

National Symposium in observance of The International Day of Persons with Disabilities

Presented by:

Md. Jahangir Alam

Senior Coordinator

Centre for Disability in Development (CDD)

Cell: +88 01711-225524

E-mail: jahangir.cdd@gmail.com, info@cdd.org.bd

Web: www.cdd.org.bd



International
Labour
Office



Organizational Overview



Vision: An inclusive world where all persons with disabilities live with dignity

Mission: To contribute in creating a sustainable inclusive environment where persons with disabilities are meaningfully participating in the mainstream development process, on an equal basis with others

The Centre for Disability in Development (CDD) is a not-for-profit organization established in 1996 to develop a more inclusive society for persons with disabilities. CDD's mission is to address the exclusion of persons with disabilities from mainstream life by educating the community and enabling them to participate in society. The organization works in partnership with a network of over 350 organizations both nationally and internationally. CDD has received numerous awards and recognitions for its excellence in disability and development work. The organization's strategic plan for 2022-2025 aims to continue its mission of inclusivity and empowerment, with active participation from its staff, management, governance, partners, stakeholders, and program participants.

bringing
hope,
dignity
and
meaning
to life

Major Ongoing Initiatives/Projects

- To improve the access to mainstream and specialized education by learners with disabilities.
- To contribute to inclusive health and rehabilitation services for persons with disabilities and other marginalized groups.
- Enhance capacity of persons with disabilities, cares & their organizations on rights, participation, and access to services.
- Create livelihood and income opportunities for persons with disabilities for a better, healthy life.
- Strengthen local government capacity for disability mainstreaming in governance and service delivery.
- Ensure accessible and equitable WASH facilities in both urban and rural areas.
- Mainstream disability inclusion in DRR, CCA & humanitarian actions.
- Promote inclusive humanitarian action in Rohingya camps and host communities, Cox's Bazar.

Working Approaches and Strategies



Implementation Approach:



Direct Implementation + Joint Implementation



Technical Advisory
Assessment
Capacity Strengthening
Resources
Inclusion Partner



Grants Management
Partner Organizations

Geographical Coverage

Division

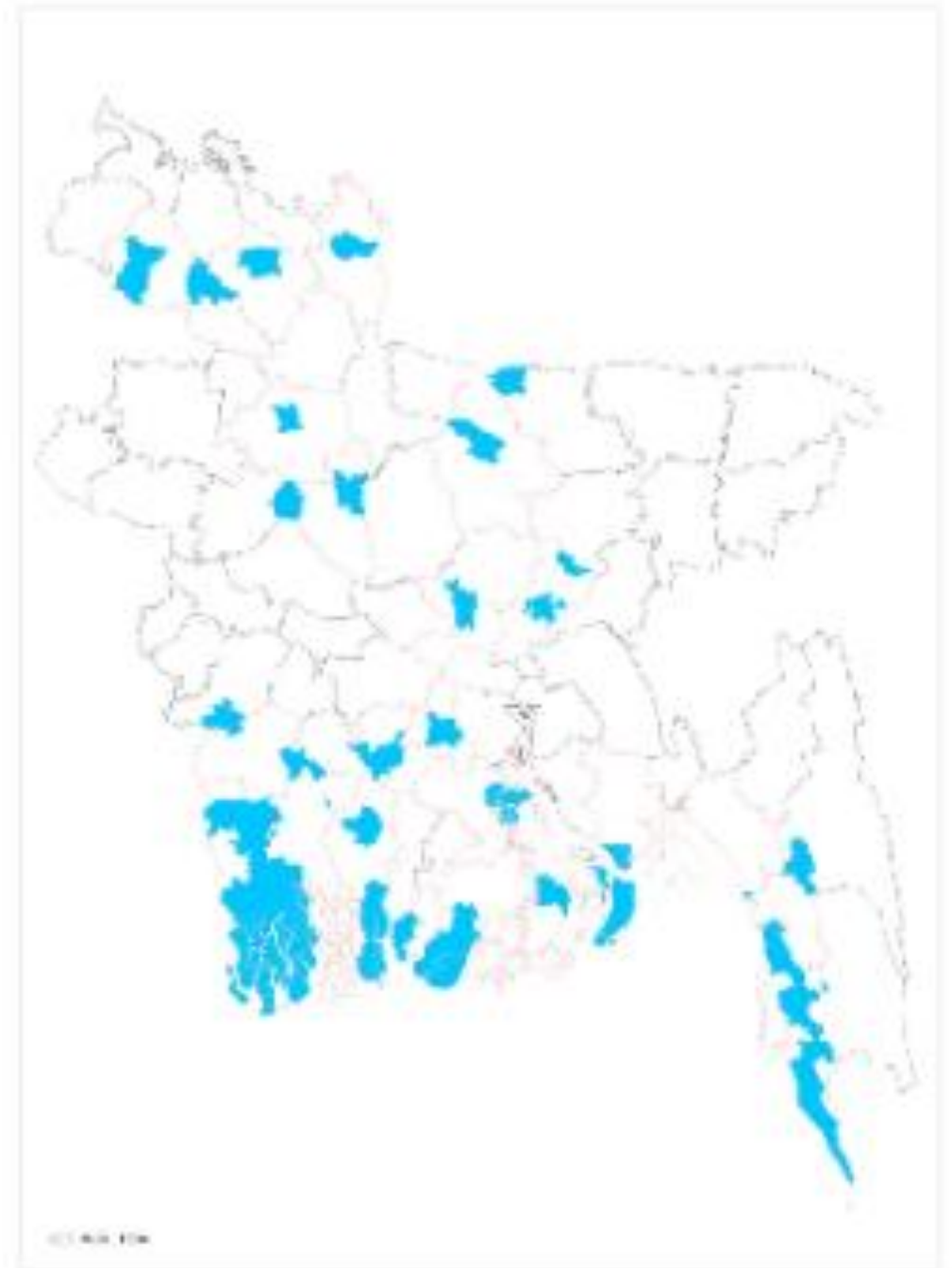
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Districts

22

**Sub-
districts**

44



Project Title

Inclusive Education Project:
Disability Inclusive Development
TO-45 (Shikhbo Sobai)



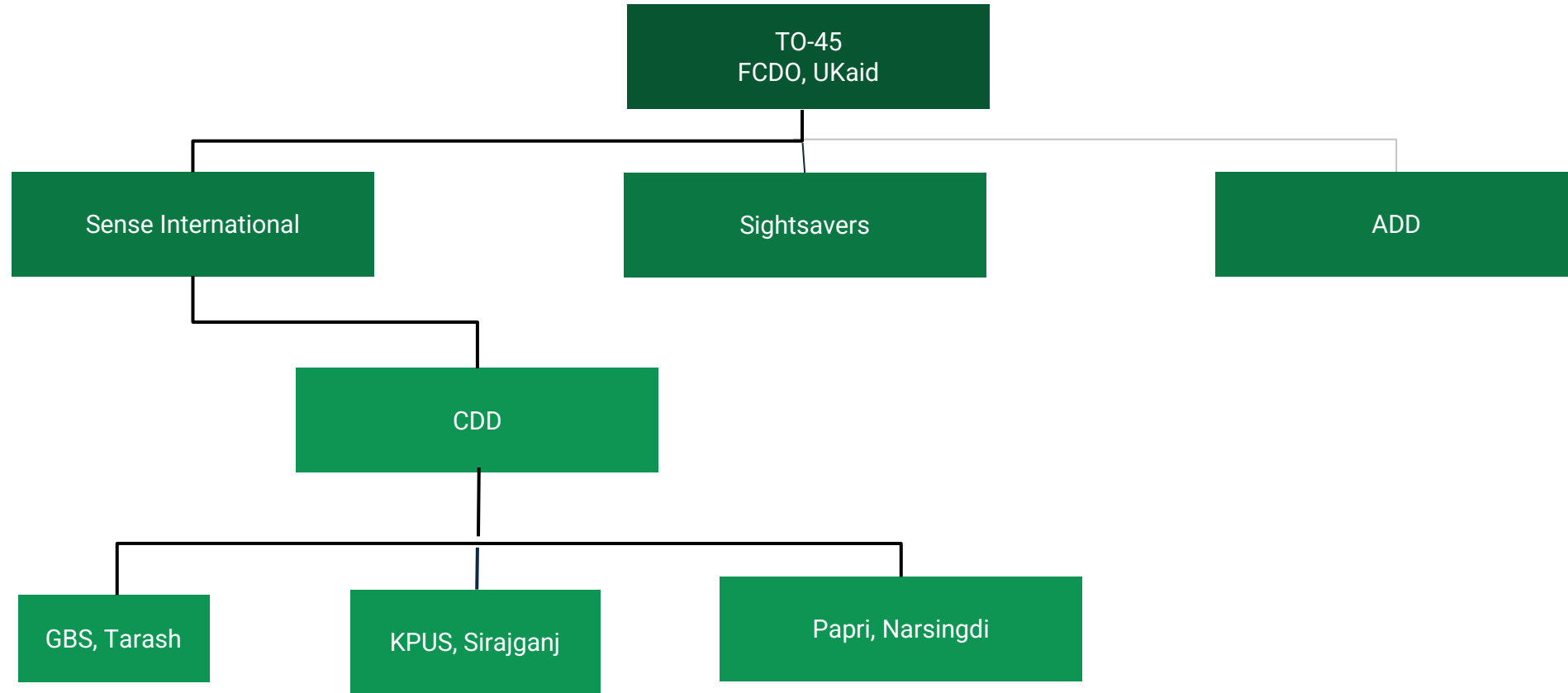
Strengthening systems for the enrolment, retention and support of children with disabilities at primary level of mainstream education in Bangladesh- Inclusive Education DID TO45

Project Duration: April 2022 to March 2026

Project Location: Narsingdi Sadar, Sirajganj Sadar, Taras, Sirajganj, 45 government primary schools

Project Target Population: Children Between 5 To 15 Years of Age ,Who Are Studying Under Inclusive Education. Also Children With Severe And Multiple Disabilities Who Need To Be Educated In Schools As Well As Learning Under Their Own Homebased Education Support.

Implementation Consortium



Key Achievement and Good Practices

Key Achievements:

- Successful Policy Influence at Upazila, District & National Levels
- Improved School Accessibility and Inclusive Learning Environments
- Strengthened Collaboration Between OPDs and Education Authorities
- Enhanced Capacity of OPD Members
- Enrollment Support for Children with Disabilities
- Strengthened Referral Linkages and Social Protection Access
- Joint Development of OPD Action Plans

Good Practices:

- System-Strengthening Approach for School Accessibility
- Meaningful OPD engagement for sustainable quality education
- Local Resource Mobilization Using SLIP Funds
- OPD Capacity Development as a Core Strategy
- Community Awareness and Peer Motivation
- Home-Based and School-Based Support Collaboration
- Partnership With Local Service Providers
- Joint OPD–Government Advocacy Model

Challenges and Lessons Learned

Challenges:

- Persistent Social Stigma and Negative Attitudes
- Inaccessible School Environments
- Weak Identification and Referral Systems
- Shortage of Trained Human Resources
- Inadequate Assistive Devices and Learning Supports
- Limited Financial and Technological Capacities of OPDs
- Communication Barriers
- Limited Disability-Responsive Policies at Local Level

Lesson Learned:

- OPD Engagement is Essential for Sustainable Disability Inclusion
- Capacity Building Strengthens Disability Rights Advocacy
- Evidence-Based Advocacy Leads to Policy Action
- School Accessibility Requires Multi-Dimensional Approaches
- Partnerships Increase Impact for Children with Disabilities
- Community Awareness Reduces Stigma
- Local Resource Mobilization is Possible with Consistent Advocacy
- System Strengthening Ensures Long-Term Inclusion

Collaboration and Partnership

- ❑ Children with disabilities & Children with disabilities families
- ❑ SMC, PTA and student council
- ❑ Local and national level educational authorities
- ❑ JPUF and LGI
- ❑ District social service representative
- ❑ Protibondi Sheba O Sahajjo Kendro
- ❑ Other disability service providing agency

Programme Participants Reached



Way Forward

- Pilot Home-Based Education (HBE) provision for children with disabilities
- Establish a robust, centralized database on children with disabilities
- Strengthen Inclusive Education training and capacity development initiative
- Ensure inclusive - universal designed infrastructure in all schools
- Provision for inclusive slip fund
- Provision for meaningful engagement for OPD's and disability expertise agency
- Provision for OPD engagement innovation fund
- Provision for need based appropriate Assistive Device.

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Thanks everyone