



**Global Education First Initiative**

The UN Secretary-General's Global Initiative on Education

# # DrawDisability Guidelines for Teachers



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These guidelines are specifically designed for all teachers around the world who have the interest in joining the **#DrawDisability** campaign to bring disability advocacy forward.

Details about the campaign can be found at [www.globi-observatory.org/DrawDisability](http://www.globi-observatory.org/DrawDisability).

## The guidelines are divided into two parts.

**The first part** explores the definition of disability and several important issues related to disability.

**The second part** presents a set of activities that teachers can use in their classrooms. These activities are suggestions; teachers are invited to use their own creativity, innovation, and contexts in educating their students about disability. Teachers are also encouraged to make these exercises as inclusive as possible for all their students, including those with disabilities.

The final activity invites students to share their understanding of disability by drawing how they see Persons with Disabilities (PWD) in their communities. The perspectives of children and youth may highlight struggles, challenges as well as accomplishments and successes PWD have encountered and achieved in their communities. Drawings will show their understanding and feelings towards disability and related issues, such as diversity, accessibility, inclusion and discrimination.

## How to submit the drawings?

Via on-line submission form: [www.globi-observatory.org/DrawDisability](http://www.globi-observatory.org/DrawDisability)

Via email: [drawdisability@globi-observatory.org](mailto:drawdisability@globi-observatory.org)

Via postal system: GLOBI, Via Pietro Cossa 280/10, 10151 Torino, Italy

Format of drawings: A4 paper (or 8.5' X 11" sized paper) and any coloring medium with the following information – title of the artwork with a 3-5-sentence description; teacher's or parent's contact details; name, age, sex, country, city, school, and class of the author.

Types of submission: scanned images of the drawings; digital pictures of the drawings using digital cameras or smartphones; original drawings can be sent using the traditional postal system to GLOBI for upload.

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# PART 1

## UNDERSTANDING DISABILITY

### What is Disability?

Disability is a complex concept: numerous cultural, historical, legal, social, and philosophical factors influence its interpretation. Its meaning changes according to the context in which it is used; for instance, different disability advocates and organizations may have different definitions of disability.

The **Preamble of the Convention on the Rights of Persons with Disabilities (CRPD)** states that:

Disability is an evolving concept and [...] 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 **World Health Organization (WHO)** provides the following definition:

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers.



# UNDERSTANDING DISABILITY

## Who are Persons with Disabilities?

**Article 1 of the CRPD** states 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 others.

**UN Enable** also underlines that:

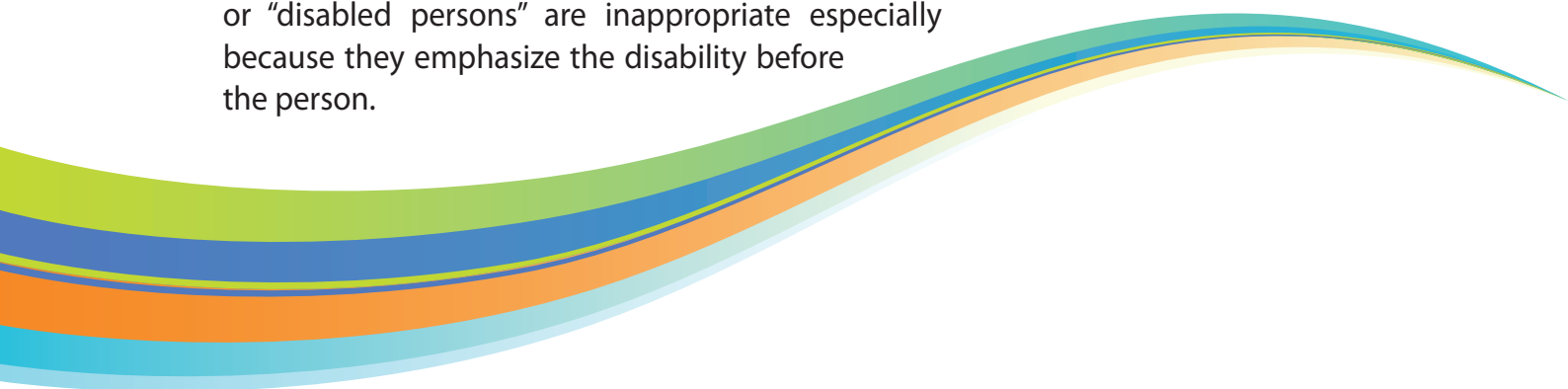
A person with disabilities may be regarded as a person with a disability in one society or setting, but not in another, depending on the role that the person is assumed to take in his or her community. The perception and reality of disability also depend on the technologies, assistance and services available, as well as on cultural considerations.

**UNESCO** estimates that:

Worldwide more than one billion people, almost 15% of the world's population, live with some form of physical or mental disability. There is a lack of concrete data showing the true scale of disabilities worldwide. One estimate is that 93 million children under age 14 live with a moderate or severe disability. (EFA Global Monitoring Report 2013/2014)

## Social Inclusion of Persons with Disabilities

In most parts of the world there are negative stereotypes and prejudice against persons with certain conditions and differences. These attitudes themselves shape who is considered to be a person with a disability, they also contribute to a negative image of persons with disabilities. Language used to refer to persons with disabilities has played an important role in negative stereotyping. Terms such as "crippled", "mentally retarded", "wheelchair-bound", or "disabled persons" are inappropriate especially because they emphasize the disability before the person.





## UNDERSTANDING DISABILITY

The **Disability Movement** highlights that it is society that disables a person, and not his or her impairment. For example:

- A person in a wheelchair might have difficulties being gainfully employed, not because of his or her condition, but because there are barriers in the workplace which do not allow him or her to have access.
- A child with an intellectual disability might have difficulties going to school due to the attitudes of teachers, school boards and parents who are unable to adapt to students with different learning capacities.
- In a society where corrective lenses are available for someone with extreme myopia (nearsightedness), this person would not be considered to have a disability. However, someone with the same condition in a society where corrective lenses were not available would be considered to have a disability, especially if the level of vision prevented the person from performing certain tasks such as shepherding, sewing, or farming.

### Children with Disabilities have the Right to Education

Education is a fundamental human right and essential for the attainment of all other human rights. It should thus be made available to all persons with no discrimination. However, today still, there are 58 million children who do not have access to education. Vulnerable and marginalized groups, including children with disabilities, are often excluded from equal opportunities to access quality education.

## PART 2

# CREATING A GLOBAL ART PROJECT

### Activity 1: Let's Understand Disability! (1-2 hours)

1. The teacher shows photos of children with disabilities (see Annex 1) in class. He or she raises the following questions to spark a discussion:
  - a. What do you see in the photos?
  - b. What do you think the children in the photos are doing?
  - c. Why does he or she use wheelchair, cane, etc.?

The teacher keeps on raising critical and thought-provoking questions until the concept of disability is brought into the discussion.

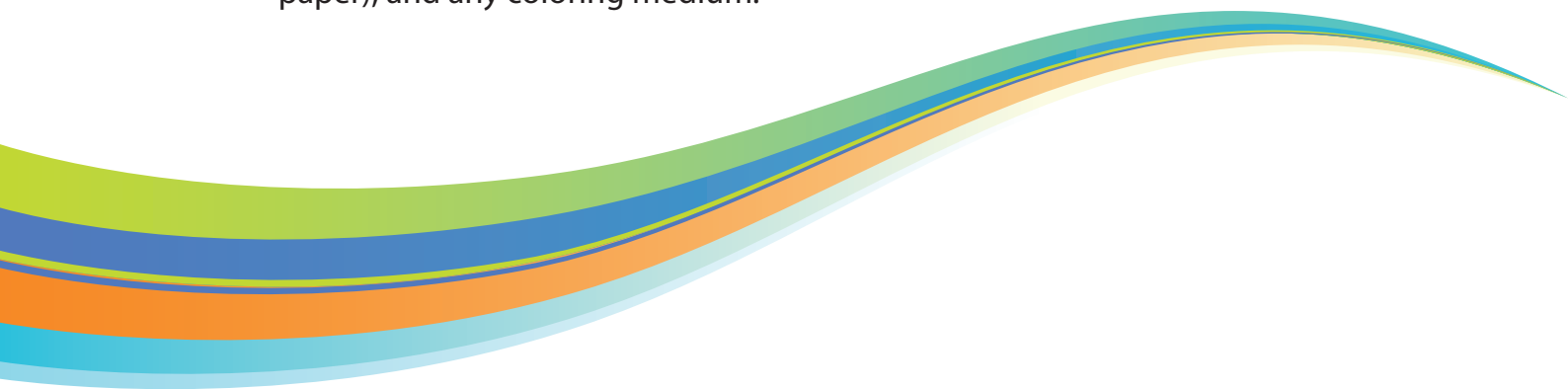
2. Using the pictures, the teacher asks students to share their definitions or thoughts on disability. He or she encourages the students to reflect on the concept of diversity, seen as a value rather than a barrier. The teacher summarizes the answers from the class by highlighting one simple definition of disability.
3. The teacher introduces an activity which aims to allow the class to experience different types of disability that they see in their community. This is a simulation activity performed in groups (see Annex 2). Its purpose is to let children explore the different disabilities and realize that **disability can be both 'seen' and 'unseen'**. After the simulation, the teacher spends 15 minutes brainstorming with the students, and reflecting on the purpose of the activity. The teacher should expect responses from the children like 'We enjoyed doing it'. He or she then invites the student to reflect on the long term impact that certain impairments would have on their lives.
4. A question is raised in class: **how do we create an inclusive and welcoming learning environment for all children, with and without disabilities?** The teacher collects responses from the class. He or she then presents some of the critical points regarding the social inclusion of Persons with Disabilities (See Part 1: «Understanding disability»).





# CREATING A GLOBAL ART PROJECT

## Activity 2: Let's #DrawDisability! (1-2 hours)

1. The teacher introduces the **#DrawDisability** initiative. He or she explains to the students that they are participating in a global art project, along with many other children around the world. The teacher motivates students to take part because their drawings could change the life and childhood of many children with disabilities around the world. The students shall know why this campaign is important and how they will influence the change of stereotypes and attitudes. Art is presented as a narrative tool for social change.
  2. The students are encouraged to **#DrawDisability**. Drawings will show their understanding and feelings towards disability and related issues, such as diversity, accessibility, inclusion and discrimination. The perspectives of children and youth may highlight struggles, challenges as well as accomplishments and successes PWD have encountered and achieved in their communities. The teacher raises particular awareness on “invisible disabilities”, and helps the student in finding creative ways to portray the whole spectrum of disabilities, impairments and conditions (e.g. hearing impairments, intellectual disabilities, etc.).
  3. Students are invited to use an A4 paper (or 8.5' X 11" sized paper), and any coloring medium.
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## Further information



- **Convention on the Rights of Persons with Disabilities:**  
<http://www.un.org/disabilities/default.asp?navid=12&pid=150>
  - **UN Enable – What is Disability:**  
<http://www.un.org/esa/socdev/enable/convinfofaq.htm>
  - **UNESCO – 2014 Education for All Global Action Week**  
“Equal Right, Equal Opportunity: Education and Disability”:  
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/advocacy/global-action-week>
  - **WHO – Disabilities:**  
<http://www.who.int/topics/disabilities/en/>
- 

## Annex 1: photos



©UNICEF/UGDA2012-00147/PROSCOVIA NAKIBUUKA  
**UGANDA, 2012**

Children from the Ntinda School of the Deaf, Kampala, Uganda. The school opened in 1974 and has classes running from Primary one to Primary seven. All the students are deaf, and 20 children are both deaf and blind.



## Annex 1 : continued



© UNICEF/NYHQ2012-1024/GIACOMO PIROZZI  
**TUNISIA, 2012**

A 17-year-old student who has an intellectual disability uses a computer at Assanad, a centre for children with disabilities, in Tunis. A social worker helps him. Assanad, which means 'support' in Arabic, is run by the Institution of the Ministry of Social Affairs. UNICEF supports the training of the centre's staff and social workers.

## Annex 1: continued



© UNICEF/NYHQ2012-1029/GIACOMO PIROZZI  
TUNISIA, 2012

A girl who has Down's syndrome plays with building blocks at a centre for children with disabilities, in the village of El Alia, in the northern Bizerte Governorate. The centre is run by the Association de Protection des Handicapés (Association for the Protection of Persons with Disabilities) with UNICEF support.



## Annex 1: continued



© UNICEF/BANA2012-01443/AHSAN KHAN  
BANGLADESH, 2012

A child with autism practices coloring in class at the Autism Welfare Foundation in Dhaka.

## Annex 1: continued



© UNICEF/VIETNAM/2012/EHRIN MACKSEY  
**VIETNAM, 2012**

Children attend a vocational class making beaded necklaces at the Centre supporting the Development of Inclusive Education for Children with Disabilities, located in the Nguyen Dinh Chieu boarding School's compound in Da Nang Vietnam. Two of them have intellectual and learning disabilities and one is partially blind.



## Annex 1: continued



© UNICEF/BANA2013-00557/AHSAN KHAN  
BANGLADESH, 2013

Students dance in a school in Tikatoli, Dhaka. One of these children cannot communicate verbally. The activity helps all students to communicate through their bodies.



## Annex 1: continued



© UNICEF/ZAMA2011-0126/CHRISTINE NESBITT  
**ZAMBIA, 2011**

A man sits with his daughter with physical disability at home in Kantaramba village, located in Kaputa district in Zambia's Northern Province. She cannot feed herself, walk or do any of the other daily activities that her twin sister can do.



## Annex 1: continued



© UNICEF/NYHQ2004-0793/DONNA DECESARE  
**COLOMBIA, 2004**

Two friends sit together at poolside during a weekend retreat for children with disabilities, run by the NGO CIREC (the Colombian Integral Rehabilitation Centre), outside Bogotá, the capital. The girl in the picture lost one foot when her younger cousin brought a grenade home, not knowing its danger. The boy in the picture left home at 11 and was rescued from the streets. He says he was born without one foot, but social workers suspect it was amputated following a war-related injury.



## Annex 1: continued



© UNICEF/NYHQ2007-0745/SHEHZAD NOORANI  
**SYRIAN ARAB REPUBLIC, 2007**

After morning assembly, children, including a boy on crutches, file into their classroom at Khamdan Khadek Government Primary School in the village of Al Hol in the north-eastern Hsakeh Governate. Palestinian Iraqi children, who live at a nearby refugee camp, attend the school together with local Syrian children.



## Annex 1: continued



© UNICEF/BANA2007-00655/NASER SIDDIQUE  
**BANGLADESH, 2008**

Students play at the Center for Rehabilitation of paralyzed (CRP), a school for children with disabilities in Bangladesh.

## Annex 1: continued



© UNICEF/NYHQ2011-1152/Kate Holt  
**SERBIA**

Two students hold up drawings in their nursery school in Novi Sad, capital of Vojvodina Province. One of them was born with hearing problems, and is the only student with special needs in his class. His nursery school is one of the first to accept children with disabilities as part of a new law integrating disabled children into regular schools.



## Annex 1: continued



© UNICEF/NYHQ2012-1781/BRIAN SOKOL  
**MONGOLIA, 2012**

Moments after being vaccinated against measles and rubella, a 9-year-old girl smiles as her 16-year-old brother lifts her onto his shoulders. Her nomadic family is currently living northern Khövsgöl 'Aimag' (province). She has a disability that prevents her to use her legs.

## Annex 1: continued



© OGSB  
ETHIOPIA 2012

Pupils at the Menelik II Primary School in Addis Ababa, Ethiopia. The school has a special focus on supporting the most disadvantaged children, including those with disabilities such as visual impairment and hearing difficulties.



## Annex 1: continued



© GPE/Natasha Graham  
**CAMBODIA**

A boy with a physical disability is able to participate in an inclusive outdoor class in Cambodia.



# SUGGESTED SIMULATION ACTIVITIES

The following simulation exercises are adapted from: Adcock, B, & Remus, M. (2006). *Disability Awareness Activity Packet*. Possibilities, Inc.

Short descriptions of the main challenges associated to the specific disabilities are provided for each simulation. Each activity in this section should end in reflection, and sharing of feelings and ideas in the classroom.

## COMMUNICATION DISABILITY

*Communication disorders are disabilities that keep a person from being able to speak or make their speech understood.*

Write a simple sentence on a piece of paper, for example, "The cat sat on a hot tin roof." Show this sentence to one student. The student must let the rest of the class know the sentence without writing, speaking or using any letters of the alphabet.

## HEARING IMPAIRMENTS

*Hearing impairments include everything from not being able to hear certain sounds to being completely deaf. In most cases, a hearing loss doesn't simply mean that sounds can't be heard, it usually means that sounds are garbled or unclear.*

You need:

- a pair of foam ear plugs for each student
- a radio, TV, fan or anything else that can make "white noise"

Show students how to put in the earplugs. Put on the "white noise". If using a TV, put it on a station with no reception and turn up the volume – loud enough to be distracting. If using a radio, set it between stations so you only hear static. If using a fan, turn it up on high. Read a long newspaper article or book passage. Read rapidly, using a soft voice, mumbling monotone, putting words together and pausing in odd places. Ask students 5 questions about the content of what you read. Continue talking quickly in a soft, mumbling voice. Remove ear plugs, turn off white noise and discuss (in a normal voice) how not being able to hear clearly felt.

## Annex 2: continued

### LEARNING DISABILITY

*There are many different kinds of learning disabilities and they can range from mild to severe problems. One example is dyslexia which can cause a person to see letters switched around when they read (seeing "bule" instead of "blue", for example).*

Write a number of different sentences backwards on a piece of paper. Giving them very little time, ask different students to read them. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."

Example:

"ehT kcalb tac tas no eht toh nit foor"

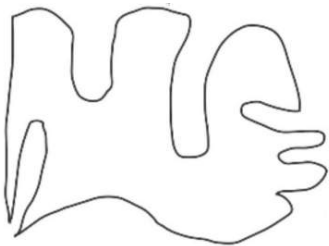
"The black cat sat on the hot tin roof."

### INTELLECTUAL DISABILITY

*When a person has intellectual disability, it means that they learn slower. Because they learn more slowly, they don't learn as much as other people might. Not everyone with an intellectual disability is alike. One person can have mild problems while another may have severe problems.*

*A person with intellectual disability may:*

- *have difficulty understanding what other people say or mean;*
- *may have difficulty saying what they mean or how they feel; understanding social cues (for example, if you turn away they may not know this means you don't want to talk to them);*
- *have difficulty learning and concentrating;*
- *have to do things many more times than average before they learn it;*
- *act younger than their age;*
- *not understand when someone is making fun of them;*
- *find it hard to read or write;*
- *not understand when someone tells them that they are doing something wrong.*



Invite two students to sit back to back.  
Give one student a paper  
with an abstract shape on it:

## Annex 2: continued

Without seeing each other, he/she must explain to the other student how to draw the shape. Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions.

### VISUAL IMPAIRMENTS

*Visual impairments include being short-sighted or far-sighted, which are correctable with the right type of glasses. It can also mean blindness or problems with visual sight that cannot be corrected with glasses.*

You need:

- a good blindfold
- A room with several occupied chairs and one or more vacant chairs. Put odd obstacles on the way to the chair, and/or face the chair in an unexpected direction. Leave the door halfway open.

Explain that you will need two students - a 'guide' and a 'blind person'. You will be rearranging the room. The guide's job is to help the blind person come into the room and go to the chair without running into anything. They can tell them how to do it and can also touch them to help guide their way. Make sure the blindfold is on and foolproof. Send the two volunteers into the hall and rearrange the room. The vacant chair should not be too easy to get to. To walk into a strange room blindfolded is a frightening experience. Vulnerability connected to blindness can be a good subject for discussion and reflection in class after this simulation activity.

### PHYSICAL DISABILITIES

*There are a large variety of different physical disabilities, all of which can range from a mild problem to complete immobility. Many people will have more than one disability, such as not being able to use their legs or hands.*

Students try different activities using only one hand.

- Tying their shoes;
- Going through the lunch line and eating lunch;
- Opening a jar that has a screw-on lid;
- Playing catch;
- Holding a stack of papers and handing out one at a time; and
- Going to the bathroom.



# Global Education First Initiative

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For more information on the #DrawDisability campaign visit:

[www.globi-observatory.org/drawdisability](http://www.globi-observatory.org/drawdisability)

or

[www.gloaleducationfirst.org](http://www.gloaleducationfirst.org)

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