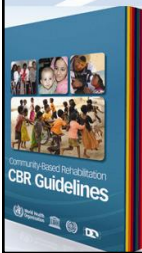


CBR Guidelines

Education Component

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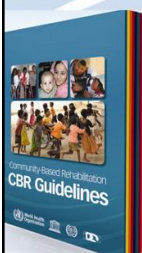
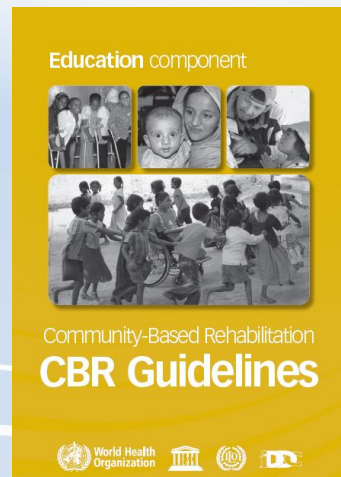
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- Early Childhood Care and Education
- Primary Education
- Secondary and Higher Education
- Non-Formal Education
- Life-Long Learning



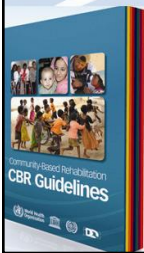
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Key concepts

- 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



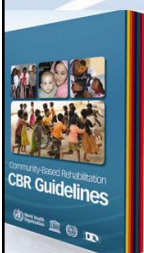
Early Childhood Care and Education

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

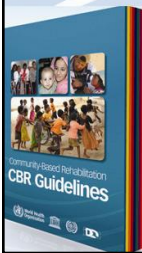


Early Childhood Care and Education

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



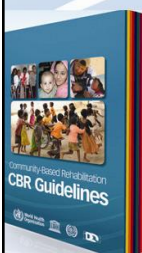
Primary Education

Goal:

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

Desirable outcomes:

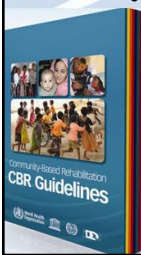
- Communities and families are **positive, supportive and involved**
- **Assistive devices** are accessible and available
- **Quality education** is provided and **partnerships** that promote inclusive education are created.



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



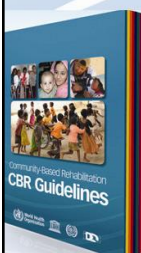
Secondary and Higher Education

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:

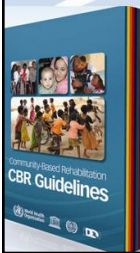
- Increased **enrolment, retention and completion** rates
- Children with disabilities are encouraged to **continue education**
- Environment, teaching methods, curricula, assessment and examination are **accessible and inclusive.**



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**



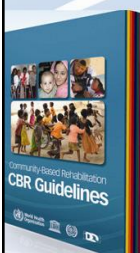
Non-formal Education

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



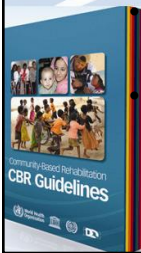
Non-formal Education

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**



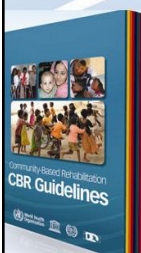
Lifelong Learning

Goal

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

Desirable outcomes:

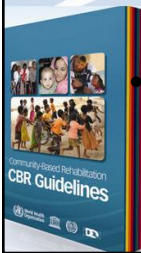
- Youth transitioning from schooling have access to **vocational and careers guidance** and **distance learning** is available to adults
- **Life skills** including information on reproductive health and sexuality are accessible
- **Professional development** and **self-directed learning** are available



Lifelong Learning

Key activities:

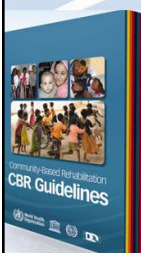
- Identify opportunities for adult literacy, adult education and continuing education
- Ensure opportunities for learning life and survival skills
- Work with educators in the community to promote social inclusion



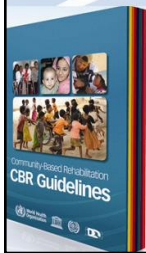
Case study

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**



Launch: 27 October 2010, Nigeria



Community-Based Rehabilitation
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