**Global Action on Disability (GLAD) Education Working Group**

**Proposed Strategy: 2018 - 2019**

1. **Background**

The Global Action on Disability (GLAD) Network was launched in London in December 2015, by a group of like-minded donors, partners, and organisations committed to advancing the rights of persons with disabilities globally. The GLAD Network recognizes that, in order to realize the promise of the Sustainable Development Goals (SDGs) to leave no one behind, and to further the principles reflected in the Convention on the Rights of Persons with Disabilities (CRPD), the international community needs to work together to share expertise, coordinate actions, and raise the profile of disability across a broader range of organisations contributing to international development efforts.

# The vision of the GLAD Network is cooperative international development and humanitarian action that is fully and meaningfully inclusive of persons with disabilities. The mission of the Network is to support its members to work together, in collaboration with disabled people’s organisations (DPOs) and partner governments, to enhance the inclusion of persons with disabilities in international development and humanitarian action.

Consistent with Article 32 of the CRPD, GLAD’s goals are for its members to collectively:

1. Increase coordination of their disability-inclusive contributions
2. Learn from each other by sharing knowledge and resources
3. Amplify their common and united voice for maximum influence
4. Expand and diversify the community of partners contributing resources to disability-inclusive development and humanitarian action
5. Strengthen existing partnerships and disability inclusion within existing global development initiatives

In 2016, the GLAD co-chairs conducted a stakeholder mapping of the GLAD Steering Committee to increase an understanding of the current state of play of disability-inclusive development and humanitarian action. The mapping identified three thematic areas which are prioritised by numerous Steering Committee members in their advocacy and programming, which are reflected in the CRPD and 2030 Agenda, and on which it was decided the Network could have the strongest impact: disability-inclusive social protection, education and humanitarian action. The GLAD Network consequently established in March 2017 working groups for each of these three themes, under which the aforementioned GLAD goals are advanced.

1. **GLAD Education Working Group**

**2.1 Education Working Group Membership**

* Membership is open to all GLAD Network members and advisors
* There is no time-frame for participation or commitment to the group
* Focal points of the group may be appointed by consensus of the group

**2.2 Education Working Group Objectives**

**The overall objective of the Education Working Group is to strengthen partnership and collaboration for advocacy and action in inclusive education, in line with CRPD Article 24 and the United Nations Sustainable Development Goals.** In order to break down this overall aim into specific objectives, in October 2017 the Education Working Group implemented a survey to identify its members’ respective priorities and opportunities the GLAD Network can engage in to advance the GLAD goals under the theme of inclusive education. Four over-arching objectives were identified, and a cross-cutting principle of supporting an active and central role for people with disabilities and DPOs:

1. In partnership with DPOs and civil society organizations work with existing mechanisms, such as GPE, UNGEI, Education Cannot Wait, Global Book Alliance and other global education initiatives (financed by GLAD Members), to include in their strategic plans the education of persons with disabilities; and, advocate for a mechanism to track education sector system’s-based results and associated budget/resource allocation for disability-inclusive education;
2. In partnership with DPOs and civil society organizations, advocate for and collaborate strategically with the World Bank, other multilateral development banks and UN Agencies, to accelerate and scale up initiatives and funding for education systems strengthening for disability-inclusive education and establish mechanisms to track results and budget/resource allocation for disability-inclusive education;
3. Map the geographic focus and approaches of GLAD Network members’ current disability-inclusive education programs, and capture lessons learnt;
4. In partnership with DPOs and civil society organizations, provide strategic advice to and support GLAD members to mainstream inclusive education in their programmatic agenda and monitoring systems, establishing specific indicators for ODA, aligned with those in use by other agencies, to track results and budget/resource allocation for disability-inclusive education funding from their organisations.
5. **Proposed activities**

In order to reach the objectives, the following activities are proposed:

1. Work with existing mechanisms such as GPE[[1]](#footnote-1), UNGEI, Education Cannot Wait, Global Book Alliance and other global education initiatives to advocate for and coordinate efforts towards acceleration and scaling up of disability inclusion in education by:
2. Developing common messaging to deliver to GPE and other organizations/ mechanisms on inclusive education that could be shared with all GLAD members
3. In collaboration with DPOs and civil society organizations and the education experts of GLAD Network members who sit on the GPE Board and/or Committees, re-establishing the GPE informal working group on inclusive education and make it part of the GPE strategic and action plans and structure;
4. Take a similar approach to the above, with the other existing global education initiatives (including the ones listed above) with GLAD stakeholders to develop a concerted strategy to influence and monitor such initiatives towards inclusive education;
5. The GPE and the other global education initiatives’ working group may become strategic area of focus of the GLAD Inclusive Education WG as all the donors, implementing agencies and stakeholders (including countries) closely relate to each other and most of the times are the same;
6. Advocate for and collaborate strategically with the World Bank, other multilateral development banks and UN Agencies, to accelerate and scale up initiatives and funding for education systems strengthening for disability-inclusive education by:
7. Creating concerted mechanisms to align and coordinate organizational education agendas to build the capacity of education sector systems, as well as agencies themselves, towards disability-inclusive education;
8. Agreeing on common data and monitoring mechanisms, both through surveys and administrative data such as EMIS) to collect evidence of results for persons with disabilities and disseminate relevant practices;
9. Involving DPOs and civil society organizations as advisors in the decision making process and identify clear role for their meaningful engagement.
10. Map the geographic focus and approaches of GLAD Network members’ current disability-inclusive education programs, and capture lessons learnt by:
11. Building on existing mapping, such as GLAD Stakeholder mapping Phase 1, and mapping conducted by UNICEF and the World Bank and periodic update it for the Network use and for the GLAD Online Knowledge Sharing Platform;
12. DPOs and civil society organizations to lead on mapping of NGOs/DPOs with expertise on inclusive education to be identified in global, regional and country levels.
13. Provide strategic advice to and support GLAD members to mainstream inclusive education in their programmatic agenda and monitoring systems by:
14. With the support of DPOs and civil society organizations, jointly developing and advocating for mechanisms such as the DFID proposed DAC Disability marker related to ODA;
15. Based in GLAD members’ existing organizational experiences, promote a strategic moment of reflexion about new opportunities for concrete steps that may be taken by network member to enhance internal mechanisms and accountability towards disability-inclusive development/education;
16. Sharing resources, learning materials and lessons learned, including on the GLAD Online Knowledge Sharing Platform;
17. Jointly identifying opportunities to advocate for and bring a focus on inclusive education to mainstream education conferences and communities of practices.

***Appendix 1***

 ***Members of the working group***

1. *DFID*
2. *DFAT*
3. *Disability Rights Fund*
4. *Global Affairs Canada*
5. *IDA*
6. *Open Society Foundation*
7. *NORAD*
8. *SIDA*
9. *UNESCO*
10. *UNICEF*
11. *US AID*
12. *Washington Group*
13. *Wellspring Advisors*
14. *World Bank*
1. One possible mechanism is GPE’s new Advocacy and Social Accountability mechanism [↑](#footnote-ref-1)