviour to be inclusive of all people.*
- *What partnerships are needed for inclusive education and social change.*
- *How the campaign It's About Ability created a demand for inclusive education services.*
- *What Communication for Development (C4D) is and the communication strategies used to create social change.*

For more detailed guidance on programming for inclusive education, please review the following booklets included in the series:

1. Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission
2. Definition and Classification of Disability
3. Legislation and Policies for Inclusive Education
4. Collecting Data on Child Disability
5. Mapping Children with Disabilities Out of School
6. EMIS and Children with Disabilities
7. Partnerships, Advocacy and Communication for Social Change (*this booklet*)
8. Financing of Inclusive Education
9. Inclusive Pre-School Programmes

10. Access to School and the Learning Environment I – Physical, Information and Communication
11. Access to School and the Learning Environment II – Universal Design for Learning
12. Teachers, Inclusive, Child-Centred Teaching and Pedagogy
13. Parents, Family and Community Participation in Inclusive Education
14. Planning, Monitoring and Evaluation

How to use this booklet

Throughout this document you will find boxes summarizing key points from each section, offering case studies and recommending additional reading. Keywords are highlighted in bold throughout the text and are included in a glossary at the end of the document.

If, at any time, you would like to go back to the beginning of this booklet, simply click on the sentence "Webinar 7 - Companion Technical Booklet" at the top of each page, and you will be directed to the Table of Contents.

To access the companion webinar, just scan the QR code.



Acronyms and Abbreviations

AAPD	American Association of People with Disabilities
APAE	Associations of Parents and Friends of the Exceptional
BBC	British Broadcasting Corporation
C4D	Communication for Development
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organization
DATE	Disability Awareness Through Experience
DOM	Disability Orientation Module
DPI	Disabled People's International
DPO	Disabled Persons' Organization
GPc wd	Global Partnership on Children with Disabilities
HKI	Helen Keller International
INWWD	International Network of Women with Disabilities
IE	Inclusive Education
IOC	International Olympic Committee
IPC	International Paralympic Committee
JSEAP	Journal of Special Education in the Asia Pacific
MOU	Memorandum of Understanding
NAD	The Norwegian Association of Disabled
NISE	National Institute of Special Needs Education
NGO	Non-Governmental Organization
PDF	Pacific Disability Forum
PV	Participatory Video
PWD	Person with a Disability
QIAT	Quality Indicators for Assistive Technology
SEM	Social Ecological Model
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

USICD United States International Council on Disabilities
WALL Watch, Ask, Learn, Listen
WHO World Health Organization

I. Introduction

The world is riddled with attitudinal barriers in the form of negative **social norms**, myths, beliefs, stigmas and bias based in fear and misinformation about people with disabilities. This inaccurate knowledge affects the behaviour of the global community to create an inclusive society that all people, with or without disabilities, can thrive in and fulfill their rights. But, especially, it nullifies the most marginalized group of all people: children with disabilities.

Attitudinal barriers range from assumptions about capabilities and dependency, which can lead to overprotection and disempowerment, through to negative superstitious beliefs and practices toward persons with disabilities. Negative attitudes toward **disability** mean that persons with disabilities routinely experience discrimination within the families and communities, which can deny them equitable access to resources, services and opportunities for personal development. Environmental barriers include those in the built environment, such as inaccessible public buildings, and those related to communication, including lack of information in accessible formats.¹

Although many countries are creating opportunities for children's participation, most children with disabilities have not been given the right to be heard and taken seriously, and are not able to fulfill the right to meaningful participation as stated in Article 12 of the **Convention on the Rights of the Child (CRC)** and Article 7 of the **Convention on the Rights of Persons with Disabilities (CRPD)**. Children with disabilities are rarely included in such dynamic initiatives as youth forums, children's parliaments, peer education or media projects. Nor are they involved in local and national campaigns to make rights a reality or consulted in research concerning children's views.

The voices of children with disabilities are largely silent in critical decisions affecting their lives – decisions about their health, education or where they live. Mostly due to prejudice and negative attitudes, around the world adults have low expectations for children with disabilities, doubting their capacity to develop or express a point of view. Consequently, there is widespread failure to invest in their engagement, combined with a lack of knowledge, understanding and training to support their participation. The clear result, with few exceptions, is the invisibility and social exclusion of children with disabilities throughout the world.²

Time after time when fear is removed curiosity and adventure emerge, allowing knowledge to be gained effortlessly in a collective environment. Advocacy begins with understanding the problem or the person before creating a connection to the issue or the person. A shared experience is one of the keys to creating a connection, or the understanding needed to shed the fear, for successful understanding, individual behaviour and social change.

Diverse partnerships which use strong communication strategies and include disabled persons' organizations (DPOs) and children with disabilities will create opportunities for shared experiences and personal stories to unfold effortlessly, and bring about solutions. This is how an inclusive society is created that gives all its citizens equal opportunities to exercise their human rights.

This webinar will focus on using the communication for development (C4D) strategies, coupled with experiential **disability awareness**, to create dynamic partnerships and advocacy to further the movement toward inclusive education for children with disabilities.

II. Barriers

Defining Social Norms, Stigma, Ableism and Bias Surrounding People with Disabilities: our Internal Infrastructure

Bias by definition is prejudice in favour of or against one thing, person or group over another, usually in a way considered to be unfair. Each of us has bias and prejudice we have developed either consciously or unconsciously throughout our lives. This bias is integrated into our behaviour and affects the way we operate in and view the world. To truly understand bias – and the stigmas, and cultural, social or religious norms created by bias that confine children with disabilities from their human rights – we have first to explore our own bias.

Activity

Barriers

Take a moment and think back to the first time you saw someone with a disability. What was your first thought? Was it, 'how do they do that?' or was it, 'I'm glad I'm not like that', or could it have been, 'wow, they are so brave and amazing!'?

Keep a journal for a week of all the feelings that emerge when encountering and interacting with people/children with disabilities. Don't judge your thoughts and feelings or give in to feelings of shame, just observe them and write them down for future reflection.

This is a Personal Bias Discovery Activity.

Write your notes here:

The effects of bias, or long-held inaccurate beliefs about anything or anyone, distorts the truth about the person or idea and creates a file in the brain that is 'defaulted to' in future situations or interactions with that person or idea. The perceptions built on inaccurate beliefs become powerful directives. These inaccurate beliefs and bias can be changed with reflective and action-orientated practices that include relationship- and partnership-building.

Little will change in the lives of children with disabilities until attitudes among parents, communities, professionals, the media and governments begin to change. Ignorance about the nature and causes of impairments, invisibility of the children themselves, serious underestimation of their potential and capacities, and other impediments to equal opportunity and treatment all conspire to keep children with disabilities silenced and marginalized, preventing them from exercising their fundamental rights. Major public awareness campaigns sponsored by governments that include children as key presenters, and are supported by all civil-society stakeholders, can inform, challenge and expose these barriers to the realization of their rights. Furthermore, parents and disabled persons' organizations can and often do play a pivotal role in the campaigning for acceptance and **inclusion**.³

Disability carries multiple stigmas that are the basis for exclusion from society and school. Attitudes toward children with disabilities, as well as a lack of resources to accommodate them, compound the challenges they face in accessing education.⁴ Strong false and negative beliefs about how a child acquired his or her impairment are based on cultural, religious and historical beliefs about disability. Stigma and discrimination toward children with disabilities are multi-layered.⁵

'Promoting a world more inclusive of the diversity in human functionality that is simply a normal part of everyone's life cycle',
Scott Rains.⁶

This thought is part of the strategy that is critical to bring about the social change necessary for inclusive education to be realized for all children. Disability does not discriminate: it is by its very nature inclusive and will happen to all people at one point in our lives. It is important to keep in mind that as we age we will experience our abilities changing and diminishing. Life is unpredictable and at any moment any of us can face life-changing situations that will alter our comfort zone. Breaking down the barriers that exist now will serve everyone as we move forward into the future.

Kindling compassion is a part of the inclusion process; the final piece is forging the connection and the understanding that we are one – a humanity wanting to exercise its human rights. Parents are shunned by others that are uncomfortable in the presence of a child with a disability because they see the disease or disability rather than a loved child's humanity. The fear felt in people is the part of our humanity that is somehow connected to disability. Our humanity is our connection to disability.

Three key factors were found to influence the depth of the stigma of individual children with disabilities: their gender, their impairment and the severity of the impairment. There is resistance on all levels of society to include children with disabilities. Language used to describe children with disabilities, for example referring to a child as 'uneducable' because she or he is hard of hearing, long-held prejudice and false beliefs create attitudes based in fear and resistance to change. Families experience stigma based on shame that they did something wrong because they have a child with a disability.⁷

Barriers to Inclusion

Attitudinal barriers. These can rise in the form of prejudice, discrimination and stigma toward people with disabilities, who are assumed incapable and/or inadequate, of low intelligence, in need of a cure, needing 'special' support and/or are dependent. Conversely, they can be viewed as exceptionally 'inspirational', 'exceptional' and/or 'heroic' if they demonstrate abilities non-disabled people regard a 'normal'. Non-disabled people can respond with fear, pity, repulsion or a sense of superiority. These assumptions and emotions are reinforced by the media. Negative language about people with disabilities reflects and can reinforce prejudice, especially language that is offensive and inaccurate – for example, the term 'dumb' is often used as part-description of someone with a hearing impairment (hard-of-hearing and deaf).

Environmental barriers. These are physical infrastructure and communication barriers that people with disabilities encounter in areas including public transport, hospitals and clinics, schools and housing, shops and marketplaces, offices and factories, places of worship, media and communications and public information systems. For more information in these areas, please refer to Booklets 10 and 11.

Most people think of the physical barriers in this category – for example, a health clinic is inaccessible for wheelchair users if it has steps and narrow doorways; once aware, it is relatively easy to identify such barriers. But communications can also be disabling for those with sensory and intellectual impairments – for example, people who are deaf if there is no sign language; people with visual impairments if medication isn't labelled in Braille; or people with intellectual impairments if clear and simple language is not used to communicate a message.

Institutional barriers. These barriers encompass laws, policies and belief systems that exclude or segregate people with disabilities from many areas, including legal processes, employment, electoral processes, education, health services, social services, religion, and humanitarian and development agency work. Many of the systems are not accessible to people with disabilities. Exclusion from them has many onward effects: poorly regulated 'special' education often makes fewer academic demands on pupils, and smaller schools expose them to a limited range of cultural experiences.⁸ For more information in these areas, please refer to Booklet 3.

Informational barriers. By defining disability as the problem and medical intervention as the solution, individuals, societies and governments avoid the responsibility of addressing the barriers that exist in the social and physical environment. Instead they place the burden on the health profession to address the 'problem' in the person with the disability. Many governments throughout the world have fuelled the medical model by funding extensive medical research that aims to find the 'cure' for certain disabilities, while not providing any funding to remove the barriers that create disability in society.⁹

Perhaps the most significant and widespread myth affecting human rights and disability is the idea that disability is simply a medical problem that needs to be solved or an illness that needs to be 'cured'. This notion implies that a person with a disability is somehow 'broken' or 'sick' and requires fixing or healing.

III. Breaking Down Barriers

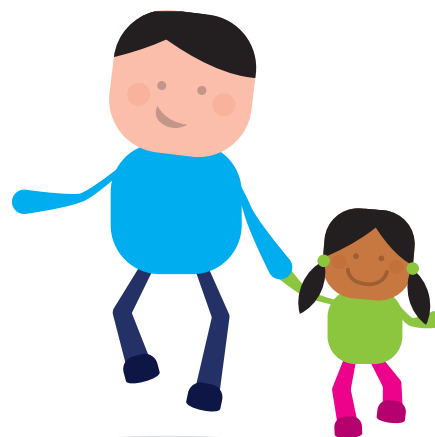
Disability Awareness Training

The UNICEF Disability Orientation Module (DOM) and related videos are the place to begin to break down personal bias and barriers, as well as to recognize when current social norms that exclude children with disabilities from community activities and inclusive education are present.

These modules will expand awareness of disability as a life experience, and begin to create an understanding of and familiarization with the many types of disability needed to become an advocate and partner in the process of creating inclusive education. Mastering the appropriate interactions and language to use when connecting with people, and especially children with disabilities, is simple and comes naturally when proper education is acquired.^{10 11}

All UNICEF staff and partners are strongly encouraged to become familiar with basic concepts and basic language related to mainstreaming children with disabilities. The UNICEF website provides materials in video format for easy access. Set aside the time necessary to review the UNICEF Disability Orientation Modules. Here is the link: http://www.unicef.org/disabilities/index_71294.html

Further, we ask all UNICEF staff to watch, individually or in a meeting format with colleagues and partners, the UNICEF Disability Orientation Module. The link to the video can be found at: <https://www.youtube.com/watch?v=GPAhucAA2xU>. The video is available in English, Spanish and French.



Activity

Together with a group of colleagues or individually, watch the Disability Orientation Module (link above). But, before you start test your knowledge about children with disabilities by answering the following multiple choice questions:

1. According to the World Report on Disability, how many people have a disability?

- 1 million.
- 10 million.
- 100 million.
- 1 billion.

2. UNICEF has only just started to work on the issue of disability?

- True.
- False.

3. According to the WHO, disability is:

- A health issue, to which medical solutions should be applied when possible.
- A socially and environmentally defined issue, rather than a purely biological issue.
- Neither purely biological nor social, but instead the interaction between health conditions and environmental and personal factors.

4. According to the World Report on Disability, what is the percentage of children with disabilities living in developing countries?

- 20 per cent.
- 40 per cent.
- 60 per cent.
- 80 per cent.

5. Which of the following should include data regarding children with disabilities:

- National censuses and household surveys.
- Situations Analysis.
- Multiple Indicator Cluster Survey (MICS).
- All of the above.

6. According to the social and human rights model of disability, if a person in a wheelchair is unable to reach a ballot box and exercise the right to vote, it is because...

- The person's physical abilities prevent her or him from accessing the ballot box.
- Environmental barriers prevent the person from reaching the ballot box.
- That person does not have the right to vote.

7. Equity and inclusion for children with disabilities means equal...

- Opportunities.
- Treatment.
- Rights.
- Participation.
- All of the Above.

8. UNICEF uses communication for development (C4D) to address stigma and discrimination of children with disabilities and their families due to harmful...

- Social norms.
- Cultural beliefs.
- Attitudes and practices.
- All of the above.

9. According to the person-first terminology, which expression is appropriate?

- Child with disabilities.
- Disabled child.
- Child with a handicap.
- Handicapped Child.

10. When asking a person with disabilities a question, you should:

- Address the question to the person's assistant.
- Ask someone for help.
- Speak to the person with disabilities directly.

11. The rights of children and adolescents with disabilities are addressed in both the CRC and CRPD.

- True.
- False.

12. The CRPD outlines that governments must:

- Ensure the realization of all rights for children with disabilities on an equal basis with other children.
- Promote the best interests of children with disabilities.
- Ensure the right of children with disability to be heard and taken seriously.
- All of the above.

13. UNICEF's work on disability should:

- a) Follow a human-rights-based approach.
- b) Have a focus on equity and reaching the most marginalized.
- c) Have a focus on providing medical assistance.
- d) Follow an inclusive development framework.
- e) Letters a, b and d.

Then, as you watch the video, check your answers! At the end of the Orientation discuss with your colleagues your overall perception of children with disabilities. Check your answers and discuss how much you have learned.

As you can see, the Disability Orientation Module is an essential 'training' component that covers such issues as, but is not limited to: what is a disability?; the number of people globally that have disclosed they have a disability; how each of us face disabling conditions in our lives; what **person-first language** is; and what the Convention on the Rights of Persons with a Disability is. Many more facts and insights are shared in the DOM modules. Below is an example of person-first language and another activity that will support creating relationships.

Person-First Language:

- Use 'People-First' terminology, such as 'person who is blind' or 'people with disabilities', since this acknowledges them as people first rather than their disability first.
- Avoid referring to groups of people by their condition or disability, such as 'the blind' or 'the deaf'.
- Avoid sensational descriptive words when referring to a person's disability, such as 'suffers from', 'is a victim of', 'is bound to a wheelchair' or 'is afflicted with'.
- Use 'disabled', 'disability' or 'accessible' rather than 'handicapped'.
- Avoid condescending euphemisms such as 'differently abled', 'physically challenged', 'mentally different' or 'handicapable'.¹²

Activity

DATE (Disability Awareness Through Experience)

DATE is an activity designed to create relationships with people with disabilities by spending time together engaged in mundane daily living activities and conversation.

Date Activities:

Connect and spend an afternoon with someone with a disability. The afternoon can include such activities as lunch, shopping, sitting in the park and feeding the birds, taking a walk and playing on a playground. Any activity will work that allows for conversation to unfold naturally and easily without too many interruptions. After the DATE, jot down some notes in the journal that was begun earlier in this booklet about any change in attitudes or insights that were gained during this DATE activity.

Created by Dr. Don Rogers Ph.D. Recreation Therapy, Professor at Indiana State University.

Notes space here:

To learn more go to:

- *Book: Disability Awareness – Do It Right, Your All-In-One How-To guide.*
<http://www.advocadopress.org/?p=2728>

Notes



IV. Partnerships and Engaging the Communities

Partnerships can encompass many different forms of collaboration. Partnerships are defined as “voluntary and collaborative relationships between various parties in which all participants agree to work together to achieve a common purpose or undertake a specific task¹³”. The UNICEF Principles of Partnerships are used as a framework for the formal or informal agreements in the partnership process. UNICEF places great importance on partnerships and collaborative relationships as an essential means of achieving better results for every child.¹⁴

Diverse partnerships are key to the success of the development of inclusive education. Civil Society Organizations (CSOs), parent’s groups as well as DPOs are the cornerstones of all partnerships in this process.

The term ‘NOTHING ABOUT US WITHOUT US’ addresses the need to include persons with a disability in all conversations, partnerships, collaborations and policy development.

Collaboration with civil society is critical to the success and sustainability of UNICEF’s efforts to realize the rights of children with disabilities and promote the equity agenda, as well as educate UNICEF’s staff about disabilities. Strategic partnerships with civil society support resource mobilization efforts, amplify the impact of equity-focused policy advocacy, strengthen the reach and impact of services and programmes for the worst deprived children and communities, and ensure results are sustainable.

With their knowledge of the national political context, numerous social networks and with direct access to communities, civil-society organizations have the potential to dramatically strengthen the reach and impact of inclusive education for children with disabilities.¹⁵

Who can be a Partner?

Any group, organization or government can create partnerships. Partnerships will grow, evolve, terminate and arise in a new form as priorities adjust. Below are some examples of the many global partnerships and their methods of engaging their communities.¹⁶

Types of Partnerships	What they do	Examples
Governments	National and local government partnerships are crucial for achieving policy changes and influencing public attitudes and awareness.	The United Kingdom has a national site where all its disability-related laws are linked. https://www.gov.uk/rights-disabled-person/overview
Regional Organizations	Multinational, regional partnerships harness the strength of multiple organizations with shared interests.	Since 2004, the Pacific Disability Forum (PDF) has worked in partnership with Disabled People's Organizations in the Asia-Pacific region . http://www.pacificdisability.org/
Civil Society Organizations	CSO partnerships are a cornerstone of any social movement. Established, public collaborations benefit from long-term learning and planning.	Associations of Parents and Friends of the Exceptional (APAE) of Sao Paulo, in Brazil , has been advocating for children with intellectual disabilities and their families since 1961. http://www.apaesp.org.br/Paginas/default.aspx
Senior Citizens	Elders, veterans, grandparents and other respected older citizens are an important community resource. Their experiences, opinions and influence make them valuable partners in any efforts.	In the United States , Michigan's Gerontology Network engages older-adult volunteers to work with children with disabilities. http://gerontologynetwork.org/volunteer-programmes-and-senior-companions-grand-rapids-mi/
Families	Families are among the most important stakeholders in efforts to improve the lives of children with disabilities. Quality of life for children is closely entwined with the quality of life for their families. Historically, parents and siblings have been among the staunchest advocates for the rights of children with disabilities.	The American Foundation for the Blind and the National Association of Parents of Children with Visual Impairments (United States) developed 'Family Connect' – an online community for families of children with visual impairments. http://www.familyconnect.org/
Disabled People's Organizations	DPOs are essential and instrumental for sharing and learning best practices, training and influencing the adaptation and adoption of the CRPD in diverse contexts. DPOs assist in developing and disseminating messaging about local priorities and ideals. They develop awareness-raising activities and campaigns to encourage governments to create legislations and policy changes. The statement 'Nothing about us without us' reflects the need for people with disabilities involved at every level of creating an inclusive society for all people!	The Norwegian Association of Disabled (NAD) is an advocacy organization of people with disabilities. Their vision is 'a society for all, where people with disabilities have the same opportunity as other people have to live according to their own wishes, abilities and interests'. http://www.nhf.no/english The United States International Council on Disabilities (USICD) is an example of a not-for-profit DPO – a national organization with an international mission and the only American member organization on DPI.
Religious and Faith-based Organizations	Historically, religious institutions have played a role in national and international education, civil rights and development initiatives. Many people around the world identify closely with their religious communities and find support through partnerships with churches, mosques, synagogues, chapels and face-to-face and online spiritual support groups.	In the United States , the American Association of People with Disabilities (AAPD) has collaborated with lay and religious leaders to work specifically on access for people with disabilities in faith communities. http://www.aapd.com/what-we-do/interfaith/interfaith-initiative.html
International Organizations	Global partnerships allow for the sharing of experiences, knowledge, best practices and resources.	Established in 1981, Disabled People's International (DPI) is a cross-disability global disabled person's organization having presence in over 140 countries. www.dpi.org

Types of Partnerships	What they do	Examples
Non-Governmental Organizations	A non-governmental organization is any non-profit, voluntary citizens' group which is organized on a local, national or international level.	Inclusion International is a global federation of family-based organizations advocating for the human rights of people with intellectual disabilities worldwide. http://inclusion-international.org/
Community and Neighbourhood Groups		In the United States , Centers for Independent Living are non-profit organizations of and for people with all types of disabilities, based in local communities. The Centers are organized such that people with disabilities directly govern and staff each organization. The National Council on Independent Living is a national network of community-based Centers. http://www.ncil.org/
Leaders	People with disabilities have the right to full participation and collaboration with all aspects of society. Leadership development is vital for an inclusive future.	Disability Intergroup of the European Parliament is an informal grouping of Members of the European Parliament (MEPs) from all nationalities, and most political groups who are interested in promoting the disability policy in their work at the European Parliament as well as in national contexts. http://www.disabilityintergroup.eu/
UN Systems	Partnering with established programmes within the UN can help with project monitoring, evaluation and performance review.	The United Nations' Committee on the Rights of Persons with Disabilities is responsible for reviewing and responding to each country's report on implementing the CRPD. http://www.ohchr.org/EN/HRBodies/CRPD/Pages/CRPDIndex.aspx
Media, Television, Radio	Mass multi-media are valuable tools for promoting and supporting empowerment initiatives.	'Ouch' is a blog and monthly radio talk show from the United Kingdom's BBC media outlet. http://www.bbc.com/news/blogs/ouch/
Health Care and Medical	In many settings, medical care and rehabilitation services for people with disabilities are less than optimal or simply do not exist.	Helen Keller International's (HKI) mission is to prevent blindness and diseases in adults and children; however, HKI has expanded its efforts in communities in Sierra Leone and Indonesia to include a new 'Opportunities for Vulnerable Children' programme. This work includes a partnership with Perkins (a school for blind people in the United States) to provide support for inclusive education policies and infrastructure. http://www.hki.org/
Social Networks	Social media offers opportunities to widen perspectives, share best practice, troubleshoot and provide support.	The International Network of Women with Disabilities (INWWD) is a multinational group of regional, national or local organizations, including groups or networks of women with disabilities, as well as individual women with disabilities and allied women. This network includes an online Facebook community. (https://www.facebook.com/InternationalNetworkOfWomenWithDisabilities/) and an email discussion group http://groups.yahoo.com/group/inwwd/ .
Private Sector	Employment, consultation and product development are just a few ways that the private sector can play an important role in supporting persons with disability (PWD).	In the United States , Walgreen's has made inclusion part of its corporate culture by adapting universal design, adaptive training, performance-based measures and equal wages for equal work. http://www.walgreens.com/topic/sr/disability_inclusion_home.jsp

Types of Partnerships	What they do	Examples
Colleges and Universities	Partnerships with institutions for higher education provide opportunities for research, data gathering and analysis, as well as forums for awareness-raising, information dissemination, and outreach to students and teachers with and without disabilities. Professional preparation for special education teachers, rehabilitation therapists and others is frequently connected to college and university programmes; therefore, engagement with faculty is crucial for achieving systemic changes.	Japan's National Institute of Special Needs Education (NISE) collaborates with foreign universities and research institutes, especially in the Asia-Pacific region. Their activities include researcher exchanges, surveys and partnering with other countries in publishing the Journal of Special Education in the Asia Pacific (JSEAP). http://www.nise.go.jp/cms/12,0,74,289.html
Technology, Assistive Technology	Technology, access to technology, and augmentative and assistive technologies cut across all of the issues faced by children with disabilities. WHO and UNICEF are developing a discussion paper on this subject.	The QIAT listserv (sponsored by the University of Kentucky in the United States) began as an online discussion of Quality Indicators for Assistive Technology services in school settings and has become an international online discussion of assistive technology in education. http://www.qiat.org/qiat-list.html
Youth Clubs and Sports	Inclusionary practices and access to recreational sport is supported by the CRPD.	What we know today as the global Paralympic Games developed in the 1940s from rehabilitative and recreational sports and games introduced at a spinal injury centre in the United Kingdom. The Paralympics' IPC, a partnership with the International Olympic Committee (IOC), is an important example of global collaboration and engagement. http://www.paralympic.org/
Involving Children in all Partnerships	Partnerships must recognize that children are the most critical stakeholders in any efforts to change or improve the lives of children with disabilities. Programmes (and the children themselves!) benefit when the voices of children and young people are present in committees and in stakeholder discussions.	Children with Disabilities Australia is a national organization representing children and young people (ages 0-25) with disabilities in Australia . Full membership is free for young people (18-25) with disabilities. http://www.cda.org.au/
Art and Media	No matter the medium, arts connect people, overcome barriers and inspire!	Students from Epic Arts Cambodia and UNICEF collaborated on this fun, inclusive 'Uptown Funk' parody music video. https://www.youtube.com/watch?feature=player_embedded&v=j9LgmuEVexO organization, http://www.epicarts.org.uk

The Global Partnership on Children with Disabilities (GPcwd)

The GPcwd was established after a meeting in Bangkok in Spring 2011, where several gaps in the global agenda were identified, and is a direct result of the success created by UNICEF It's About Ability campaign. The GPcwd is a strong example of a global partnership comprised of numerous voices from a broad spectrum of origins and nations coming together, sharing concerns and negotiating priorities to create strategic plans for the inclusion of children and adults with disabilities in all areas of global society.

The Global Partnership on Children with Disabilities is comprised of over 240 organizations, including international, national and local NGOs; DPOs; governments; universities and private-sector enterprises; and children themselves, all working to advance the rights of the roughly 100 million children with disabilities

who are disproportionately poor, significantly less likely to attend school and more likely to experience violence and poor health. The GPcwd members are convinced that in order to ensure these rights, the Post-2015 Development Agenda must be inclusive of children and adults with disabilities.¹⁷ It should ensure that:

- Focus is on the forward movement toward the realization of the rights of the child to an inclusive education and to live in a fully inclusive society.
- Disabled Persons' Organizations and the voices of children must be incorporated into every step of the process.
- Cultural beliefs on a local and regional level about children with disabilities and disability in general will dictate the starting point of the partnership, and what steps need to be taken to stay in alignment with the global conversation of inclusive education.
- Country-specific partnerships should include all aspects of society including, but not limited to, (see list below):
 - Consistently sharing experiences, accomplishments and information.
 - Creating a platform to promote synergy across all stakeholders, to address legislative, policy and programming issues and concerns related to the integration of children with disabilities.
 - Promoting a balance between including issues related to children with disabilities in all development efforts and delivering disability-specific programmes within sectors.
 - Empowering children with disabilities, their families and their representative organizations to advocate on their own behalf and foster child-to-child approaches to advocate and human rights awareness.
 - Placing disability issues at the core of equity and sustainable growth agendas, highlighting how equity, viewed through the lens of disability, can be a means to test the universality of rights, access and development in a sustainable and peaceful society for all citizens.¹⁸

Physical Activity for Children with Disabilities

UNICEF celebrates and promotes that children with disabilities have the same social needs, interests and rights as any other children – and this includes physical activity. The United Nations Convention on the Rights of the Child was the first Human Rights document that recognized the rights of children to engage in play and leisure activities, as stated in Article 31.¹⁹

The United Nations Convention on the Rights of Persons with Disabilities promotes this human right – to participate in cultural life, recreation, leisure and sport – and expanded on it for all people with disabilities, including children with disabilities, in Article 30 of the CRPD.²⁰ Ratification of these two human rights documents, CRC and CRPD, by governments signifies a commitment to developing systems that will promote, guide and support social-inclusion efforts.

However, largely due to the physical barriers coupled with attitudinal barriers of bias, stigma and discrimination, children with disabilities are often denied opportunities for participation and integration in recreation, sports, arts and leisure activities. Too often the rights of children with disabilities to all forms of physical activity and sport are not being realized, although they are enshrined in numerous legally-binding documents and are well-known components of healthy child development, health maintenance and

chronic-disease prevention. Children with disabilities are often left out on the margins because they face a series of complex barriers, which is compounded by the fact that physical activity and sport are consistently viewed as non-essentials and thus receive a lack of support.

Recreation, art and leisure activities 'normalize' disability as 'just another human experience'. By partnering children up – disabled and non-disabled – in school and community recreational activities, stigmas, bias and unfounded cultural norm barriers can be broken down easily as play begins.

Inclusive playgrounds are ideal examples of how creating spaces of access for all children to play together will effortlessly nullify negative beliefs about children with disabilities, ensuring that barriers are broken down smoothly and immediately and creating abundant inclusive education opportunities.

The Beit Issie Shapiro Friendship Park playground²¹ and Shane's Inspiration demonstrate that the playground is a child's classroom. They learn to negotiate while waiting in line for the slide. They learn to communicate by playing pirates on the bridge. Most importantly – they learn to trust themselves and others by interacting physically, emotionally and socially with their peers. Studies have proven that integrated play helps develop: fine and gross motor skills; receptive communication skills; cerebral functions; physical strength; coordination and balance; and social skills, including independence and self-esteem.²²

UNICEF's partnerships in the world of sport are based on recognition of the undeniable power of sport to connect with children and adults around the world. UNICEF works closely with national and international sport federations, sport organizations, non-governmental associations and the media to support children's right to play, to deliver important messages, mobilize communities and, most importantly, ensure the long-term development of children, families and communities.²³

UNICEF and Special Olympics have been working together since 2007 to protect and uphold the rights of children with disabilities, as well as change perceptions and promote social inclusion.

Reflecting a shared commitment to children with intellectual disabilities, the CRC and the CRPD, the two partners formalized a global Memorandum of Understanding (MOU) in 2011 at the Special Olympics World Summer Games in Athens, Greece; it underscores the organizations' shared goal of empowering children with disabilities.

Since 2008, UNICEF and Special Olympics have collaborated in 30 countries across all regions. Joint activities include providing opportunities for inclusive sports participation, free health screenings, early childhood development activities, direct family health education for families and caregivers, as well as working with multilateral organizations to improve in-country policy development to strengthen national laws protecting children's rights.²⁴

To learn more go to:

- *Special Olympics*, <http://www.specialolympics.org/>

V. Advocacy

What is advocacy? Advocacy assures that people – all people – have their voices and wishes heard on issues that are important to them. It also protects, defends and creates a safe, confidential and open-minded environment for expression of needs and desires. Advocacy makes sure that access to information and services is readily available and that everyone understands the potential consequences of the responsibilities, choices and options made. Advocacy can act in a primary or supporting role, and a major goal is that each individual learns and exercises her or his role as a self-advocate. Advocacy can take many forms, including media campaigns, public speaking and education activities.

Regardless of what type of advocacy is used, it is important to bring children with disabilities into the process and get them engaged in the development, implementation and evaluation of key communication materials.

Self-Advocacy and Community Advocacy

Self-advocacy is the ability to speak-up for yourself and the things that are important to you. Self-advocacy means you are able to ask for what you need and want and tell people about your thoughts and feelings. Self-advocacy means you know your rights and responsibilities, you speak-up for your rights, and you are able to make choices and decisions that affect your life. The goal of self-advocacy is for YOU to decide what you want then develop and carry out a plan to help you get it. It does not mean you cannot get help if you need or want it, it just means that you are making the choices and you have to be responsible for the choices you make.²⁵

Community advocacy is a process that involves partnerships of community members as well as regional organizations and government structures. Its aim is to bring about change in process, policy or practice so that structural causes of oppression are eliminated.

Successful advocacy depends on following a few **core principles**:

- Clearly define the issue.
- Clearly define the target audience.
- Determine specific goals and objectives.
- Understand which kinds of evidence are available (quantitative/qualitative/mixed methods).
- Develop clear evidence-based messages for specific audiences.
- Establish a multi-sector advocacy team.
- Evaluate messaging through participatory approaches.²⁶

Teaching children with disabilities to be advocates for others and to be self-advocates is the final goal of advocacy. Creating child-to-child approaches, for children to advocate for themselves, is peer-mentoring that will have long-lasting results.

Advocacy in Schools

Advocacy in schools is based on anti-bias school programmes and has four advocacy goals:

Goal 1: Each child will demonstrate self-awareness, confidence, family pride and positive social identities.

Goal 2: Each child will express comfort and joy with human diversity, accurate language for human differences, and deep, caring, human connections.

Goal 3: Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

Goal 4: Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.²⁷

Advocacy in schools aims to actively guide everyone's thinking toward diversity. We all have diverse abilities that need to develop to the full potential by removing bias.

What can advocacy in schools do?

- Improve teacher's effectiveness with disability-awareness education, support the use of people-first language and create DATE activities to break down barriers to inclusive education.
- Expand support systems.
- Change and create policy and legislation.



It's About Ability Campaign

The UNICEF-supported It's All About Ability campaign aims to galvanize support for the inclusion of children with disabilities into society by changing the public's engrained attitudes and practices toward the disabled.

Over a three-month period, billboards were posted all over the country depicting Montenegro's children with disabilities as active members of society. Adapted from an earlier successful campaign in Croatia, they centred on the following key messages:

- Where many see difficulties, we see opportunities.
- Where many see obstacles, we see friendship.
- Where many see weakness, we see courage.
- Where many see burden, we see love.

The It's About Ability campaign, which ran from 2010-2013 in Montenegro, was a concerted effort by a broad coalition of actors – led by government and UNICEF – to promote inclusion and attack directly stigma against children with disability. The coalition included celebrities, policy-makers, disability-rights organizations and intellectuals and sought to 'bring disability out into the open' by promoting positive images of children with disability.²⁸

The campaign perhaps represents one of the biggest human rights gains in recent Montenegrin history and – when combined with systemic education-sector reform – yielded a 500 per cent increase in the number of children with disability in school and a dramatic reduction in the number of children with disability being abandoned by families and placed in institutional care. The It's About Ability campaign is the ideal example of an idea that grew into a movement that meshed partnerships, advocacy and communication together to change cultures, not only in regions but also in the hearts and minds of individual people. This is a perfect example of education at work to create self-advocates. When the campaign began, parents of children with disability had no idea that their children had a right to attend school. The parents didn't know this fact until they became educated on how they could demand that their children attend school. It started out as a short, three-month campaign, but continued for three years. The work on inclusion continues – for example, last year drama students and sound engineers collaborated with UNICEF and government to gradually make text-books for every primary-school year accessible in audiobook format.

When the campaign began, 65 per cent of the population believed that children with disability should not be in mainstream education; today that number is 20 per cent and continues to fall – well beyond the span of the campaign – thus illustrating that the gains made are irreversible and have been absorbed into the daily and normal life of the nation.

Activity

The **WALL** is an activity that is used in daily life.

- **Watch**
- **Ask**
- **Listen**
- **Learn**

Begin with:

W - Watch and be observant of all people, including persons with disabilities. Pay attention to how they move, what obstacles are in their way and where they are self-sufficient. If you would like to assist, then...

A - Ask the person if they would like your assistance. Never assume that the person needs or wants your help and never help without asking the person first. You could harm them, or disrespect them. They may be slow at whatever task they are attempting but that doesn't mean that they need assistance. Most people with disabilities will ask for help if they need it. If you ask a person with a disability if they would like assistance and they respond with no, then...

L - Listen to the answer that is given. If no assistance is wanted, then leave the person be.

Finally, the most important message to keep in mind is:

L - Learn from your observations and interactions with the person with the disability.²⁹

In the spaces below, record your reflections on this exercise.

VI. Communication for Development, C4D

UNICEF defines Communication for Development, or C4D, as a systematic, planned and evidence-based strategic process to promote positive and measurable individual behaviour and social change that is an integral part of development programmes, policy advocacy and humanitarian work.

C4D ensures dialogue and consultation with, and participation of, children, their families and communities. In other words, C4D privileges local contexts and relies on a mix of communication tools, channels and approaches.

C4D is a systematic, planned and evidence-based approach to positive and measurable social change. C4D is both a strategy and an approach to engage communities and decision-makers at local, national and regional levels in dialogue toward promoting, developing and implementing policies and programmes that enhance the quality of life for all.³⁰

These core principles guide how Communication for Development practitioners in the organization work with communities, development partners and programme staff. These principles are based on the **human rights-based approach** to programming, particularly on the rights to information, communication and participation as enshrined in the Convention on the Rights of the Child (Articles 12, 13 and 17).

They include:

- Facilitating enabling environments that create spaces for plurality of voices, promote narratives of communities, encourage listening, dialogue and debate and the active and meaningful participation of children and women.
- Reflecting the principles of inclusion, self-determination, participation and respect by ensuring that marginalized and vulnerable groups (including indigenous populations and people with disabilities) are prioritized and given visibility and voice.
- Linking community perspectives and voices with sub-national and national policy dialogue.
- Starting early and addressing the whole child – including the cognitive, emotional, social and spiritual aspects in addition to survival and physical development.
- Ensuring that children are considered as agents of change and as a primary audience, starting from the early childhood years.
- Building the self-esteem and confidence of care providers and children.³¹

Evidence-based: UNICEF uses social and behavioural data and evidence to plan, implement, monitor and evaluate communication initiatives that help increase knowledge, understand and shift attitudes, and facilitate positive behaviour and social change around issues that affect children's and women's overall well-being. C4D draws upon the key human rights principles of participation, equality, non-discrimination, indivisibility and interdependence.

Participatory: The participation of all stakeholders throughout the C4D strategic process allows for local and cultural specificities and perspectives to be included in the design, testing and implementation of communication strategies. Among the many strategic planning models used for behaviour and social change, UNICEF has adopted an approach that integrates the best elements from several models, while

also ensuring that key principles of human rights, gender equality and results-based management standards are addressed.

Rights-based: Create awareness of people's own rights by empowering participation on social and political issues and rights, so that they can successfully advocate for changes and policies that would improve their well-being and living conditions.³²

UNICEF C4D considers behaviour and social change as complementary techniques used to define and address the individual, interpersonal and social influences in life. UNICEF C4D currently employs the Social Ecological Model (SEM) framework, which enables programmers to analyse barriers and constraints across all levels of the community. The resulting analysis informs interventions that encapsulate and interlink all levels of action to address underlying multiple, systemic and intersecting influences.

Behaviour change is commonly defined as a research-based consultative process for addressing knowledge, attitudes and practices that are intrinsically linked to programme goals. Its vision includes providing participants with relevant information and motivation through well-defined strategies, using an audience-appropriate mix of interpersonal, group and mass-media channels and participatory methods. Behaviour-change strategies tend to focus on the individual as a locus of change.

Social change, on the other hand, is understood as a process of transformation in the way society is organized, within social and political institutions, and in the distribution of power within those institutions. For behaviours to change on a large scale, certain harmful cultural practices, societal norms and structural inequalities have to be taken into consideration. Social change approaches, thus, tend to focus on the community as the unit of change.³³

Communicating with Children

When communicating with children keep in mind to be consistent, transparent and accountable and consider using local wisdom when appropriate.

Communicating with Children is a resource pack that facilitates the process of learning about the critical importance of communication that is age-appropriate and child-friendly, holistic, positive, strengths-based and inclusive. With the guidance of this resource package, many of UNICEF's Country Offices in Myanmar, Maldives, Laos, Bhutan and several Pacific countries, to name a few examples, have consistently generated the first affirming pivotal communications in a young child's life experience. By including children in the development, responsibility and agency of inclusive communication, the positive effects result in a sense of accomplishment and contribution as well as the creation of future leaders in the development of inclusive education.

UNICEF believes effective communication is a two-way process for sharing ideas and knowledge that involves understanding people: their needs, skills, beliefs, values, societies and cultures.

Keep in mind the four principles of Communicating with Children:

- Principle 1 is age-appropriate and child-friendly.
- Principle 2 addresses the child holistically.
- Principle 3 is positive and strengths-based.
- Principle 4 addresses the needs of all.³⁴

Actions:

- Facilitate dialogue with civil-society organizations, including schools that children with disabilities attend.
- Support capacity building by sharing information and experiences.
- Involve children with disabilities in all discussions, design and monitoring.
- Develop communication strategy to reduce stigma, using well-know people and celebrities as well as everyday examples of positive deviance: children and adults in communities who are 'doing the right thing'.
- Build advocacy skills. For example, training for everyone from the local media to DPOs in 'best practice' communication about, with and for persons with disability.
- Support civil society to participate in the CRPD and CRC reporting processes and ensure that voices of people with disabilities are reflected in shadow reports.
- Utilize global disability and development networks for data collection, awareness-raising and knowledge-sharing.³⁵

To learn more go to:

- http://www.unicef.org/cwc/cwc_58681.html
- <https://vimeo.com/24118963>

There are three options with technologies that should be considered when creating **communication strategies**. The technologies that are being used to convey strong, emotional, effective and community-based personal messages are: Participatory Video (PV), UNICEF OneMinute Jr. video and radio programming. These powerful tactics are gaining ground and empowering children and adults in leadership positions as advocates for social change, and bringing the community closer together in partnerships.

Participatory Video

Participatory Video is a collaborative approach to work with a group or community in shaping and creating its own film for positive change and transformation. PV as a social practice has expanded slowly since the early 1970s, when video technology first allowed its use at the community level. The last decade has seen a flowering of interest and enterprise around PV as well as dramatic growth of scholarship about it. It has gained increasing prominence in recent times as a chosen methodology for participatory and engaged research and practice.³⁶

An example is the My Rights, My Voice programme in Nepal, which trained a group of young people in advocacy methods to campaign for their rights to health care. The group learned processes to assess, report and advocate on safe motherhood and sexual and reproductive health, particularly amongst the young. Sukra, one of the youth campaigners reporting during the gathering, said that the project enabled the collection of data on child marriage and on connected health issues. In the course of one year, in two districts 400 child marriages had occurred. Moreover, the collected data showed that the majority of health problems experienced by girls and young women derived from child marriage, whenever experienced. There were also a shortage of health facilities, and a shortage of power to those that existed.³⁷

To learn more go to:

- <http://www.myrightsmyvoice.eu/>

OneMinutes Jr.

OneMinutesJr. is a UNICEF video initiative that highlights and celebrates the diversity among youth around the world. Workshop participants produce videos of sixty seconds that are positive and powerful examples of the way visual arts work as a communication tool across cultural, geographic and national borders.

The OneMinutesJr. brings together 12-20 year-olds for five-day workshops where the youth are taught basic camera and directing skills, story-telling, teamwork and how to think creatively about issues and representation. Each participant develops his or her own story based on the workshop theme and produces a sixty-second video that is screened at the conclusion of the workshop.³⁸

To learn more go to:

- <http://www.theoneminutesjr.org/>
- http://www.unicef.org/sowc2013/oneminutesjr_videos.html#pid2382

Radio Programming

The radio as an advocacy and communication tool is available in most parts of the globe. The use of this technology can have far-reaching effects – as shown with this initiative, which UNICEF supports.

The Meena Communication Initiative in South Asia is one example. The school-based children's programme centres on a spirited nine-year-old girl who braves the world – whether in her efforts to go to school or in fighting the stigma surrounding HIV/AIDS in her village. The initiative uses a combination of mass media and interpersonal communication to enhance children's self-esteem and self-worth and allow them to familiarize themselves with life skills essential for their empowerment.³⁹

Radio Meena Ki Duniya, or Meena Radio, is an entertainment-education radio series designed to communicate with children, especially adolescent girls in rural schools, their educators, parents and community leaders. Launched in 2010 by UNICEF and the Department of Education, the programme reaches 5,000 schools in nine districts of Uttar Pradesh, India.⁴⁰

To learn more go to:

- http://www.unicef.org/rosa/media_2479.htm
- http://www.unicef.org/india/media_6119.htm

VII. Summary

Our greatest barriers to the development and expansion of inclusive education systems, and ultimately the creation of all-embracing social change that makes a place in society for everyone, are not the ancient school buildings with stone steps that bar access for a child using a wheelchair, or public transportation that doesn't offer audio announcements for a person who is blind, or educators that don't have the proper training on how to instruct children with disabilities.

The true barriers to inclusive education are unsound bias and stigma-bound beliefs, built of ignorance due to little or no connection with persons, and especially children, with disabilities. This lack of association has kept our minds closed to the vast abilities and untapped resources that children with disabilities can contribute to the benefit of the community and of all humanity.

We can't know until we know and this is why it is critical that we begin the understanding of the cultural norms that exclude people with disabilities by kind, curious questioning of our own personal bias and prejudice. Once this reflection is undertaken and disability-awareness education has been realized, it is then possible to dispel the bigger existing cultural stigma that children with disabilities cannot learn and have no human right to inclusive education.

Understanding clearly that education is a human right generates a cascading effect of building advocacy-based partnerships that include children and adults with disabilities in all phases of the plans. These collaborative relationships are enhanced by meaningful communication strategies, using innovative technology that delivers the emotional connection that people feel when working together toward the common goal. By questioning our beliefs for validity and establishing relationships based on experience working together, one by one the barriers to inclusive education will vanish and we will be able to bring about lasting social change.

Notes

Glossary of Terms

Ableism – a form of discrimination or prejudice against individuals with physical, mental or developmental disabilities that is characterized by the belief that these individuals need to be fixed or cannot function as full members of society.⁴¹ As a result of these assumptions, individuals with disabilities are commonly viewed as being abnormal rather than as members of a distinct minority community.⁴² Because disability status has been viewed as a defect rather than a dimension of difference, disability has not been widely recognized as a multicultural concern by the general public as well as by counsellor educators and practitioners.⁴³

Advocacy – the act of pleading or arguing in favour of something, such as a cause, idea or policy, with active support and endorsement.

Self-Advocacy – the act of pleading or arguing in favour of betterment of self and personal circumstances.

Bias – prejudice in favour of or against one thing, person or group compared with another, usually in a way considered to be unfair.

Convention on the Rights of Persons with Disabilities – and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007. There were 82 signatories to the Convention, 44 signatories to the Optional Protocol and one ratification of the Convention. This is the highest number of signatories in history to a UN Convention on its opening day. It is the first comprehensive human rights treaty of the 21st century and is the first human rights convention to be open for signature by regional integration organizations. The Convention entered into force on 3 May 2008.⁴⁴ For more information visit: <http://www.un.org/disabilities/> (From Booklet 1, *Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission*)

Convention on the Rights of the Child – an international human rights treaty adopted and opened for signature, ratification and accession by the UN General Assembly resolution 44/25 on 20 November 1989 in New York, and entered into force on 2 September 1990, in accordance with Article 49. A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. For more information visit: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> (From Booklet 1, *Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission*)

Disability – the result of the interaction between long-term physical, mental, intellectual or sensory impairments and various barriers in the environment that may hinder an individuals' full and effective participation in society on an equal basis with others.

Disability Awareness – learning and understanding the vast variety that comprises the human life condition commonly called 'disability'.

Human Rights-Based Approach – a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.⁴⁵ (From Booklet 1, *Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission*)

Inclusion – the recognition of the need to transform the cultures, policies and practices in school to accommodate the differing needs of individual students, and an obligation to remove the barriers that

impede that possibility. (From Booklet 1, *Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission*)

Inclusive Education – a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children.⁴⁶ (From Booklet 1, *Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission*)

Partnerships – defined as “voluntary and collaborative relationships between various parties in which all participants agree to work together to achieve a common purpose or undertake a specific task”.⁴⁷

Person-First Language – acknowledges the person first rather than their disability. An example of person-first language is a ‘person with a disability’.

Social and Cultural Norms – can be standards, gauges, patterns regarded as typical, community collective thoughts, convictions, judgments and conclusions – sometimes without evidence. Culture is a way of life and comprises the customs and ‘folkways’ that are the totality of socially transmitted behaviour patterns, arts, beliefs, institutions and all other products of human work and thought. Culture is the predominating attitudes and behaviour that characterize the functioning of a group or organization.

Stigma – a blemish on one’s moral character or reputation, a false accusation, slander, indignity, a ‘devaluing’ or maltreatment often due to myth or untruth about a person, place or thing. Religious stigmas went unquestioned due to unwavering and faithful beliefs in the unfounded guidance of the religious authority about the reason for disabilities.

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Notes

