

Disability Inclusion in Global Citizenship Education
A Report on the 1st Mapping of Disability Inclusion in Ireland's
GCE Sector

(Draft)

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Key terminologies used

Disability:

This mapping conceptualises disability taking a human rights-based approach. It follows the definition of the United Nations Convention on the Rights of People with Disabilities (UNCRPD), which recognizes “that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.” The UNCRPD further interprets that “persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with other.” (UNCRPD, Article 1)

OPD/DPO:

An **organisation of persons with disabilities**, or OPD (also referred to as a Disabled persons’ organization, or DPO), is a representative organisation or group of persons with disabilities, where persons with disabilities constitute a majority of the overall staff, board, and volunteers in all levels of the organisation.

Social inclusion:

This mapping maintains social inclusion as ‘the process by which efforts are made to ensure equal opportunities – that everyone, regardless of their background, can achieve their full potential in life. Such efforts include policies and actions that promote equal access to (public) services as well as enable citizen’s participation in the decision-making processes that affect their lives (UN).

Disability inclusive development:

Disability-inclusive development means that all stages of development processes are inclusive of and accessible to persons with disabilities. It requires that all persons be afforded equal access to education, health care services, work and employment, and social protection, among others (UN DESA).

Background

CBM Ireland is a member of CBM Global Disability Inclusion – a dual mandate organisation active both in development and humanitarian contexts in the Global South. The organisation promotes Development Education, which would progressively be called Global Citizenship Education to support the paradigm shift on this agenda. The organisation carried out the first mapping of disability inclusion to identify the strengths and gaps and inform the sector about the progress the actors are making together.

Objective

To map out the state of disability inclusion especially the inclusion of persons with disabilities and their organisations (OPDs) into the current development education/ global citizenship education practices in Ireland. This mapping exercise will help create an overview of inclusive practices within the sector.

Respondents

A total of 14 respondents took part in the mapping. The below organisations took part in the mapping:

Financial Justice Ireland

Sight Savers Ireland

SUAS

Plan International

Viatores Christie

SERVE

Green Schools

An Taisce-Environmental Education Unit

Global Action Plan

An Taisce

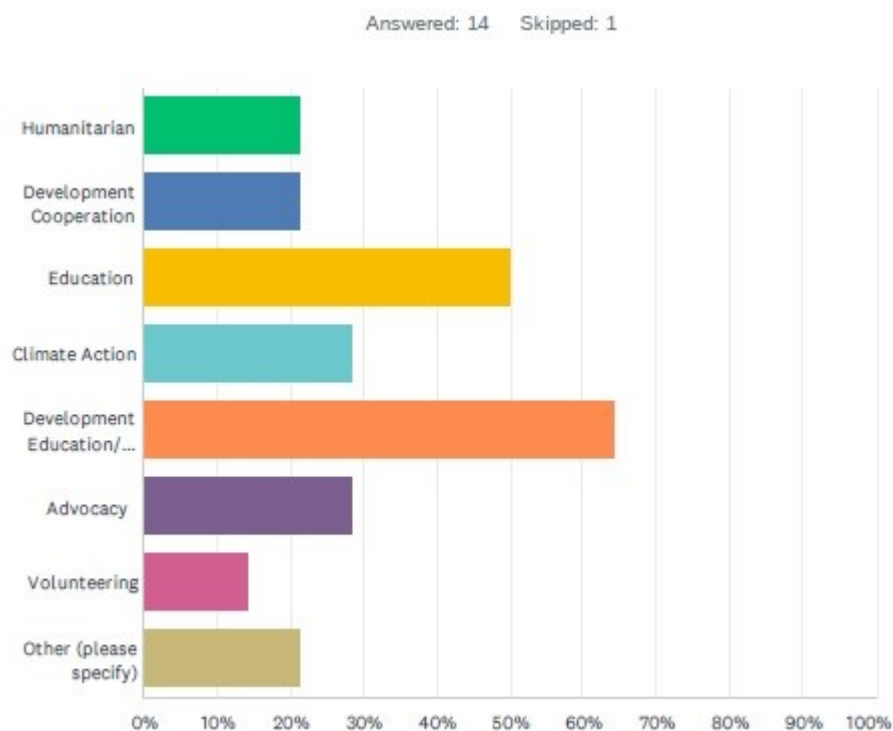
Ethiopian National disability action Network(ENDAN)

Proudly Made in Africa

One respondent did not mention their organisation's name

Key focus of the organisations

Participant organisations underscored Development Education and Education as their key focus followed by climate action.



ANSWER CHOICES	RESPONSES	
Humanitarian	21.43%	3
Development Cooperation	21.43%	3
Education	50.00%	7
Climate Action	28.57%	4
Development Education/ Global Citizenship Education	64.29%	9
Advocacy	28.57%	4
Volunteering	14.29%	2
Other (please specify)	21.43%	3
Total Respondents: 14		

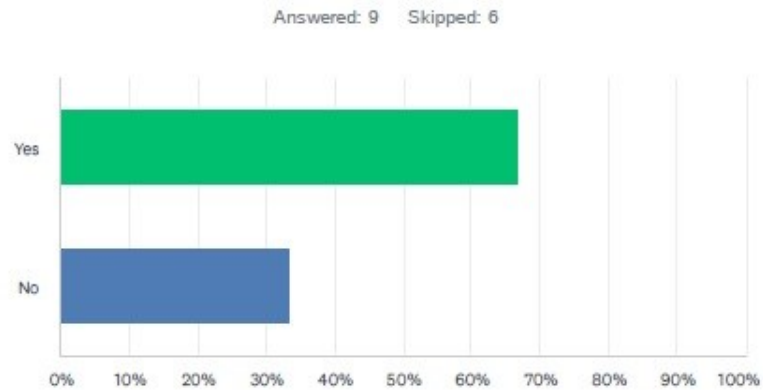
Key objectives of DE/GCE programmes

To understand the key objectives of the DE/GCE programmes of the participating organisations, the below key themes emerged as common and prominent:

- Build knowledge of and engagement with justice issues,
- Build capacity to take action to bring about change.
- Workshops and public events
- Awareness of Ireland's overseas Aid Programme
- Disability inclusive development
- Collaborative learning and activism
- Systems changes for a just, equitable and sustainable world.
- Mobilise, educate and influence support for child rights issues in Ireland,
- Girls' rights
- Accessible GCE online training working with a DPO
- Climate Change
- Accessibility of all training programmes
- Engaging and educating the Irish public around the SDGs,
- Solidarity and civic participation,
- Activism and advocacy
- Educate youth on climate action
- Increase knowledge, skills and ability to take action.
- Creating future leaders
- Educating students for jobs and problems that do not exist yet
- Facilitating exchange of information and experience sharing
- Capacity building, provision of a platform to members integrated and collaborative

DE/GCE Strategy

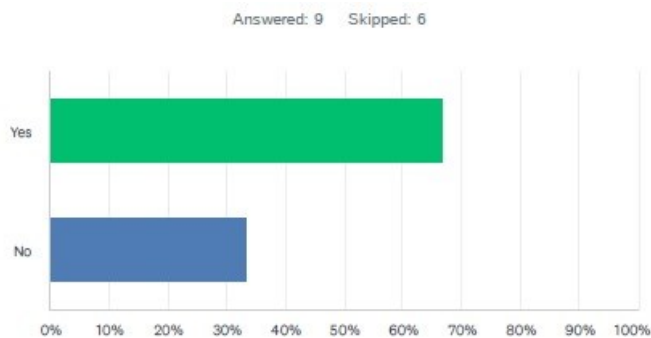
While exploring if the organisations had a vision on DE/GCE, about 67% confirmed they had one. However, more than 30% respondents identified the lack of a long-term vision about DE/GCE in their organisation. The table below illustrates the status:



ANSWER CHOICES	RESPONSES	
Yes	66.67%	6
No	33.33%	3
TOTAL		9

Disability as strategic priority

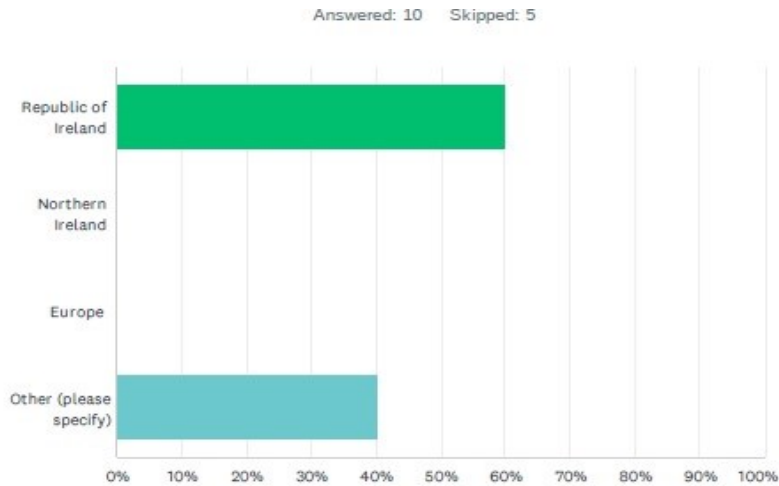
The below graph shows about 67% of the respondents affirmed disability has been recognised by their respective organisations as strategic priority



ANSWER CHOICES	RESPONSES	
Yes	66.67%	6
No	33.33%	3
TOTAL		9

Work locations and Constituencies

The graph followed by the table below shows the majority actors work in Ireland.



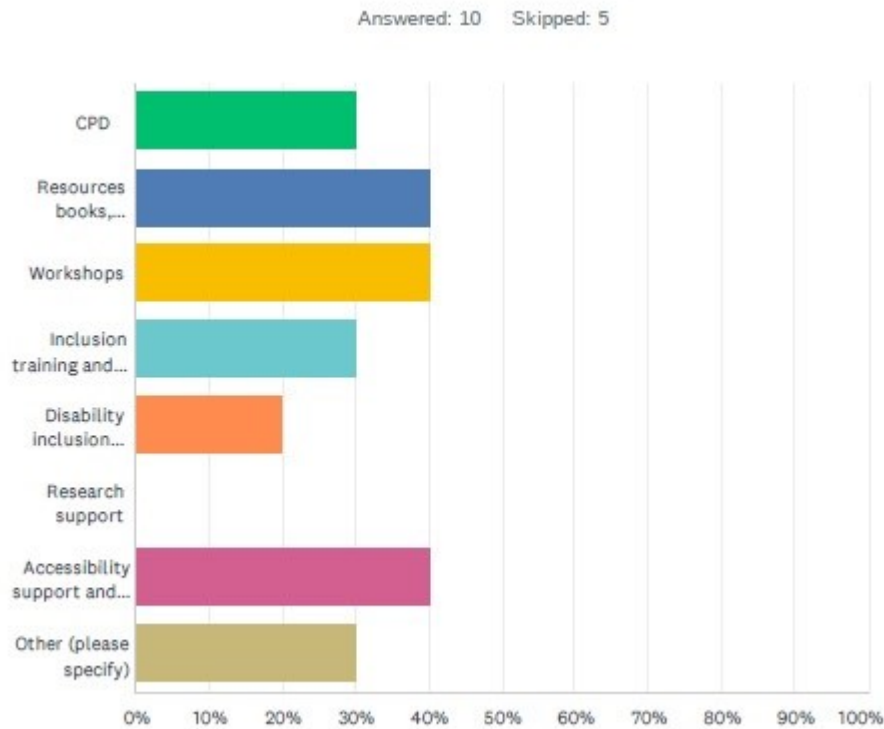
ANSWER CHOICES	RESPONSES
Republic of Ireland	60.00% 6
Northern Ireland	0.00% 0
Europe	0.00% 0
Other (please specify)	40.00% 4
TOTAL	10

The constituencies of the organisations are primarily the primary and post-primary education sectors followed by the adult and community education sector. The below table illustrates the details:

ANSWER CHOICES	RESPONSES
Primary schools/education	60.00% 6
Post primary	60.00% 6
Adult and community education	40.00% 4
Youth	30.00% 3
Other (please specify)	20.00% 2
Total Respondents: 10	

What is offered

A diverse range of initiatives and resources are being offered. Resource books, workshops and accessibility support mentioned as top offerings followed by capacity building. The graph and table below show the details:



ANSWER CHOICES	RESPONSES	
CPD	30.00%	3
Resources books, Guidelines/Tools, training materials	40.00%	4
Workshops	40.00%	4
Inclusion training and resources	30.00%	3
Disability inclusion training and resources	20.00%	2
Research support	0.00%	0
Accessibility support and resources	40.00%	4
Other (please specify)	30.00%	3
Total Respondents: 10		

Key thematic focus

The table below illustrates Development Education and Education as the two key thematic focus areas of the organisations

ANSWER CHOICES	RESPONSES	
Humanitarian	21.43%	3
Development Cooperation	21.43%	3
Education	50.00%	7
Climate Action	28.57%	4
Development Education/ Global Citizenship Education	64.29%	9
Advocacy	28.57%	4
Volunteering	14.29%	2
Other (please specify)	21.43%	3
Total Respondents: 14		

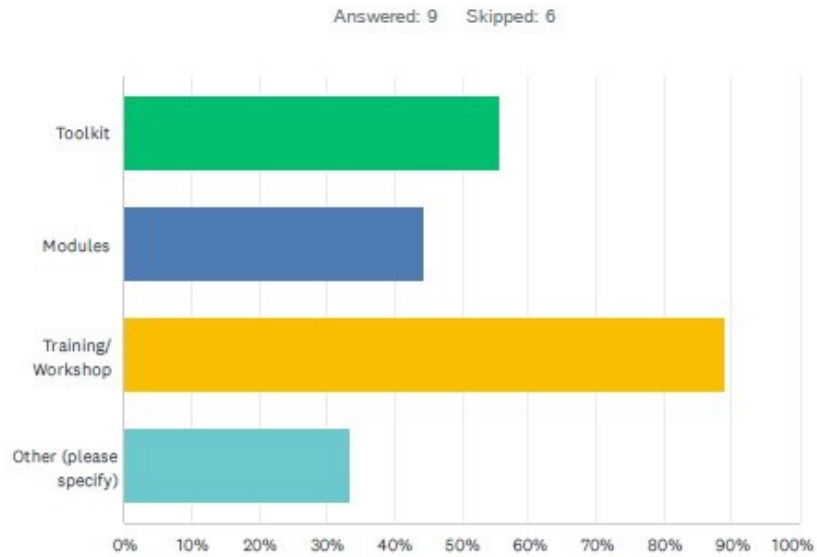
Methodologies

While exploring the key methodologies used by the sector, the below table illustrates the features:

ANSWER CHOICES	RESPONSES	
Critical thinking	60.00%	6
Story telling	30.00%	3
Research	30.00%	3
Debate	40.00%	4
Campaign	40.00%	4
Networking	60.00%	6
Advocacy	60.00%	6
Other (please specify)	10.00%	1
Total Respondents: 10		

Resources offered

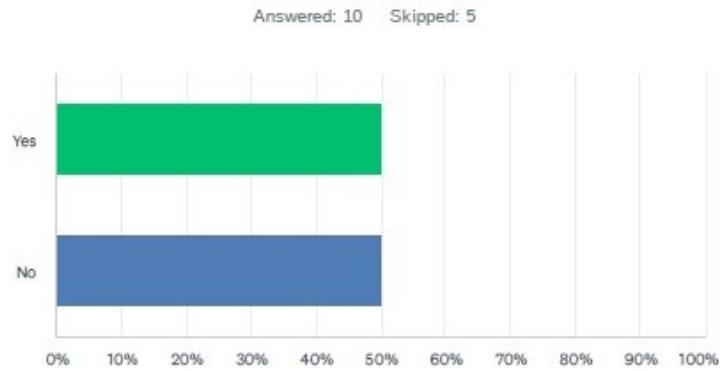
The below graph and table show the resources the organisations offer:



ANSWER CHOICES	RESPONSES	
Toolkit	55.56%	5
Modules	44.44%	4
Training/ Workshop	88.89%	8
Other (please specify)	33.33%	3
Total Respondents: 9		

Working with persons with disabilities

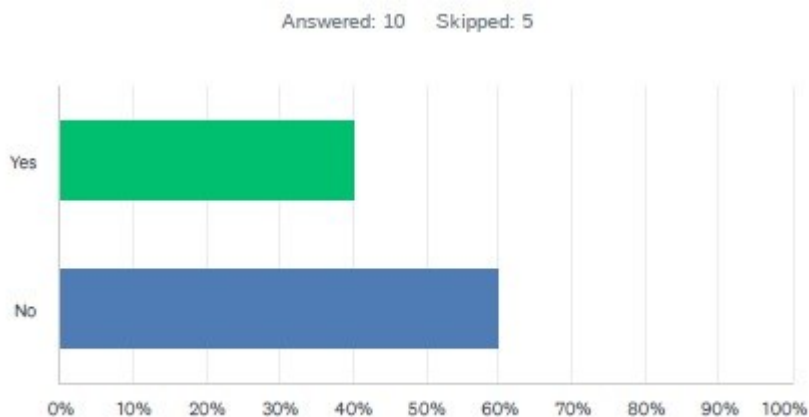
Fifty per cent of the organisations took part in the mapping identified their DE/GCE work involves persons with disabilities



ANSWER CHOICES	RESPONSES	
Yes	50.00%	5
No	50.00%	5
TOTAL		10

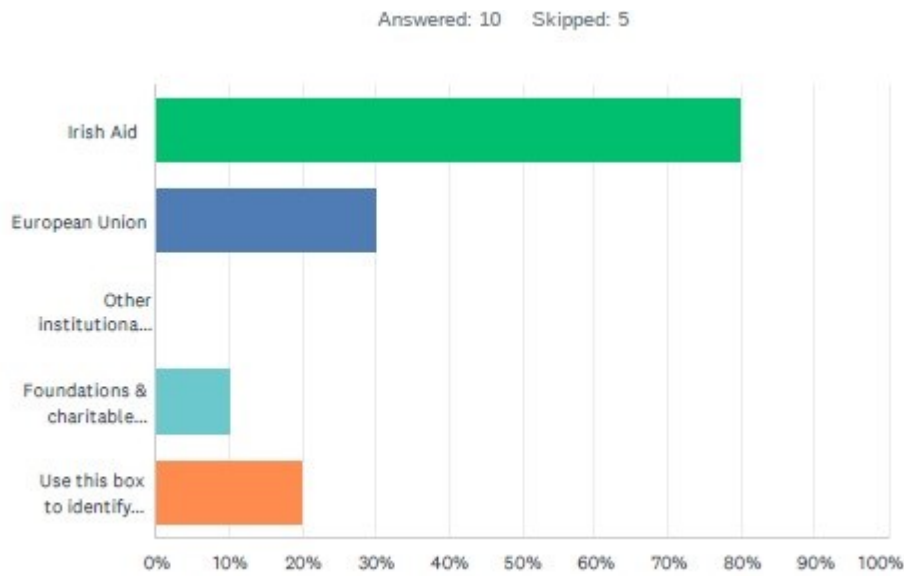
Working with OPDs

While inquired if their organisations work alongside the organisations of persons with disabilities, the below graph illustrates the status:



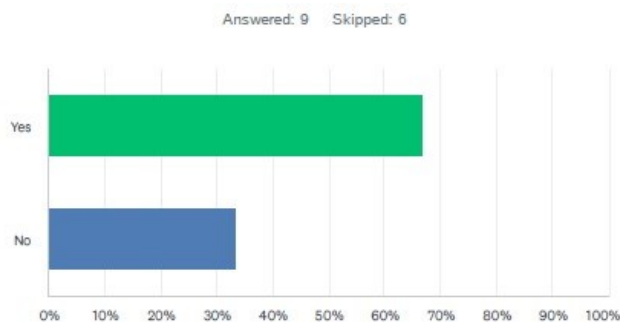
Sources of funding

The organisation indicated they have a diverse source of funding to implement their DE/GCE work, while a majority depend on Irish Aid funding. The graph below illustrates the status:



Disability inclusion in the organisation

Participants were asked if their organisations had strategies/ policies /guidelines towards achieving disability inclusion in position. A good number of the respondents had affirmative responses, which the below graph illustrates:



ANSWER CHOICES	RESPONSES	
Yes	66.67%	6
No	33.33%	3
TOTAL		9

Disability focal person

The table below indicates the majority of the respondent organisations did not appoint disability focal points in their organisation, while a few does appoint one to lead the agenda in their respective organisations.

ANSWER CHOICES	RESPONSES	
Yes	22.22%	2
No	77.78%	7
TOTAL		9

However, while inquired the frequency of the staff engaging with the disability focal points, the below table shows that this is not regularly practiced even in the organisations with disability focal persons appointed.

ANSWER CHOICES	RESPONSES	
Weekly	0.00%	0
Fortnightly	0.00%	0
Monthly	12.50%	1
Other (please specify)	87.50%	7
TOTAL		8

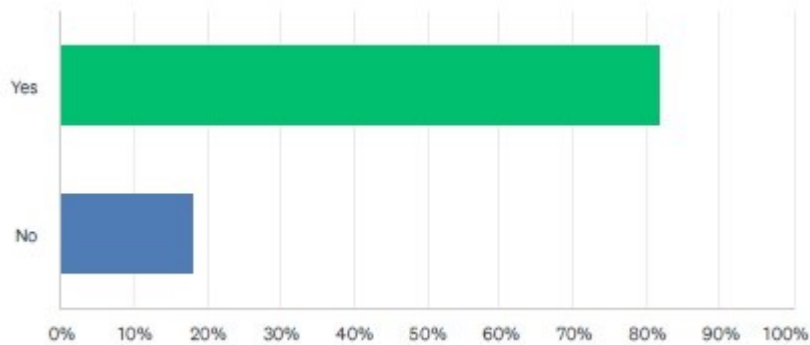
Disability training

A good number of participants have attended disability training, while about 40% did not attend any training.

ANSWER CHOICES	RESPONSES	
Yes	60.00%	6
No	40.00%	4
TOTAL		10

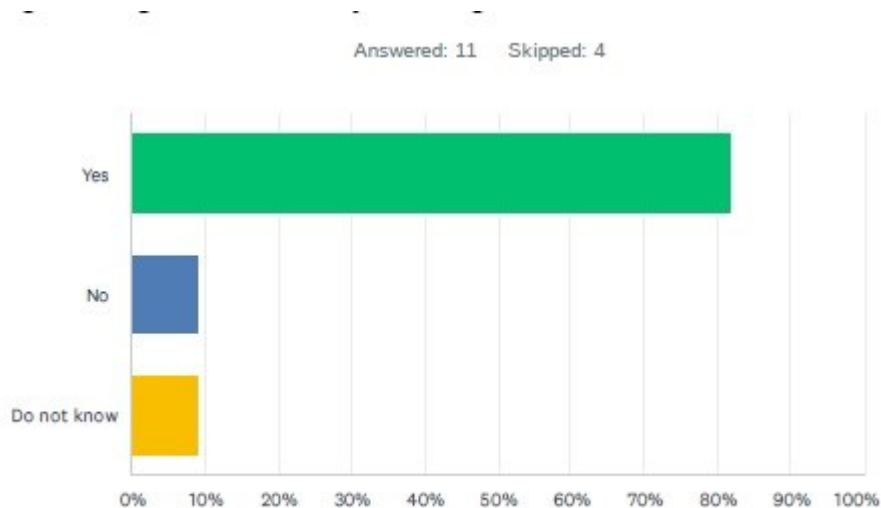
Familiarity with Human Rights of persons with disabilities

Participants were asked if they were familiar with the United Nations Convention on the Rights of Persons with Disabilities (CRPD). The graph below illustrates a positive feature in this respect, which a few mentioned they were not aware of such instrument.



Use of Human Rights Framework in DE/GCE

According to the Article 24 of CRPD, making education, including development education and lifelong learning inclusive and accessible is a legal obligation. Participants were asked if their respective organisations relate to this idea. The below illustration shows the result:



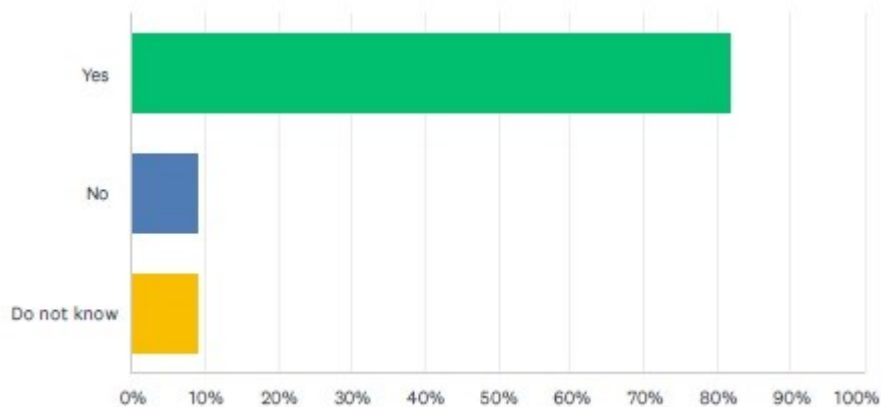
Data disaggregation

The participants were asked if their programmes' data disaggregated by disability. Fifty per cent of the respondents replied non existence of such practice in their respective organisations:

ANSWER CHOICES	RESPONSES	
Yes	41.67%	5
No	50.00%	6
Do not know	8.33%	1
TOTAL		12

Climate action

The participants were asked if their organisations actively promote climate action. A majority made affirmative response indicating climate action as a prominent area of engagement of the organisations. The below graph presents more than 80% organisations active in climate action.

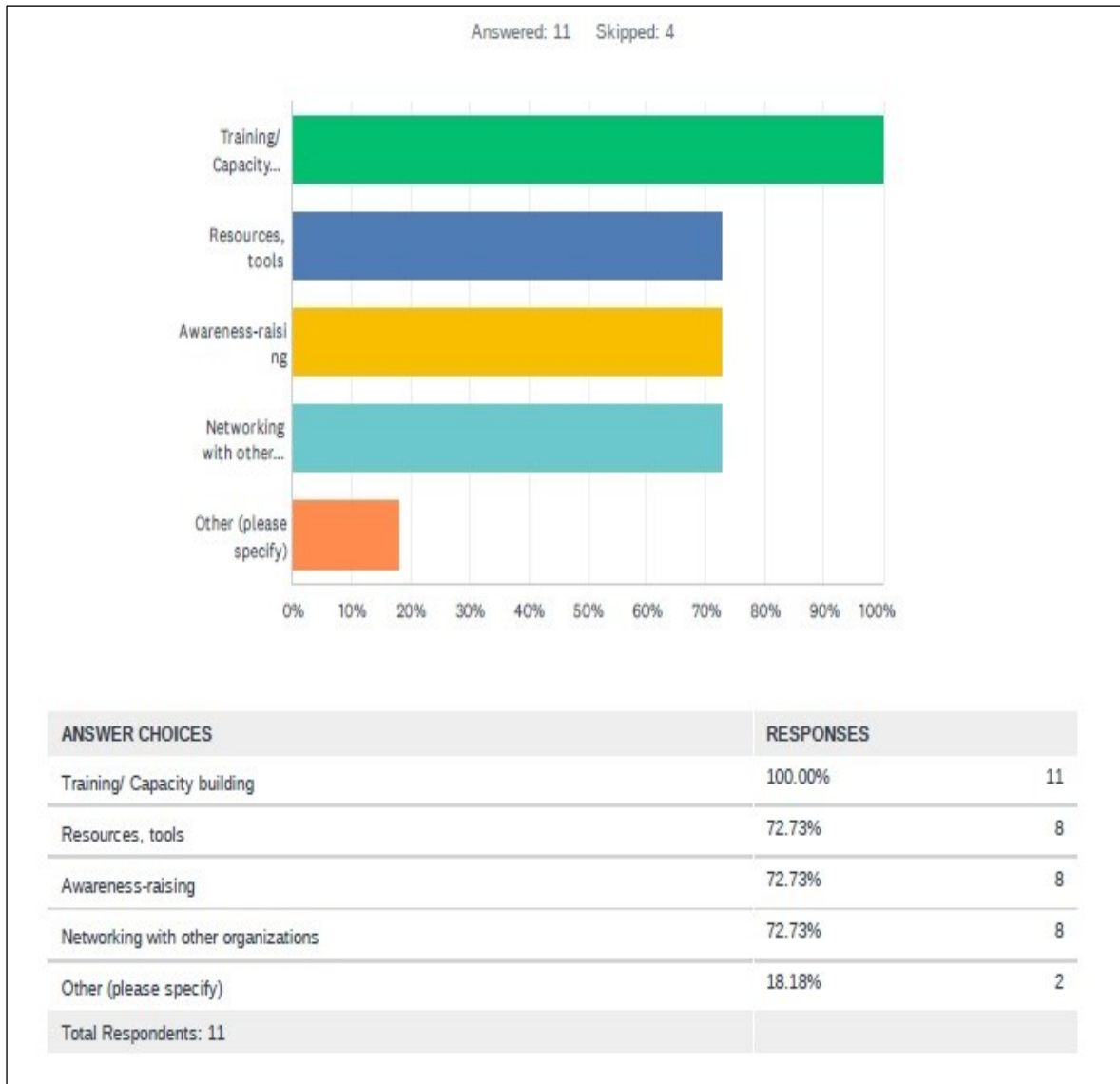


Initiatives for disability inclusion in climate action

While asked what the organisations are currently doing to involve people with disabilities in climate actions and what are they doing to help people with disabilities get included in the agenda, the majority did not mention any specific initiative.

Future support needs

Participants were asked what support could help their organisations include persons with disabilities and their organisations into DE/GCE in the future. All of them identified training or capacity building as their main needs followed by resources, awareness-raising and networking.



Annexes:

CONSENT FORM

CBM Ireland
Mapping on Disability Inclusion in Development Education/Global Citizenship
Education in Ireland

Thank you for contributing to the mapping by agreeing to participate in this online survey!

Please read and sign this form at the end to participate in this mapping.

Dear participant,

Thank you for filling out this survey on disability inclusion in Ireland's development education (DE)/ global citizenship education (GCE) sector. We are inviting you to participate in our first mapping and we wish to carry out such mapping of the sector on a regular basis to identify the strengths and gaps and inform the sector about the progress we are making together.

CBM Ireland is a member of CBM Global Disability Inclusion – a dual mandate organisation active both in development and humanitarian contexts in the Global South. We promote Development Education, which we would progressively call Global Citizenship Education to support the paradigm shift on this agenda.

Purpose: To map out the state of disability inclusion especially the inclusion of persons with disabilities and their organisations (OPDs) into the current development education/ global citizenship education practices in Ireland. This mapping exercise will help create an overview of inclusive practices within the sector.

Why you: You are the key contact for your organisation regarding DE/GCE.

What it entails? We gratefully ask you to fill out an initial online survey covering your knowledge of development education / global citizenship education in Ireland, your experiences of disability inclusion as a DE/GCE facilitator.

After this initial survey there will be the option of participating in an approximately 30 minutes to an hour interview at a time of your convenience, ideally using Zoom or Teams. We will speak more freely and deeply about the topics covered in the survey, and you have the opportunity to share your stories and experiences. You have a right to withdraw your participation at any stage of the interview or choose not to answer certain questions.

If you are willing to participate, please read and sign the consent form on the following page. Please email me (mahbukabir@cbm.ie) with a signed copy to set up a time for the interview.

I look forward to hearing from you. Should you have any further questions before choosing to participate, please do not hesitate to contact me.

Warm regards,
Mahbub Kabir
Advocacy and Inclusion Advisory Manager
CBM Ireland

I understand and agree to the following:

- ✓ This mapping is carried out by Mahbub Kabir, CBM Ireland.
- ✓ The choice to participate in this survey is entirely voluntary, and I have the right to withdraw from the process at any time should I change my mind. In this case, all my personal data shall be destroyed.
- ✓ My participation will be kept confidential and anonymous, and no identifying characteristics will be included in the final research. Any quotes used will be entirely anonymous, and my identity will be protected and kept confidential throughout the process. The information used in the final paper will not include identifying characteristics leading to the discovery of my person.
- ✓ I will be asked to fill out an online survey, after which I may choose to participate in an interview with the researcher for approximately 30 minutes to an hour.
- ✓ Participation is entirely voluntary, and I may choose to only fill out the survey and not participate in an interview.

- ✓ Interviews (if you are attending) will be conducted online. Upon request, accessibility needs may be accommodated (such as closed captioning, interpretation, presence of personal assistant or the likes). Accessibility needs may be disclosed at the end of this document.
- ✓ All interviews will be recorded. These recordings will be accessible only by the researcher.
- ✓ The results will be published by the researcher in the form of a Report and may be used to f other forms of publication in the future.
- ✓ There are no anticipated risks or negative consequences envisaged or participants taking part. No penalties for non-participation apply.
- ✓ I have been provided with an information sheet about what the research entails.
- ✓ I may contact the researcher at any point should I have concerns or questions regarding my participation in this study.

Thank you for taking the time to read through this consent form. Should you have further questions, do not hesitate to reach me by email mahbubkabir@cbm.ie

"I have read and understood the information provided in this Information Sheet and Consent Form and agree to voluntarily participate in this research."

Signed (participant): _____

Date:

Signed (companion/assistant): _____

Date:

Accessibility requirements:

To participate in this interview, I will need the assistance of

Please sign this form if you wish to participate and email the signed document to me to set up a time mahbubkabir@cbm.ie :

Participant: _____

Assistant: _____

Date: _____

Principal Investigator:

Mahbub Kabir

Email: mahbubkabar@cbm.ie

Phone: 0868625841

Address: CBM Ireland, 176 Ivy Exchange, Granby Place, Dublin 1

OPD Facilitator:

Peters Kearns

Independent Living Movement Ireland (ILMI)

Questionnaire

Section I: Organisation and Respondents

1. Name of the organisation (Box)
2. Your name and role/position in the organisation (Box)
3. Email address: (Box)
4. Would you be interested in participating in an interview? (Yes/No)
5. If you are interested, please indicate a date and time (Box)
6. What is/are the main focus area(s) of your organisation (Tick all applicable boxes)
 - Humanitarian
 - Development Cooperation
 - Education
 - Climate Action
 - Development Education/ Global Citizenship Education
 - Advocacy
 - Volunteering
 - Other: _____
7. Briefly describe the core aims, objectives and activities of your organisation:
8. Please describe the underlying values of your organisation:

Section II: About your DE/GCE programme

9. What is the key objective of your DE/GCE programme? (Box)
10. Does your organisation have a DE/GCE strategy? Yes/no
11. If yes, what are the strategic priorities of the strategy?
12. Is disability identified as an issue? Y/N
13. Your work location: Where do you work? Ireland, NI, Europe, Other...
14. Your constituency/ies: Who do you work with? Multiple choice: Primary Schools/Education, Post Primary, Adult and Community Education, Youth,
15. What do you offer to the educators?
 - CPD
 - Other training (specify),
 - Resources books, Guidelines/Tools, training materials
 - Workshops
 - Inclusion training and resources
 - Disability inclusion training and resources
 - Research support
 - Accessibility support and resources
 - Others (specify)
16. What are your thematic focus/es?
 - Inequality,
 - Youth engagement
 - Climate change, Environment, Bio Diversity,
 - Human rights,
 - Education,
 - Women and Girl rights,
 - Others (specify)
17. What key methodologies do you apply?
 - Critical thinking
 - Story telling
 - Research
 - Debate
 - Campaign
 - Networking
 - Advocacy
 - Others (specify)
18. What GCE resources do you offer?
 - Toolkit,
 - Modules
 - Training/ Workshop

- Others (specify)

19. Is working with persons with disabilities a common practice of your DE/GCE programme?

20. Do you work alongside the organisations of persons with disabilities (OPDs/DPOs)

21. What is the nature of your work with the OPDs/DPOs?...(box)

22. Please identify the sources of funding of your DE/GCE programme.

Irish Aid

European Union

Other institutional funding from national governments (name sources):

Foundations & charitable trusts (name sources):

Other (please specify): _____

23. In which regions* do you carry out your DE/GCE work? (multiple choice)

Ireland only

Europe

Other...please specify)

Section III: Disability Inclusion in the Organisation

24. Does your Organisation have strategies/Policies/Guidelines towards achieving disability inclusion in position?

Yes

No

25. Does your organisation appoint an inclusion/ disability focal person?

Yes

No

26. How often do you engage with the disability/ inclusion focal points to discuss/plan your GCE/DE work?

Weekly, fortnightly, monthly, other

27. Have you/ any of your colleagues have participated in disability equality/inclusion training?

28. If some of your staff has participated in training, what results came out of this training/learning activity?

Section IV: Programme and Advocacy

29. Are you familiar with the United Nations Convention on the Rights of Persons with Disabilities?

- Yes
- No

30. According to the Article 24 of UNCRPD, making education, including development education and lifelong learning inclusive and accessible is a legal obligation. Does your organisation relate to this idea?

Yes
No
Do not know

31. Is your programmes' data disaggregated by disability?

Yes,
No
Do not know

Climate Change in GCE:

32. Does your DE/GCE work actively promote climate action? Yes/No/Do not know

33. What is your organization doing to involve people with disabilities in climate actions? What are you doing to help people with disabilities get included in the agenda?

Box

Section V: Conclusion

34. What support do you think could help your organization include persons with disabilities and their organisations into DE/GCE in the future?

- Training/ Capacity building,
- Resources, tools
- Awareness-raising,
- Networking with other organizations,
- Others (specify)