LIGHT FOR THE WORLD

Equal Rights – Equal Opportunities: Education and Disability
Educational Material on “Education and Disability Worldwide”
Table of content

1. Learning to Overcome Barriers in your Mind ................................................................. 3

2. Inclusive Education for All – Facts and Figures ................................................................ 6

3. Feel Exclusion – Create Inclusion .................................................................................... 12
Equal Rights – Equal Opportunities: Inclusive Education for All

Three methodical-didactic suggestions for teaching

1. Learning to Overcome Barriers in your Mind

An exercise on space

Aim(s): Students practice the considerate treatment of others by means of a greeting ritual, thus learning to overcome mental barriers and mutual reservations.

Target group(s): Students, young people and adults aged 14 years and over

Duration: approx. 50’ (1 unit)

Material: a sufficient number of the 6 functional cards according to the number of students/participants, possibly ear plugs (for “deaf people”) and blindfolds (for “blind people”)

Procedure: An unusual greeting (approx. 5-10’):

The number of the 6 function cards corresponds to the number of participants; each person gets one card. The individual cards should not be revealed to other participants. The following story is then told:

Today, you are taking part in a very important conference with participants from all over the world. It is 2 in the afternoon. The conference is about to start. Everybody is waiting in the conference room, and you do not know each other. The president, on whose invitation you have come, opens with the following words: Would you please kindly welcome each other before we start the conference.

Then all participants walk around the room welcoming each other according to the instructions (people should only do what they are told on the cards, their roles should not be expanded in this phase). After everybody has finished greeting each other, the students/participants sit in a circle.

Evaluation with a ball (approx. 10–15’): anybody who wants to say something gets a ball (= throwable microphone) and may state their feelings/views.

- How did the different forms of greeting make me feel?
- What did I enjoy?
- What did I find disturbing?
- How did I react to the various rituals?
BEING CONSIDERATE–PRACTICE: A different greeting (approx. 5–10’):
Once more, the students/participants assume the role of the conference participants and everybody tries to find the best way to respectfully greet the others. The participants can address each other and enquire (verbally and non-verbally) how the other person would like to be greeted; participants may also ask for/accept help (e.g. for greetings between hearing and non-hearing people). All participants walk around the room and greet each other in the best possible way. After everybody has finished greeting everybody else, the students/participants sit in a circle again.

Evaluation with a ball (approx. 10–15’): anybody who wants to give an answer gets a ball (= throwable microphone) and may state their feelings/views.

• How did I feel greeting the others now?
• What was different?
• What did I like better than before and why?
• How did I react in the current situation?
• In what way is considerate mutual respect helpful and positive?
• How can we approach persons with disabilities in a considerate and respectful way?
• Which barriers in my mind do I need to overcome in order to approach persons with disabilities considerately?
| You are blind and put on blindfolds. You prefer greeting others with a warm embrace. | You are deaf and temporarily switch off your sense of hearing, e.g. by using earplugs. You prefer greeting others using sign language and waving your hand. |
| You prefer greeting others with a respectful bow, folding your hands in front of you. | You have a stiff leg which makes you walk differently. You prefer greeting others with a warm pat on the back. |
| You prefer greeting others with four kisses on the cheeks because this is the traditional way of greeting at home. | You prefer greeting others by going on your knees because this shows utmost respect for the other person. |
2. Inclusive Education for All – Facts and Figures

Aim(s): The students/participants address the question of inclusive education by means of small group discussion, analyzing facts and figures regarding inclusive education in the form of a quiz and reflecting the various points of view in the large group.

Target group(s): Students, young people and adults aged 14 years and over

Duration: approx. 100’ (2 units) – without internet research

Material: templates for copying, duct tape, quiz + corner label (A-B-C-D), position paper Light for the World, possibly PC (for possible internet research)

Procedure: 1. Four-Corner-Exercise (approx. 30’):

Each of the four statements (template for copying, see next page) is taped to one of the four corners of the room. The students/participants go to the four corners, read all the statements and then stand next to the statement that suits them best or that they feel to be the most accurate.

Discussion in small groups in the 4 corners:

As soon as all students/participants stand in the corner with the statement that suits them best, they start discussing why they chose the respective statement. Sometimes, there may be an empty corner, which is not a problem. The discussion in each group/corner should only last a couple of minutes.

Then there is a presentation to share the results of the discussion with the entire class.

Following the Four-Corner-Game, there may be a short input session on inclusive education.
Statement A: "Children with disabilities do not have to attend school because they would not be able to cope with the physical barriers (stairs, tight door frames, etc.) anyway."

Statement B: "Children with disabilities should be able to attend school throughout the world."

Statement C: "In developing countries, it is not so important for children with disabilities to attend schools because there are many other problems (e.g., poverty) that need to be tackled first."

Statement D: "I myself cannot really do anything to help children with disabilities attend schools. The politicians of the respective countries are responsible."
The state of education for children with disabilities

Children with disabilities out of school

Proportion of children with disabilities not attending school

**DEVELOPING COUNTRIES**

**HIGH-INCOME COUNTRIES**

1 Billion persons with disabilities

93 Million children aged 0 to 14 years old

1/3 of all children not attending primary school are disabled

More information at www.endexclusion.eu

Country case studies

Children with disabilities out of school

**BURKINA FASO**

72.5%

**BANGLADESH**

85%

**BOLIVIA**

62%

More information at www.endexclusion.eu

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More information at www.endexclusion.eu

Sources: INSD. RGPH 2006 - Situation socioéconomique des enfants et des jeunes au Burkina Faso. Thème n°11 – Octobre 2009 and Campaign for Popular Education (CAMPE), including CDD and LIGHT FOR THE WORLD
2. Short input session on inclusive education for all (approx. 10-15’):
The teacher gives input on the meaning and importance of inclusive education.

**Definition of disability (according to the United Nations Convention on the Rights of Persons with Disabilities):**
“Disabilities are part of life.” Almost everybody will be temporarily or permanently disabled in the course of their lives. In a fairly recent phenomenon, people are deemed disabled much more according to social standards rather than as a reflection of their true physical or mental capabilities. It is up to society to create a supportive environment and to overcome barriers obstructing “effective and equal participation in society”. These barriers may refer to the environment (stairs replaced by ramps) or the social environment (discrimination, prejudice).

Also see: www.endexclusion.eu > Ressources > Other Downloads > World Report on Disability

**Definition of inclusive education (according to the international report of the Global Campaign for Education):**
From the very beginning, all children are taught in one classroom, irrespective of their abilities and disabilities, with teaching methods, materials and school environments that address the needs of all girls and boys, thus creating an inclusive, child-centered learning environment.

**Why we need inclusive education:**

- Every person has the right to education.
- Education is a basic human right and promotes the access to other rights such as work, health, equality, and participation.
- Discrimination of children and adults with disabilities has negative effects on society and a nation’s development → findings of the International Labour Organization (ILO): three to seven percent of the gross domestic product (GDP) are lost due to excluding persons with disabilities from the labor market.
- … find more arguments in cooperation with the students.

Further information on inclusive education is available in the Global Campaign for Education’s international report:
www.campaignforeducation.org/en/resources

Students may familiarize themselves with the facts and figures of inclusive education by means of a quiz (all facts and figures are taken from the Global Campaign for Education’s report).
3. Quiz on Education and Disability worldwide (approx. 10’):

Each corner of the classroom has a letter (A to D) taped to the wall and the students may then walk to the appropriate letter following each question.

**Question 1:** One in how many persons lives with a disability?
- A: one in 13. — B: **one in 7.** — C: one in 100. — D: one in 1500.

**Question 2:** How many children with disabilities aged 0 to 14 years are there worldwide?
- A: 130,000 — B: 13 millions — C: **93 millions** — D: 1 billion

**Question 3:** How many disabled children of elementary school age do not attend school (worldwide)?
- A: 100,000 — B: 5 millions — C: **61 millions** — D: 3 billions

**Question 4:** Where do we find the highest rates of children with disabilities?
- A: in countries with high incomes — B: in the United States
- C: in the EU — D: **in sub-Saharan Africa.**

**Question 5:** What percentage of out-of-school children in Burkina Faso are disabled?
- A: 15 % — B: 30 % — C: **more than 50 %** — D: 80 %.

**Additional information for teachers:**
There are one billion persons with disabilities worldwide. More than 80 percent live in developing countries. In industrialized countries, approximately every seventh person lives with a disability, compared to approximately every fifth person in developing countries.

Children with disabilities have access to education only half as often as children without disabilities; they are also more likely to drop out of school due to more difficult conditions and discrimination. This accounts for 61 million children with disabilities at elementary school age worldwide who are denied their right to education.
4. Concluding discussion (approx. 10’):

The following questions may be used for joint concluding discussions:
Why do so many children with disabilities live in developing countries and why are children with disabilities often denied access to a good education?

Background information for teachers:
The answer can be found in the interlinked nature of poverty and disability (see chart):
On the one hand, poverty is the most common cause for disability and on the other hand, disability often leads to poverty.

Physical and mental disabilities are often rooted in poverty. For example, lacking or unbalanced nutrition of a pregnant woman may cause disabilities in the newborn. Limited access to education (caused by physical barriers in public life and prejudice against people with disabilities) and the resulting difficulties in finding employment increase poverty, thus fuelling the spiral of poverty and disabilities.

Further information is available on the website of the End Exclusion Project: www.endexclusion.eu

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**Cycle of poverty and disability**

**Poverty**
- diseases
- malnutrition
- accidents, conflicts, natural disasters
- discrimination, oppression

**Disability**
- lack of access to
  - water and nutrition
  - medical care
  - education
  - employment
3. Feel Exclusion – Create Inclusion

Statue theater

Aim(s): By sculpting statues, the students/participants experience how topics such as exclusion and inclusion may be presented and experienced. Out of this negative situation, they will jointly develop positive solutions/perspectives and present them by sculpting new statues. This play aims to show the positive effects of diversity and “being different” (everybody is unique).

Target group(s): students, young people and adults aged 14 and over

Duration: approx. 50’ (1 unit)

Material: a gong or other objects to create a sound with; possibly cards with a variety of terms related to exclusion.

Procedure: Warm up (approx. 10’):

1. The students/participants walk around the room without talking to each other and consciously become aware of how unique everybody is and that no two persons are alike. Participants may move slowly or quickly, they may take a closer look at each other or watch the others from a distance. The important thing is that everybody keeps moving.

2. The students/participants keep moving without talking to each other and take on different moods and emotions as instructed by the teacher. They walk around, and the teacher names a mood (see below; the suggestions may be altered, amended, reformulated), the students stay in that mood for a moment (= freeze), until a signal (a gong or another sound) instructs the students to move again; then there is another mood, freeze, gong, move on:

   Moods:
   • I am feeling great / I am happy
   • I am angry
   • I feel insulted, I am sad
   • everything is so boring
   • I am in a rush
   • I feel lonely, I am afraid
   • …
   • In the end: I am overjoyed because I did something I never thought possible.

Position statues (approx. 20’):

3. In small groups (4–6 people per group), the students/participants position themselves in the room. Each group is given a term (suggestions: barrier, lonely, different, discrimination, disability, …) and then tries to non-verbally form a statue on the given topic. One person of the group may be the sculptor and sculpt the statue; or the group sculpts the statue intuitively without a sculptor. They memorize the statue so they can reproduce it later on.
Note: If a certain group finds not talking to each other while sculpting the statue too difficult, then talking can be allowed within that group.

Presentation and evaluation (approx. 20’):

4. The groups take turns to present their statues. The other participants are the audience and are invited:
   • to recognize/guess what the statue shows
   • to alter the statue and thus transform it into a positive situation. After one statue has been guessed correctly and altered positively, it is the next group’s turn to present their statue and the previous group joins the audience. Each group can present their statue.

5. Evaluation/reflection:
   • How does it feel to be a statue depicting oppression and exclusion?
   • Did altering the statue change the participant’s feelings? How tangible was oppression/exclusion in the various statues?
   • Where do we see exclusion/oppression of young people/persons with disabilities in everyday life?
   • In what way can small actions make a difference to exclusion in everyday life? Name some examples of things you have perhaps done/ experienced yourselves.

Links:
www.light-for-the-world.org
www.endexclusion.eu
www.campaignforeducation.org/en/resources