**Global Partnership on Children with Disabilities-Education Task Force**

**Working Groups**

**Please review descriptions of working groups below and highlight your interest in joining them by emailing the concerned focal point/s with copy to Sreerupa Mitra, UNICEF (srmitra@unicef.org)**

**Policy and Post 2015 Working Group**

Focal Point – Gariele Weigt, Disability and Development Cooperation

Email-[bezev@t-online.de](mailto:bezev@t-online.de)

The Policy and Post 2015 Working Group will be a cross-cutting group with each working group assigning a representative to the group. However, Task Force members already engaged in post 2015 processes are encouraged to sign up to this group. In the context of the evolving of a new development agenda beyond 2015 the inclusion of education of children with disabilities is of key importance. Inclusive Education needs to be part of the new agenda, understood as a concept which starts with early childhood education ranging to lifelong learning.

A draft of the new sustainable development agenda will be presented to the UN General Assembly in August 2014. The work on this draft will begin in February 2014. The Education Task Force has already contributed to the global online Consultation of Education. Drafting the new sustainable development agenda will be done by the Open Working Group (OWG, coming from the Rio-process) in an intergovernmental process. The topic Education has been tackled at the session of the OWG in June 2013, but Inclusive Education seems to be absent in the documents. Therefore the working group should take action to get inclusive education included in this intergovernmental process. It could be favourable to partner with the Global Campaign for Education because their topic in 2014 is Inclusive Education.

Another point of action could be EFA as this initiative ends in 2015. What comes after? Will they be included in the MDG-SDG-Post-2015-process?

As the Task Force has achieved the incorporation of a disability specific inclusive education outcome in the Implementation Plan of the Global Partnership for Education, its implementation is important.

As the Global Education First Initiative is another education financing instrument actions should be undertaken to get inclusive education or children with disabilities included. At national levels it would be important inclusive education is incorporated in education polices/sector plans.

**Knowledge Management Working Group**

Focal Point- TBD

Email- [f.migeon@unesco.org](mailto:f.migeon@unesco.org); [m.kitsiona@unesco.org](mailto:m.kitsiona@unesco.org)

The Knowledge Management Working Group will be a cross-cutting group with each working group assigning a representative to the group. Task Force members, particularly academic institutions/universities as well as members with particular expertise in the knowledge management and the running communities of practice are encouraged to sign up to this working group.

A key part of the working group will be to work closely with UNESCO and UNICEF to support the running of the Inclusive Education Knowledge Community launched on UNESCO’s ICT portal during year 1 of the Education Task Force.

**Pedagogy and Learning Working group**

Focal Point – Charmaine Crockett (University of Hawaii)

Email- [cccrocke@hawaii.edu](mailto:cccrocke@hawaii.edu)

The Pedagogy and Learning Working Group, strives for broad representation of interested stakeholders (including teachers, administrators, researchers, post-secondary education faculty and inclusive education leaders, practitioners) who will discuss and prioritize 2-3 action points for the overall TF work plan.

If we want to ensure that all children with disabilities have access to an inclusive education system, we must question current pedagogies and learning priorities in teacher education and professional development. This working group is tasked with developing a set of priorities that will feed into the Task Force on education, potentially guiding a more robust and inclusive Post 2015 development Agenda, as well as guiding global and national education initiatives.

Bridging the gap from policy to practice cannot be effectively realized without an effective pedagogy, which establishes ideals for best teaching practices and a learning process in which teachers, as facilitators of learning, support an accessible and inclusive education for all children and youth. The task of the Working Group will be to think big! What should be the values driving effective pedagogies and learning in teaching training and professional development so that the Focus of the GPE - Access to All, Learning for All, Reaching every Child – can be realized one teacher, one school, one region at a time?

**Teacher Preparation Working Group**

Focal Point- Paula Frederica Hunt (UNICEF Regional Office, Central and Eastern Europe and the Commonwealth of Independent States)

Email- [pfhunt@unicef.org](mailto:pfhunt@unicef.org)

The Teacher Preparation Working Group will focus on issues related to the preparation of teachers and other education related staff.  The Working Group will discuss and provide guidance related to the in-service and pre-service training of teachers for ALL students. The work will have a specific focus on the skills, competencies and attitudes needed for the provision of education services to students from vulnerable groups, particularly but not exclusively children with disabilities in inclusive settings. The working group will strive to provide recommendations geared towards teachers and staff working at the pre-school, primary, secondary and vocational levels, in accordance with Article 24 of the UNCRPD and its recommendations for inclusive education.

**Learning Environment Working Group**

Focal Point- Mona Indargiri, Harvard Law School Project on Disability

Email- [mindargiri@hotmail.com](mailto:mindargiri@hotmail.com)

The Learning Environment Working Group will focus on access to the learning environment and effective educational participation, including inclusive assessment of learning outcomes. This will include discussions and guidance on access to the learning environment-physical, social, communicational and informational. The work of the group will be based on the concepts of universal design, reasonable accommodation and aimed at finding innovative strategies to minimizing barriers in the learning environment. The Working Group will also work closely with the Assistive Technology Task Force of the GPcwd to look at innovative solutions to enhance access and participation in education.

**Child and Youth Participation Working Group**

Focal Point – Jenny Nilsson, Intern International Disability Rights, Human Rights Watch

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The child and youth participation subgroup is specifically focused on the implementation, monitoring and evaluation of the Education Task Force and making sure that child and youth perspectives is included in the Task Force’s work.