



# Global Disability Summit Inclusive Education Thematic Workshop: Relevant Shared Links & Resources

## Event materials

- Event information, details, and materials: <https://bit.ly/GDS-IE>
- Watch the event: <https://bit.ly/Watch-GDS-IE>
- Speaker bios: <https://bit.ly/GDS-IE-Speakers>
- Event evaluation form: <https://bit.ly/GDSIE-Eval>
- Social Media Toolkit: <https://bit.ly/GDSIE-Social-Media>
- [Event Slides \(PDF\)](#) | [Event Slides \(PowerPoint\)](#)
- Event Transcript: <https://www.streamtext.net/player?event=GDS-2022>
- All are invited to join the Inclusive Education & Early Childhood Community of Practice: <https://bit.ly/JoinIECOP>

## Links shared by speakers or related to their topics of discussion

- Global Disability Summit (GDS) 2022
  - Register and learn more about GDS taking place February 16-17, 2022, including the February 14th GDS Youth Summit and February 15th GDS Civil Society Forum: <https://www.globaldisabilitysummit.org>
  - Speaker nominations for the GDS are due January 21, 2022: <https://www.globaldisabilitysummit.org/blogs/nominate-civil-society-speakers-for-the-global-disability-summit-2022-gds22-and-civil-society-forum-2022>
  - Please submit GDS commitments by January 26, 2022: <https://www.globaldisabilitysummit.org/pages/submit-or-update-a-commitment>
  - <https://soovandookhoo.com/about/>
- Josh Josa, USAID
  - USAID UDL Toolkit: <https://www.edu-links.org/events/universal-design-learning-help-all-children-read-disabilities-toolkit-training>
  - If you are interested in bringing your passion for building and sharing knowledge and evidence of what works, consider joining USAID's Leading Through Learning Global Platform:



<https://www.edu-links.org/about/global-engagement/leading-through-learning-global-platform-global-structure>

- Learn more about what USAID is doing in disability-inclusive education with the USAID Education Fiscal Year 2020 Data Brief:  
<https://www.edu-links.org/resources/advancing-disability-inclusive-education>
- Charlotte McClain-Nhlapo, World Bank Group
  - Criteria for the World Bank's Disability Inclusive Investment Project Financing (IPF) in Education (Guidance Note):  
<https://documents1.worldbank.org/curated/en/712711627321467972/pdf/Criteria-for-the-World-Bank-s-Disability-Inclusive-Investment-Project-Financing-IPF-in-Education.pdf>
  - Inclusive Education Resource Guide:  
<https://documents1.worldbank.org/curated/en/798681600707797522/pdf/Inclusive-Education-Resource-Guide-Ensuring-Inclusion-and-Equity-in-Education.pdf>
  - Pivoting to Inclusion Issues Paper:  
<https://www.inclusive-education-initiative.org/knowledge-repository/pivoting-inclusion-leveraging-lessons-covid-19-crisis-learners-disabilities-0>
  - Survey Report:  
[https://www.inclusive-education-initiative.org/sites/iei/files/2021-09/Inclusive%20Education%20Initiative%20%28IEI%29%20Survey%20Report\\_09152021.pdf](https://www.inclusive-education-initiative.org/sites/iei/files/2021-09/Inclusive%20Education%20Initiative%20%28IEI%29%20Survey%20Report_09152021.pdf)
  - Learn more about the Inclusive Education Initiative (IEI), a multi-donor trust fund overseen by the World Bank, at: <https://www.inclusive-education-initiative.org>
  - Join the IEI list to receive monthly newsletters:  
<https://worldbank.us4.list-manage.com/subscribe?u=850c4016c377e666210758887&id=30117c3e53>
  - Join the IEI LinkedIn Community of Practice:  
<https://www.linkedin.com/groups/12356130/>
- Alexandra Matei, World Vision Syria Response:
  - To learn more about No Lost Generation, please see:  
<https://www.nolostgeneration.org/>
  - The report previewed at this event will be available here:  
<https://www.wvi.org/emergencies/syria-crisis-response> (launching for the Global Disability Summit in February 2022)
  - More information on the work of World Vision for children with disabilities as part of All Children Reading can be found here:  
<https://allchildrenreading.org/children-with-disabilities/>



- Dr. Ernestine NGO MEHLA, Association d'Aide à l'Education de l'Enfant Handicapé (AAEEH)
  - More information on AAEEH: <https://aaeeh.fr/>
  - Current work of AAEEH: <https://aaeeh.fr/notre-action/>
  - COVID-19 and Continued learning for students with disabilities: Report of an international survey (French and English):  
<https://aaeeh.fr/rapport-de-lenquete-covid19-continuete-pedagogique-et-handicap/>

### Links shared by participants

- If you would like to know more about how to make education more inclusive, you can find more information and examples in the following resources:  
<https://reliefweb.int/report/world/global-education-monitoring-report-2020-inclusion-and-education-all-means-all>
- For more information about Universal Design for Learning (UDL), please see:  
<https://www.internationaldisabilityalliance.org/content/universal-design-learning-udl-and-its-role-ensuring-access-inclusive-education-all-technical>
- <https://en.unesco.org/themes/ethics-science-and-technology/bioethics-and-human-rights>
- Review of UDL practices in LMICs from CBM and UCT:  
[https://www.cbm.org/fileadmin/user\\_upload/UDL\\_review\\_report\\_2021.pdf](https://www.cbm.org/fileadmin/user_upload/UDL_review_report_2021.pdf)
- UNICEF's report from November on children with disabilities worldwide:  
<https://www.unicef.org/press-releases/nearly-240-million-children-disabilities-around-world-unicefs-most-comprehensive>
- You can read Humanity & Inclusion's NEW publication on ICT use for disability-inclusive education here: <https://bit.ly/3EUbWed>
  - This factsheet addresses the challenges and conditions needed for an effective and equitable use of ICT to achieve disability-inclusive education.
- Community engagement, involvement of organization of persons with disabilities (OPDs), early identification and early intervention are essential ingredients for successful inclusion in addition to teacher education. For those interested in a participatory Training Guide in inclusive education (IE), please see CBM's Training in IE guide:  
[https://www.cbm.org/fileadmin/user\\_upload/Inclusive\\_Education\\_Training\\_Guide\\_Accessible.pdf](https://www.cbm.org/fileadmin/user_upload/Inclusive_Education_Training_Guide_Accessible.pdf)



- Resource from Save the Children in Albania on tools for budget allocation for the education of persons with disabilities:  
[https://resourcecentre.savethechildren.net/pdf/analiza\\_e\\_buxhetit\\_anglisht.pdf/](https://resourcecentre.savethechildren.net/pdf/analiza_e_buxhetit_anglisht.pdf/)
- <https://www.eenet.org.uk/teachers-are-adult-learners-not-machines/>
- Bookshare, an online accessible library: [www.bookshare.org](http://www.bookshare.org)
- Free to use math app, to access visual information by audio:  
<https://www.visio.org/en-gb/professional/expertise/onderzoeken/digitale-ontwikkelingen-innovaties/sensemata>
- UN Committee on the Rights of Persons with Disabilities (CRPD):  
<https://www.ohchr.org/en/hrbodies/crpd/pages/gc.aspx>
- UNESCO Inclusive Policy Lab: <https://en.unesco.org/inclusivepolicylab/>
- INEE Inclusive Education Task Team: <https://inee.org/task-teams/inclusive-education>
- For studying approaches to inclusive education: <https://icevi.org/educator/>
- About UDL: <https://www.cast.org/impact/universal-design-for-learning-udl>
- Recent video publication by Open Society Initiative for Eastern Africa on how inclusive education benefits all children: <https://fb.watch/aFg7bJnpAE/>
- Leave No Child Behind: Invest in the Early Years Global Report:  
<https://www.light-for-the-world.org/publications/leave-no-child-behind-invest-in-the-early-years/>