Using the 2014 Global Campaign for Education to promote inclusive education in emergencies

An information sheet from the INEE Inclusive Education Task Team

Every year the Global Campaign for Education (GCE) draws attention to the Education for All goals through a thematic campaign.

In 2014, GCE’s theme is disability and inclusive education. The aim is to change attitudes towards the inclusion of children with disabilities in mainstream education, and stimulate action that delivers quality inclusive education for all (remembering that inclusive approaches to education benefit all children, not just those with disabilities).

The INEE Inclusive Education Task Team has noted, however, that the Campaign materials make limited reference to inclusive education in emergencies and times of fragility. The annual thematic report - “Equal Right. Equal Opportunity. Inclusive Education for Children with Disabilities” – features only brief information about inclusive education within conflict situations. We wish to address this, with your help.

To draw attention to its annual thematic message, the GCE has a Global Action Week (4-10 May), during which a wide range of local, national and international activities take place.

We would like you to help the INEE Inclusive Education Task Team to make the most of this important opportunity, within the Global Campaign for Education, to draw attention to inclusive education in times of emergency, conflict and fragility.

You could:

• Find out if there is a National Coalition for GCE in your country, and get involved in their activities. Visit the www.campaignforeducation.org website and click the 'members' tab.

• Familiarise yourself with the GCE campaign demands – there are messages for national governments, bilateral donors and the international community. See pages 6-7 of the campaign pack: www.campaignforeducation.org/docs/actionweek/2014/EN/EREO%20CAMPAIGN%20PACK%20EN.pdf

• Discuss with colleagues, partners, stakeholders and/or members of your National Coalition (if there is one), about how key campaign demands could be adapted to suit the emergency/conflict/fragile contexts you work in. For instance, one of the demands is for bilateral donors to “Ensure that

education programmes, plans and policies make supporting inclusive education central to development assistance”. Could you adapt this message to demand that all donor assistance to education in emergencies makes inclusion of learners with disabilities a central focus?

- Think about **what you could do during the Global Action Week** (4-10 May 2014) – whether it’s something small, like sharing key messages about inclusive education in emergencies via social media; or something big, like holding a meeting with donors to highlight key demands for making education in emergencies more inclusive, particularly for disabled learners. Please share your ideas and news of your activities with the INEE Inclusive Education Task Team convenor, so we can share your experiences with members of our global mailing list (600+ people).

**What is the INEE Inclusive Education Task Team doing to tap into the 2014 Global Campaign for Education?**

- During the Global Action Week (and beyond) we will be **using social media** (Facebook and Twitter) to post messages about inclusive education in emergencies, linked to the GCE campaign demands.

- We will be **compiling a collection of case studies** about inclusive education in situations of emergency, conflict and fragility. The Global Campaign for Education theme runs for a whole year. We will therefore be aiming to have the case study collection available later in 2014, so that we can use it as a reminder of the campaign messages. The case studies will also provide practical ideas for implementing inclusive education in emergencies, and will help show how theoretical advocacy messages can be turned into reality. Please see the separate ‘call for case studies’ for more information.


Contact the INEE Inclusive Education Task Team convenor at: inclusivetaskteam@ineesite.org