#DrawDisability
The book
#DrawDisability
The book
the biggest “thank you” goes to all the children and youth worldwide who took part in the campaign: your drawings and messages are an infinite source of inspiration. We would also like to extend our heartfelt thanks to all the teachers who conducted #DrawDisability workshops with their students. Finally, we would like to express our gratitude to all the organisations and individuals who contributed to the #DrawDisability global campaign: your passion, support and expertise were the foundation of #DrawDisability’s success. We would also like to extend our heartfelt thanks to all the teachers who conducted #DrawDisability workshops with their students. Finally, the biggest “thank you” goes to all the children and youth worldwide who took part in the campaign: your drawings and messages are an infinite source of inspiration.
On December 3, 2014, on the occasion of the International Day of Persons with Disabilities, the Global Observatory for Inclusion (GOBI), the United Nations Secretary-General’s Global Education First Initiative (GEFI) and the Global Education First Initiative Youth Advocacy Group (GEFI-YAG) partnered to launch #DrawDisability, a global campaign on disability and inclusive education. Our main objectives were to encourage dialogue and raise awareness on disability and related issues among teachers and students worldwide, and to create a global art project focused on disability.

Over 20 national and international organisations joined the campaign and contributed to its success. We created Guidelines for Teachers in different languages and accessible versions, inviting teachers and educators around the world to engage their students, both with and without disabilities, and to ask them how they see disability and inclusion within their own communities. Children and youth were then asked to turn those ideas into drawings.

The response was overwhelming, and we received almost 3,000 drawings from 50 countries around the world: children and young people participated with brilliant creativity from China to Andorra, from Washington DC to Kibera, the largest urban slum in Africa, to the Philippines, where blind children participated creating collages with natural materials, such as leaves and small woods.

One of the goals of the #DrawDisability campaign was to promote active global citizenship, demonstrating to children and youth that what they have to say – no matter whether they live in an African slum or a Chinese metropolis – can have an impact at a global level. For this reason, we selected some of the most powerful drawings and we prepared the #DrawDisability exhibitions that were presented at major international events.

During the summer, we asked the public to vote online for their favourite artworks. The #DrawDisability book is the outcome of this process. The 100 drawings displayed before you represent the great variety of contexts and perspectives conveyed by children and youth. Some of them portray positive messages of persons with disabilities succeeding and being happy; others portray disability as a burden, something we should get rid of. Interestingly, a great number of artworks are about helping persons with disabilities: these drawings carry a positive message of acceptance and inclusion, but they also reflect a limited understanding of persons with disabilities as people in need of help. All these messages are important: next to highlighting the need for our increased efforts to overcome stereotypes, they also teach us that where we may see obstacles and suffering, children often see beauty, strength, resilience and hope.

Art is a narrative tool of social transformation: taking part in #DrawDisability children and youth truly became active global citizens. All we did was build the bridge between young people in Kibera, Kathmandu, Beijing, Turin, Buenos Aires, and the round tables where decisions that affect us all are made. And thus, the #DrawDisability campaign was born.

The unprecedented response from almost 3,000 children in 50 countries led to the exhibitions at major events during the course of the year-long campaign, including the World Education Forum (WEF), Incheon, Republic of Korea, in May 2015, the Conference of States Parties to the Convention on the Rights of Persons with Disabilities (COSP-CPID), New York, USA, in June 2015, and the exhibition at the United Nations headquarters in New York on the International Day of Persons with Disabilities, 3 December 2015.

Children and youth with disabilities remain one of the main groups being widely excluded from quality education. UNESCO estimates that 93 million children worldwide, one in 20 up to the age of 14, live with a moderate or severe disability. In principle, these children have the same rights to education, but in practice, they are far more likely to be denied this basic human right. Disability continues to be one of the least visible yet most critical factors in educational marginalisation.

By missing out on a quality education, these children and youth are denied the opportunity to realize their full potential, lead decent lives and contribute fully to their societies. While many of the barriers to education faced by these children and youth may be physical and structural, they are also cultural and attitudinal.

This is where the rest of our children and youth came in. If children and young people are informed and motivated, their perceptions and actions can challenge existing stereotypes, reduce discrimination and potentially change the lives of millions.

The Global Education First Initiative (GEFI), in partnership with the Global Observatory for Inclusion (GOBI) and the GEFI Youth Advocacy Group (YAG), set out to enhance the knowledge, understanding and perception of children and youth have of persons with disabilities. And thus, the #DrawDisability campaign was born.

Putting every child in school is GEFI’s first priority, and that means advocating for the removal of all barriers to quality education and learning, particularly for the most marginalized children and young people. It is our hope that the wonderful selection of artworks showcased in this book will continue to inspire and encourage other children, youth, teachers and community leaders to carry on the campaign in their own schools and communities.

FOREWORD

Global Education First Initiative

The UN Secretary-General’s Global Initiative on Education
The Youth Advocacy Group of the Global Education First Initiative (GEFI YAG) is a youth-led movement of adolescents and young people, created to further GEFI’s three priorities of ensuring every child is in school, improving the quality of learning, and fostering global citizenship. Advocating for Inclusive Education and the rights of children living with disabilities has been one of the key priorities since our inception in September 2012. Despite international agreements and national legislations recognizing the universal rights to primary education of every child, children with disabilities continue to face discrimination and are among the groups most vulnerable to be denied the basic right to education.

The Youth Advocacy Group, in partnership with the Global Observatory for Inclusion (GLOBI) and the Global Education First Initiative (GEFI), launched #DrawDisability, a campaign aimed to challenge societal perceptions, and highlight the understanding of and responses towards children and young people living with disabilities.

From December 3, 2014, we invited schools to participate in the campaign by submitting drawings and sharing their understanding and feelings towards issues related to disability such as accessibility, inclusion and discrimination. Our aim was to encourage dialogue and raise awareness on disability and related issues within educational environments through the medium of art.

This artbook features a selection of artworks received from 50 countries as part of the campaign. It is an attempt to bring the voices and experiences of children and young people living with disability directly to you. We hope you enjoy reading it, learning more about the issue of disability and inclusive education, and share it further.
CHAPTER 1 #DRAWABILITY WORKSHOPS

1. Rolando Jr. Villamero, Vice President of GLOBI, conducts a #DrawDisability workshop at Rufino Castellano Elementary School located in Calatrava (Philippines).

2. Children with visual impairments (seven with low vision and two with total blindness) show their #DrawDisability artworks created in a workshop led by Storyahi at West City Exceptional Child Learning Center, Dumaguete City (Philippines).

3. A blind child participates in #DrawDisability creating a collage with natural and recycled materials at the West City Exceptional Child Learning Center, Dumaguete City (Philippines).

4. Two children from Kibera, Kenya participate in #DrawDisability.

5. A girl draws during a #DrawDisability workshop in Turin (Italy). Franca Maria Gullace, teacher at Padre Gemelli Primary School in Turin (Italy), shows the lyrics of a song on diversity and inclusion written with the students following a #DrawDisability workshop.

6. A child from the German school "Erich Kastner" in Sofia, Bulgaria participates in #DrawDisability.

7. Maria Omare, Executive Director of The Action Foundation, India, is a #DrawDisability workshop at the Chinese Art Gallery in Nairobi, Kenya.
11. Children of the Padre Gemelli Primary School in Turin (Italy) show their artworks following a #DrawDisability workshop with Andrea Pregel, President of GLOBI, and Andrea Fiorentino, singer and songwriter.

12. Bulgarian children show their drawings created in a #DrawDisability workshop led by Lumos.
"Disabled people should take part in all the daily life activities.

Ngebe

"A boy who doesn’t want to give up on his dreams of art. He’s an orphan who takes care of himself. Even though he is armless he draws and does everything with his feet.

Emmanuel Godswill Addy"
Let’s walk together
Age: 10 / Gender: Female / Country: Mauritius / City: Moka / School: Mount Ory

Disability is not Inability
Japhet Nyamosi
Age: 16 / Gender: Male / Country: Kenya / City: Nairobi (Kibera) / School: Olympic High School / Class: 2nd

CHAPTER 3
AMERICAS
This painting is a still life that was created by dripping paint onto the paper. I was inspired by a visit to an orphanage when I was 7 that housed kids with mental disabilities. Every drip represents a person and the vast range of disabilities there are. In a way, almost everyone in this world is disabled because disability can range from down syndrome to not being able to open up and express yourself. People with disability are often viewed as mental or physical defects, but they are humans that should be treated with respect instead of pity.

---

Expresses the happiness to be part of the school.

"...

---

"..."
18


14. Juan David Merchan Gallo Live for the world Age: 16 / Gender: male / Country: Colombia / City: Medellín / School: Colegio Cantoral García Bosa / Class: 11th

15. Diana Camila Gudenschwager Rodriguez Mis amigos Age: 7 / Gender: Female / Country: Peru / City: Lima / School: Santa María Eufrasia / Class: 1st


“Equality for disabilities. The disability is in the mind of the one that thinks of it as an illness. Justice in the way of education for everyone.”
Mónica Fabricia Sánchez Beceira

17. Suleyka Tórrez Happy with me Age: 11 / Gender: Female / Country: Nicaragua / City: Managua / School: Sagrado Corazon de Jesus / Class: 5th

18. Spoorthi Cherivirala Trapped Wisdom Age: 13 / Gender: Female / Country: USA / City: Sugar Land / School: Quail Valley Middle School / Class: 7th


“Unbeknown to others, an internal struggle occurs that is only magnified by comments and insults.”
Ryan Lee
Humans have their crutches for the physically disabled, and for puppets, they have strings. The Marionette is an art piece that expands upon this message, displaying how the disabled are often labeled as “different”, not necessarily in a good way. On the other hand, our imperfections are our identity, and our flaws our characteristics. The piece aims to establish that despite their differences, the dance performance by the disabled puppet is just as worthy as any other. Disability is an issue that we must all be made aware of, and acceptance is the first step to a solution.

James Chen
My drawing explains that people with disability are capable to do anything like anyone else in this world and they are proving in every field with their great ability and hardship to make our world a better place to live in. My personal belief and faith is if we all respect them and give them more opportunities, they will prove they are the greatest pillars of this society and they can make this world more successful, and modernized.
My mummy taught me about different kinds of disabilities. She had depression for many years and is now recovering. All mental health problems are real. Sometimes it can be a matter of life or death. We should always take care of people with mental health disabilities by being respectful, kind, loving and supportive.

Alaa Khalid Siddiqui
"See the person not the disability."

Mohamed Adnan
The mainstream school teacher is providing sign language to students in a general school setting so that the deaf student can follow the class-room teaching and communicate well. This is inclusive education.

Master Swastik Jana
30 31

As a child it is my dream that the Philippine society will be as caring and nurturing like the others and will serve as the best playground for all children regular or special they may be.

Mikko Miguel Calingacion


49. Sayaka The only disability in life is attitude Age: 8 / Gender: Female / Country: Australia / City: Perth / School: Wembley Primary School


51. Eloise Saw En Yi We Are All Special in Different Ways No Matter What We Appear To Be Like Age: 9 / Gender: Female / Country: Malaysia / City: Penang / School: Fairview International / Class: 5th


54. Sonya Henna Hands Age: 10 / Gender: Female / Country: India / City: Jodhpur / School: SKSN Institute / Class: 4th

“’As a child it is my dream that the Philippine society will be as caring and nurturing like the others and will serve as the best playground for all children regular or special they may be.’”

Mikko Miguel Calingacion

“’The word ‘impossible’ itself says, I am possible. The same has been proven by a ‘blade runner’ in my painting who wins amongst the normal athletes. Physically challenged people are no less than anybody in any field, in this world.’”

Raamaansh Gupta
CHAPTER 5 ASIA AND THE PACIFIC

55. Phan Bao Tram Right of happiness Age: 10 / Gender: Female / Country: Vietnam / City: Hanoi / School: Primary School of Le Lo / Class: 5th

56. Senitha Amarasekara Helping Disabled Person Age: 7 / Gender: Male / Country: Sri Lanka / City: Colombo / School: Buvanekaba Primary / Class: 2nd


59. Azalia Chalula Reisa Playing Together Age: 8 / Gender: Female / Country: Indonesia / City: Madiun / School: SDN 03 Kelurahan Elementary School / Class: 2nd

60. Li Xueyao To create a beautiful future Age: 12 / Gender: Female / Country: China / City: Beijing / School: Beijing No. 2 Experimental Primary School / Class: 6th

61. Yating Sun Living With Autism And Love Age: 16 / Gender: Female / Country: China / City: Beijing / School: June First High School / Class: Grade 2


63. Measray Tih Disability in the world Age: 10 / Gender: Female / Country: Cambodia / City: Phnom Penh / School: Indochina Starfish Foundation / Class: 2nd

64. Aras Sulaimany The right to education Age: 7 / Gender: Male / Country: Iran / City: Ravansar / School: Abu Zar Ghafari Elementary School / Class: 1st
While most of us are striving for our dreams, there are many people who haven't had any chances to roll the dice of their life and excluded from equal opportunities to study just because they have handicaps. PWDs have rights to get fair educations as we do and to chase their dreams. They need our love and attention as well as some technological aids which will support them to study more easily. Please give a hand to make our society fair and just.
Asia Ramzan

I cannot see but I can still paint with the help of my teachers and friends. I am thankful to have them in my life.

Asia Ramzan
“I drew a child on a wheelchair. Other children are helping him and they are playing together.”

Elisa Pia

“Real friends appreciate abilities and don’t look at what cannot be done.”

Alessio D’introno
Students are playing with each other regardless their differences. They are trying to show their support and understanding to one another.

Zarja Ozvatič
This painting is depicted a boy in wheelchair that wants to cross the ramp to the pavement and somebody has parked illegally on the ramp. This kind of attitude is common in our community and it’s the result of the ignorance of the people about the needs of the people with disabilities.

Eleni Pasita

An acrylic painting that marvels at the achievements made by people with physical disabilities. It acknowledges the difficulties and hardships they have to overcome in order to achieve success. This painting is a celebration of their determination and character as well as their many great successes in life.

Becky McMillan

---

CHAPTER 6 EUrOpE

91. Michele Petilli E-sprigionando: Age: 13 / Gender: Male / Country: Italy / City: Turin / School: Scuola Media “Pier Giorgio Frassati” Class: 2nd


93. Eleni Pasiata: People with Disabilities Age: 15 / Gender: Female / Country: Greece / City: Efkarpia-Thessaloniki / School: Senior High School of Efkarpia Class: A

94. Karolina Biedron: The good we do today becomes the happiness tomorrow! Age: 17 / Gender: Female / Country: Poland / City: Krakow / School: VI Liceum Ogólnokształcące im. Adama Mickiewicza Class: 1st

95. Becky McMillan: Success For All Age: 17 / Gender: Female / Country: United Kingdom (Scotland) / City: Glasgow / School: Holyrood Secondary Class: 6th

96. Carolina Petrova: No title Age: 15 / Gender: Female / Country: Moldova / City: Chisinau / School: Liceul Tehnic Liviu Rebreanu Class: 8th
“In my artwork, I portrayed the characteristics of Bipolar disorder. The facial expression consists of two sides: if we cover the right side of the drawing with a piece of paper we see a self-confident, optimistic person, full of positive energy. The right side of the face by itself expresses hopelessness and lack of interest, which is the other extremity of the Bipolar disorder. The portrait as a whole illustrates society’s perception of the Bipolar disorder: it seems that there is something confusing about the portrayed person - she seems quite normal, but because of her strange, asymmetrical grimace she seems also creepy. I think this is the case of bipolar people in the society.”

Polona Mertelj

CHAPTER 7
DESCRIPTION OF THE DRAWINGS
1. Roger


3. “The purpose of my drawing, trapped wisdom,

4. “Spoo*thi

5. “Igualdad por mentalidad y discapacidad.

6. “I made a fun colored drawing of Ann (nee

7. “davonnah

8. “Even though he is armless he draws and does

9. “Fariña

10. “I chose to draw a picture of my cousin because

11. “Mikko Miguel

12. “my artwork shows that disabled people all

13. “Asia and the Pacific

14. “James

15. “He has a disability. He got dropped when he was

16. “trubador m.

17. “Let us create a beautiful future!

18. “it is a guy with Autism which is like a chain.

19. “Asia and the Pacific

20. “I see, they are special. We should be the ones who

21. “I think this is the

22. “sometimes shopping might be a misery too.

23. “the heart. I hear with my eyes. It’s difficult for me

24. “constance

25. “impossible to contribute to this society when they

26. “mohana

27. “to the extent of public information

28. “independence, because we don’t have the right to

29. “To stop the ignoring attitudes towards

30. “to move and to sleep. I’m afraid to wake up. I

31. “Sancha Guadalupe

32. “Mohammad

33. “the help of my teachers and friends.

34. “productive member of my family. I am productive.

35. “sometimes there is something confusing about

36. “gushes

37. “Blame our silence.

38. “in the world. "

39. “First, I want to do something for the physically

40. “to the extent of public information

41. “I am a fair colored drawing of Ann (nee

42. “Association of the deaf - Mids America deaf center.

43. “of two sides: if we cover the right side of the

44. “Bogomazova

45. “people with disabilities.

46. “there are many people who haven’t had any

47. “the disabled.

48. “Theany

49. “to become an outstanding teacher in his country.

50. “meha

51. “Bansal

52. “we are different but we are equal! I see with my

53. “I know how it feels, because I have diabetic.

54. “Sonya

55. “with disabilities. It acknowledges the difficulties and

56. “Eun

57. “meha

58. “Bansal

59. “the disabled persons for their disability.

60. “Eloise Saw

61. “for equal opportunities to study just because

62. “tried to think of themselves as ‘weak’, lowly

63. “Sánchez Beceira

64. “to roll the dice of their life and excluded

65. “Mishal Rushdi

66. “a dream of a world in rainbow

67. “Bogomazova

68. “meha

69. “Bansal

70. “the disabled.

71. “Sánchez Beceira

72. “Eun

73. “the mainstream school teacher is providing

74. “Rubiana

75. “Gupta

76. “we have to respect them and give them

77. “enjoying the rights and privileges and certainly

78. “meha

79. “Bansal

80. “the disabled.

81. “Mishal Rushdi

82. “meha

83. “Bansal

84. “to stop the ignoring attitudes towards

85. “Bansal

86. “the disabled.

87. “Ribeiro


89. “of banks.

90. “of the everyday life. The body is animated by

91. “of the help of my teachers and friends.

92. “productive member of my family. I am productive.

93. “sometimes there is something confusing about

94. “gushes

95. “Mishal Rushdi

96. “to become an outstanding teacher in his country.


98. “of the everyday life. The body is animated by


100. “productive member of my family. I am productive.

101. “sometimes there is something confusing about

102. “gushes

103. “of banks.

104. “of the everyday life. The body is animated by


106. “productive member of my family. I am productive.

107. “sometimes there is something confusing about

108. “gushes


110. “of the everyday life. The body is animated by

111. “of the help of my teachers and friends.

112. “productive member of my family. I am productive.

113. “sometimes there is something confusing about

114. “gushes


116. “of the everyday life. The body is animated by


118. “productive member of my family. I am productive.

119. “sometimes there is something confusing about

120. “gushes

121. “of banks.

122. “of the everyday life. The body is animated by

123. “of the help of my teachers and friends.

124. “productive member of my family. I am productive.
CHAPTER 8
#DRAWDISABILITY EXHIBITIONS
2. Irina Bokova, UNESCO Director-General, supports #drawdisability.
3. The #drawdisability cubes exhibited at the World Education Forum 2015 in Incheon (Republic of Korea).
4. The #drawdisability cubes exhibited at the UNICEF house in New York (USA).
5. Amina J. Mohammed - Former Special Advisor to the Secretary-General on post-2015 development planning, current minister of Environment of Nigeria.
6. A young lady takes a picture of the #drawdisability exhibition at the UNHQ in New York.
8. Dr. Christopher Lee, Department Head of Accessibility Solutions and Research Center at Georgia Institute of Technology, underlines the importance of accessible information and communication technology in education.
9. Rolando Jr. Villamero, member of GEFI YAG and Vice President of GLOBI, talks about the role of youth as advocates for inclusion.
10. Andrea Pregel, President of GLOBI, explains how the #drawdisability global campaign facilitated empowered children and youth with and without disabilities to become active global citizens.
11. Danielle Peers, Post-doctoral Fellow with the Critical Disability Working Group of Concordia University, discusses disability as creativity, non-prescriptive learning, and the usefulness of artistic modalities in the modern inclusive classroom.
12. Lieve Sabbe, Programme Specialist (children with disabilities) of UNICEF, emphasizes the importance of collecting disaggregated data to inform programming and policy that is inclusive of children with disabilities.
13. Organisers, speakers and some attendees of the #drawdisability event at the UN HQ in New York pose for a group picture in front of the cubes

14. Two participants of the #drawdisability campaign: Alisha Wagh from Mumbai (India) and Rachel Yao from Deerfield (USA), pose for a photo in front of the cubes

15. Saddat Nazir and Raveera Toqeer, two participants of the #drawdisability campaign from Jersey City (USA), pose for a photo in front of the cubes
Unleash your creativity and... #drawdisability!
#DrawDisability is a global campaign, launched by United Nations Secretary General’s Global Education First Initiative (GEFI) in partnership with the Global Observatory for Inclusion (GLOBI) and the GEFI Youth Advocacy Group (YAG). The campaign’s primary objective is to increase awareness on the issues surrounding disability and inclusive education. It did so by inviting teachers, children and youth to reflect on their understanding of disability and inclusive education, and communicate their thoughts through the art of drawing. Thousands of submissions were received from 50 countries across the globe. This book showcases 100 exceptional artworks and their important messages.