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Advocacy case studies

# DEVELOPING INCLUSIVE EDUCATION IN AFGHANISTAN

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<b>COUNTRY:</b>	<b>Afghanistan</b>
<b>THEME:</b>	<b>Children and education; disability</b>
<b>ADVOCACY APPROACHES:</b>	<b>Government officials: lobbying; government officials: meeting with</b>

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Exclusion begins early in life. For children to avoid the cycle of poverty and restrictions of disability, and secure their chance of future independence, they need supportive education. Tearfund partner Serve has been working for many years to ensure disabled children in Afghanistan have access to better quality education. Their Enabling and Mobilising Afghan Disabled (EMAD) programme has sought to empower disabled children, especially those with hearing and visual impairments.

In recent years, they have also worked more intentionally on a national inclusive education policy, in partnership with other organisations. Their disability director was invited to attend policy meetings with the Ministry of Education, which subsequently led to Serve becoming a lead agency in drafting the inclusive education policy. The policy was formally approved by the Minister of Education and translated into English, Dari and Pashto, and 2000 copies were printed and distributed to organisations across the country.

Since the signing of the policy, Serve has further developed the EMAD programme's work in model schools for inclusive education in Kabul province. Each school has master trainers for braille, sign language and inclusive education, and an Inclusive Education Advisory Committee (IEAC) made up of staff, students, parents and community members.

The Ministry of Education now works more closely with Serve to train its teachers in inclusive education, and has asked for their support in ensuring that the national public policy is implemented at the local level.