



From Local to Global Level. Community Based Rehabilitation – a Strategy for Achieving Inclusive Development (03 to 04 May 2012, Bonn, Germany)

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How to include CBR-Components in Mainstream activities of the Education Sector?

Working group 2: Education

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1. What must happen so that your projects / programs in the education sector can open up to inclusion of persons with disabilities?
 - CBR has to become one overall target in the work of the German ministry for economical cooperation and development.
- 2.2. What role do they play in this process?
 - The ministry, funding agencies and others have to look at inclusion as a permanent process!
- 2.3. What kind of capacity building is needed for the different stakeholders?
 - Awareness raising for IE and inclusion in general is an overall pre-condition!
- 2.4. Which commitments, resources and partnerships are necessary?
 - Also running costs for the development of local and regional/ national structures in the partner country must be financed by the funding agencies.
 - IE is one of the specific goals of KfW in education.
- 2.6. What kind of barriers are there?

- For instance very often the professionals and the surrounding active persons do not really know what means life for a person with a disability. This is sometimes shown in the reality of the educational processes.

2. How can cross-cutting cooperation involving different CBR components / elements be ensured?

- The aspects of Inclusive Education as a need has to be put into official and international meetings like Rio +20. Also CBR and health have to be included there.
- The policies for disadvantaged children have to be extended for children with a disability, what also means IE.
- Mainstreaming inclusion and IE means a strong change in the projects' approaches.

3. Striving for Inclusion in practice: What can be next steps?

- Next steps are also the steps in the nearer future, as follows:
- Inclusion cannot only be a verbal or spoken activity, but must be realized in praxis together with the affected persons.
 - Networking is necessary on all levels!
 - The needs and desires of persons with disabilities have to be put in front.
 - Inclusion not only in schools, but also before, after, and beside school life/ education.
 - Inclusion has to be seen as a permanent process!
 - The social and political environment has to be included in program issues.
 - Life context of persons with a disability has to be known and realized by others. This implicates the need of social learning also for the stakeholders and professionals with regard to the life reality and cognitive impacts of disabled persons.
 - Cooperation with local and national DPO's is necessary.
 - In bilateral state cooperation in development activities Inclusion is seen as a new goal, but it still has to be developed and realized in praxis.
 - Pre-conditions have to be developed, for to have the ability to make use of a barrier free environment. Are persons with a disability allowed to leave their homes? This implicates also the access to schools, to toilets.
 - The barriers in the minds of the surrounding population (society, other pupils, teachers and so on) have to be broken down.
 - Together with the growing awareness and training among the teachers we have to make use of the already existing "free spaces" for inclusion also in old fashioned school types.