



# Alliance for Inclusive Education (ALLFIE)

Strategy Summary 2021

## VISION

To create an **inclusive society** by ensuring inclusive education within mainstream settings is a right for ALL Disabled people

## LOGIC

ALLFIE is committed to creating an **inclusive education system** which will **eliminate segregation in all aspects of life**

## WHAT WE STAND FOR

### 1. Implementing the Social Model of Disability in all of ALLFIE's work

ALLFIE is committed to the [Social Model of Disability](#) in which Disabled people are seen as being disabled not by their impairments, (such as blindness or autism), but by society's failure to take their needs into account.

### 2. Enacting the UNCRPD, particularly article 24

[Article 24 of the UN Convention on the Rights of Persons with Disabilities \(UNCRPD\)](#) states that Disabled people have a right to inclusive education. The UNCRPD provides an internationally recognised standard for Disabled people's human rights. Governments that sign up must work to this standard, which safeguards the human rights of all Disabled people. UNCRPD Article 24: 'A Right to Inclusive Education', guarantees all Disabled pupils and students a right to participate in all forms of mainstream education with appropriate support.

### 3. Centering and advocating for people with lived experience

ALLFIE recognizes the everyday reality for Disabled people is one of exclusion and human rights abuses. Professionals, services and charity organisations have tended to dominate 'expert' knowledge about Disabled people. This abuse of power usually adopts a scientific discourse rooted in negative and deficit assumptions about Disabled people. ALLFIE is committed to advocating and advancing the lived experiences of Disabled people, addressing unequal power relations, and adopts the mantra 'Nothing About Us Without Us'.

### 4. Embedding intersectionality

[Intersectionality](#) is the way people can have more than one identity, for e.g., be Black, Disabled, Lesbian and a Woman. Failure to consider different experiences can increase oppression for Disabled people, and result in 'intersectional erasure' - ignoring individuals' different identities, as the agenda is focussed only on 'disability'.

STRATEGIC OBJECTIVE	DELIVERY OBJECTIVES	METHODOLOGY
<b>1. Lead the lobby for change in legislation and policy to ensure inclusive education as a right for all</b>		
<ul style="list-style-type: none"> <li>● <b>Change national law on inclusive education</b></li> </ul> <p>(TIMELINE: 5-10 YEARS)</p>	<ul style="list-style-type: none"> <li>▶ <b>Inform and educate</b> politicians, think tanks, policy makers, influencers, and the media</li> <li>▶ <b>Engage</b> champions and ambassadors to support the education campaign</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop policy; Create educational material; Create clear information packs</li> <li>▶ PR campaigns; Organise conferences &amp; seminars</li> <li>▶ Develop networks of influence; Create and support an APPG</li> <li>▶ Engage with and support champions/ambassadors</li> </ul>
<b>2. Promote a wider understanding of the benefits of inclusive education for all</b>		
<ul style="list-style-type: none"> <li>● <b>Change public attitude – in partnership with other organisations</b></li> </ul> <p>(TIMELINE: 5 YEARS)</p>	<ul style="list-style-type: none"> <li>▶ <b>Build</b> on existing relationships/ participation in lobbying with DPO networks</li> </ul>	<ul style="list-style-type: none"> <li>▶ Active participation with stakeholder groups, feeding into policy initiatives and ensuring ALLFIE's vision is included and amplified</li> </ul>

STRATEGIC OBJECTIVE	DELIVERY OBJECTIVES	METHODOLOGY
<b>3. Build the capacity of the inclusive education movement to become a more effective voice of influence</b>		
<ul style="list-style-type: none"> <li>● <b>Create self-sustaining support networks for Disabled students and families of Disabled children who believe in Inclusive Education</b></li> </ul> <p>(TIMELINE: 5 YEARS)</p>	<ul style="list-style-type: none"> <li>▶ <b>Create networks</b> of students and families challenging attitudes and actions of educational institutions/ local authorities</li> </ul>	<ul style="list-style-type: none"> <li>▶ Connect students and families on a geographic basis, help them to be self-supportive and self-sustaining</li> <li>▶ Signpost to legal advice and ALLFIE’s other resources</li> <li>▶ Capacity build networks to create and share resources</li> <li>▶ Educate networks to communicate actions and outcomes (across the networks, with ALLFIE and with local media and politicians)</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Provide signposting and resources for families of Disabled children (including guidance/case studies etc.)</b></li> </ul> <p>(TIMELINE: ONGOING)</p>	<ul style="list-style-type: none"> <li>▶ <b>Create</b> credible information and education packs</li> </ul>	<ul style="list-style-type: none"> <li>▶ Build on existing resource creation and signposting, promoted through the ALLFIE website, other DPO websites, across family networks</li> <li>▶ Print availability of resources</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Create a network of solicitors to support families and individuals to enforce inclusive education laws</b></li> </ul> <p>(TIMELINE: 5 YEARS)</p>	<ul style="list-style-type: none"> <li>▶ <b>Create</b> a national network of solicitors/advice centers to <b>support</b> families and <b>challenge</b> non-compliant education authorities and local authorities</li> </ul>	<ul style="list-style-type: none"> <li>▶ Locate solicitors, and support, inform and update them on a continuous basis</li> </ul>