

**CBM is an international Christian development organisation, committed to improving the quality of life for persons with disabilities in the poorest countries of the world. CBM addresses poverty both as a cause and as a consequence of disability, and works in partnership to create an inclusive society for all.**



**CBM's approach  
to Inclusive Education**

CBM believes that all children, including girls and boys with disability, have the right to be in school. Supporting and advocating for quality inclusive education, CBM takes a human rights approach to disability and inclusive development.

This approach is based on the UN Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), and reflected in the Agenda 2030 for Sustainable Development (2015, SDG 4) as well as the Sendai Framework for Disaster Risk Reduction (2015).

**'CBM supports and advocates for inclusive education as the most appropriate option for learners with a disability. This approach requires specialist support, is often linked with inclusive education resource facilities and requires development of local skills and capacity.'** (CBM GPS 2013-2018).

### **CBM promotes the following Inclusive Education principles:**

**1 All children should have the choice to attend their local school.**

**2 Ensuring that the needs of all children in the community are addressed.**

**3 Inclusion begins at birth. Early access to health and early childhood education and development services are essential to promote the full rights and potential of girls and boys with disability.**

**4 Systemic changes need to be adopted in order that all learners have equal opportunity in achieving their goals.**

**5 Teachers and support staff must be trained and equipped to use child-centred and diverse teaching and learning methods reflecting a universal design for learning.**

**6 Inclusion requires understanding and active participation of children, care givers, school staff, DPO's, health care workers, community, and government.**

**7 Transition from special to Inclusive Education is a long process and complementary specialist support or assistance may be needed for some individuals.**

**8 Promotion of positive attitudes towards girls and boys with disability and their families is required to reduce barriers.**

**9 Schools and learning materials must be accessible to all learners.**

**10 Children's opportunities to develop their full potential are best created through community based services which work in synergy.**

CBM works in partnership with governments and stakeholders at local, national and international levels to achieve Inclusive Education for all.