Training module on SDG 4:

Quality Education (in-person training)

*Advance version*

[Facilitator’s Outline](#_Facilitator’s_Outline)

Handout: [Info Cards](#_Info_Cards)

Handout: [Extended Character Stories](#_Extended_character_stories)

# Facilitator’s Outline

|  |  |
| --- | --- |
| **Module Title**  **Training Module on SDG 4 – Quality Education (in-person training)** | |
| **Description** | The United Nations Human Rights Office drafted a comprehensive resource package aimed at supporting the work of policymakers who are engaged in the implementation of the Sustainable Development Goals for the 2030 Agenda, or in the implementation of disability-related policies.  The [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) is composed of the following components:   * **Policy Guidelines** are detailed documents aiming at supporting policymakers in the development of laws, policies and programmes following the Sustainable Development Goals, under the guidance of the Convention on the Rights of Persons with Disabilities (CRPD). The Policy Guidelines include: a comprehensive first component - Foundations for Inclusive Sustainable Development Goals - which reviews key concepts, including the human rights based approach to disability, cross-cutting issues and structural requirements to create an enabling legal, policy and programme environment, as set out in SDGs 10 (Reducing Inequalities), 16 (Peace, Justice and Strong Institutions) and 17 (Partnerships for the Goals); guidelines covering SDG 1 (No Poverty), SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities); thematic briefs related to food and nutrition, water and sanitation, rural areas, research and innovation, tourism and climate change and disaster risk reduction. * **Human Rights Indicators** for the Convention on the Rights of Persons with Disabilities, which identify key markers to assess the enjoyment of rights under each article of the CRPD, and track progress in its implementation. * **Data Sources Guidance**, which provides concrete examples of where data is being collected to inform the human rights outcome indicators. * **Training materials**, which include a facilitator guide and a set of Power-Point® slides, to support in-person and online trainings on the different components of the Policy Guidelines, as well as a general module dedicated to the SDG-CRPD resource package itself. * **Videos**, which give a brief overview of the topics covered in the Policy Guidelines, as well as one video that introduces the SDG-CRPD resource package itself and its components.   This training module focuses on SDG 4 - Quality Education. |
| **Length** | 8 hours including breaks. Schedule one hour for set-up. |
| **Date & Time** | [write here date and time of the training] |
| **Facilitator(s)** | [Write the name of facilitators here]  ***\*\*Note to Facilitators: Everything in italics (below) is the script of what you should say to participants. Adapt it to your own style.***  While it might not always be possible, it is advisable that facilitators team-up with persons with disabilities to deliver trainings in one or more sessions. They can participate as experts or share their experiences, to illustrate contexts, barriers, and/or actions recommended.  In preparation for facilitating this module it is important that you familiarize yourself with the Foundations for Inclusive Sustainable Development Goals and Policy Guideline on SDG 4 available in the [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx).  In addition, you should assess the needs of participants and identify how familiar they are with the content. To do so, you should review Part 2 of the [Evaluation Handbook](https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf).  This training will be more effective if participants are able to make connections between the theoretical and technical content of the module, and their own particular contexts. That is why most activities include a debrief with open questions to support learning. Therefore, it is important that you are prepared to link participants’ responses and offerings to the content of the module and specific concepts, to build on their comments when explaining content. |
| **Objectives** | By the end of the module, participants will be able to:   * Identify and use the various components of the United Nations Human Rights Office’s SDG-CRPD resource package. * Better understand the current situation in terms of access to the various levels of education for people with disabilities. * Identify concrete steps that policymakers can take to guarantee inclusive education, within the process of implementing SDG 4 through a disability-rights lens. * Learn how to obtain additional information to support the implementation of inclusive education, in their context. |
| **Participants** | Number of participants: 30   * Intended participants: Policymakers and public officials working in various agencies that play a role in the realization of the SDGs or in the development and implementation of disability-related policies, particularly as they relate to inclusive education. * Facilitators should have the following considerations when preparing for this training:   + Among participants, there are differences of experience in working on policy implementation related to the right to inclusive education of persons with disabilities.   + Among participants, there are different levels of knowledge about the Convention on the Rights of Persons with Disabilities, the Sustainable Development Goals and/or the 2030 Agenda.   + Whether participants have disabilities, and what specific accommodations may be needed for them to participate fully.   + English may not be the participants first language.   + Participants may not be attending the training by choice. |
| **Materials** | * [Foundations for Inclusive Sustainable Development Goals: key concepts and structural requirements](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * [Policy Guideline on SDG 4](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * [Powerpoint Presentation on SDG 4](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * [Video on SDG](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) [4](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx) * Flipcharts (4 total):   + Two blank flipcharts: One flipchart with the heading “Parking Lot” for people to write any questions that arise throughout the training that may not be directly related to the topic; one flipchart with the heading “Resources” for participants to share any resources they may have.   + One flipchart to leave up throughout the training with the title: “Core pillars for all policies” and a list with the following items:     - Non-discrimination on the basis of disability (addressing intersectionality and-diversity of persons with disabilities)     - Participation     - Accessibility     - Support for persons with disabilities - Assistive technology and support services     - Awareness raising   + One flipchart to leave up throughout the training with the title: “Structural requirements for creating an enabling environment” and a list with the following items:     - Governance     - Participation     - Non-discrimination legislation & policy     - Accountability     - Capacity building     - International Cooperation * ACTIVITY SPECIFIC   + Data Contest: Prize for the winning team (it can be symbolic, or a publication, or a snack, you can be creative!)   + Implementation Challenge:     - [Info Cards](#_Info_Cards)     - [Extended Character Stories](#_Extended_character_stories) * Markers and other writing implements * Masking tape * Blank writing paper |
| **Additional support resources for facilitators** | * [Training guide on the Convention on the Rights of Persons with Disabilities](https://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf) * [CRPD training package](https://www.ohchr.org/EN/PublicationsResources/Pages/TrainingPackage.aspx) * [Evaluation Handbook](https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf) * [OHCHR Training booklet](http://acnudh.org/wp-content/uploads/2011/11/slitoolkit.pdf), “Share, learn, innovate!” * [OHCHR Manual on Human Rights Training Methodology](https://www.ohchr.org/Documents/Publications/training6en.pdf) * [UNESCAP Disability-Inclusive meetings](https://www.unescap.org/resources/disability-inclusive-meetings-operational-guide) |
| **Logistics** | * [Describe here any specific logistical, set-up, or needs for the training, such as important numbers, contacts, etc.] * Make sure you address any specific accessibility needs for facilitators and participants (this may include physical accessibility, availability of Sign Language interpreters, audio description, etc.) |

| **Section** | **Agenda & Activities** | **SLIDE** |
| --- | --- | --- |
| **Welcome and Intro**  (35 min)  Start time: 00:00  *Facilitator’s name* | PURPOSE: Connect and engage participants, help everyone see who is in the room so they can focus, set the expectation for participation and give the facilitator a first “read” of the group.  Set the seats in a U shape with the facilitator in front of the room.   * *I’d like to welcome everyone to the space. I would also like to get to know more about you, and for you to learn more about who else is in this training. For that, I would like to ask each of you to introduce yourself for exactly one minute (I will be keeping time). Share a little bit about who you are, and answer the question:* ***What motivates you to do the work you do?*** *We won’t follow any particular order; whomever feels moved to do so, come to the front of the room and introduce yourself. I will tell you when your time is up.*   Move your seat to leave the front of the room open for each participant to step up. Be rigorous with calling time for each participant; this will bring humor to the task and will also make sure that everybody begins on equal ground. Facilitators go last.  After everybody (including facilitators) have gone, ask:   * *What did you notice about the group? What caught your attention about what others shared? Also, think of a person that you would like to connect more with based on what they said and use the breaks to do so.* | slide 1: Policy guidelines on quality education SDG 4  Slide 2: Welcome |
| **Overview, Objectives and Agenda Review**  (10-15 min)  Start time: 00:35  *Facilitator* | PURPOSE: Engage and prepare participants by helping them understand the context and purpose of the session and by providing some information on what’s coming to reduce anxiety.   * *Today we are all here for the purpose of learning how to build inclusive education for students with disabilities. To shift from segregated education in which students with disabilities are required or expected to attend special education schools or classrooms. The United Nations Human Rights Office drafted a comprehensive resource package aimed at supporting the work of policymakers who are engaged in the implementation of the Sustainable Development Goals for the 2030 Agenda or in the implementation of disability-related policies.* * *Our objectives for today are to:*    + *Become familiar with the resource package and its components.*   + *Gain an understanding of the current situation, in terms of access to the various levels of education for people with disabilities*   + *Identify concrete steps that policymakers can take to guarantee inclusive education in the process of implementing SDG 4 with a disability- rights lens.*   + *Learn how to obtain additional information for implementation of inclusive education in their context.* * *To work on these objectives we will be engaging in various activities, together and individually.*   *The* [*SDG-CRPD resource package*](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) *is composed of the following components:*   * ***Policy Guidelines:*** *are detailed documents aiming at supporting policymakers in the development of laws, policies and programmes following the Sustainable Development Goals, under the guidance of the Convention on the Rights of Persons with Disabilities (CRPD). The Policy Guidelines include: a comprehensive first component - Foundations for Inclusive Sustainable Development Goals - which reviews key concepts, including the human rights based approach to disability, cross-cutting issues and structural requirements to create an enabling legal, policy and programme environment, as set out in SDGs 10 (Reducing Inequalities), 16 (Peace, Justice and Strong Institutions) and 17 (Partnerships for the Goals); guidelines covering SDG 1 (No Poverty), SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities); thematic briefs related to food and nutrition, water and sanitation, rural areas, research and innovation, tourism and climate change and disaster risk reduction.* * ***Human Rights Indicators*** *for the Convention on the Rights of Persons with Disabilities, which identify key markers to assess the enjoyment of rights under each article of the CRPD, and track progress in its implementation.* * ***Data Sources Guidance****, which provides concrete examples of where data is being collected to inform the human rights outcome indicators.* * ***Training materials****, which include a facilitator guide and a set of Power-Point® slides, to support in-person and online trainings on the different components of the Policy Guidelines, as well as a general module dedicated to the SDG-CRPD resource package itself.* * ***Videos****, which give a brief overview of the topics covered in the Policy Guidelines, as well as one video that introduces the SDG-CRPD resource package itself and its components.* * *While all the policy guidelines support each other, today’s session will be focused on Inclusive Education.*   Agenda Review:   * *To start, we’ll look at our own experiences in education; then, we’ll explore the data that informs the guidelines; and finally, we will work on identifying the specific elements that are needed for policymakers and other actors to ensure inclusive education.* * *At this time, we would like to ask you to do what you need to do to be as present as possible in this space, by removing distractions, taking care of yourself, and supporting the participation of others. We invite you to use everything for your own learning!*   Address here any logistical issues: information about where the bathrooms are, whether the session is being recorded or not, instructions on working with interpreters, etc.   * *We have put up two flipcharts: In one, you can write any questions that arise that may not be directly related to the topics of today’s session. We’ll be reviewing them during breaks and provide answers. The second flipchart is for you to share any resources you might have with other participants. We invite your wisdom into this room!* * *Any questions before we move on?*   Make sure to answer questions from participants and clarify any of the information needed | Slide 3: Objectives for the session  Slide 4: What's in the resource package?  Slide 5: Agenda |
| **Understanding Disability & Ableism**  **(Optional)**  (30-45 min)  Start time: 00:50  *Facilitator* | PURPOSE: To provide a conceptual framework about disability and ableism from which the analysis in the rest of the session follows.  **NOTE:** If you are facilitating this training as a stand-alone training, make sure to include this activity. If you’re doing a series of trainings with other modules, you only need to do this activity once, at the beginning of the series.  Form trios of people, randomly, and ask them to face each other.   * *I would like to ask you to get comfortable. Close your eyes if you feel like it, or just lower your gaze, and think back to your youth for a moment. I would like to ask you to think back to when you were between 8 and 12 years old.* (PAUSE) *Please think back – specifically - about what was your idea of disability then. What messages did you receive from TV, newspapers, family, peers? What feelings did you have associated with disability?* (PAUSE). *What stories do you remember that involved people with disabilities at that time of your life? Maybe you had a relative with a disability… how did your family talk about it? Did you have any classmates with disabilities? Teachers?* (PAUSE) * *Now please turn to the persons in your trio and share some of what you remembered, discuss what you notice in common, and come up with a list of words that you associated with disability during that time of your lives.*   Gather the list from each group in a flipchart paper. Invite honesty. Things that will be listed will include fear, illness, pity, sadness, etc.  Read the list aloud and ask people what they notice. Connect what’s in the list to how disability has been understood, and how that translates into exclusion or inclusion in education. For example:   * *Throughout history, disability has been understood as a curse and as a burden. This is reflected in terms such as “invalid” or “handicapped” and is also reflected in policies of segregation. Since it views people with disabilities as ‘objects of charity’, people with disabilities are seen as less than human, and as uneducable. Because they’re seen as a burden to society, schemes of institutionalization are put in place, and people with disabilities are fully excluded from the education system.* * *Disability has been seen as a defect, something to fix or cure. It’s considered purely a health issue and a person’s diagnosis becomes their identity. When this view of disability is prevalent, we see health professionals determining whether a person can or cannot attend school solely based on their impairment. Thus, we find systems with a segregated model of education, where health professionals are assigned to be with students, and we see how the schooling experience ends up being pathologized.* * *The CRPD proposes a change in the way in which we view and understand disability- as a manifestation of human diversity and existing only as a relation between a person’s impairment and the barriers in the environment. Therefore, government actions must focus on removing the barriers a person is facing to fully participate in society. This results in never considering a person with a disability as unable to participate in schooling, and in never using disability as a basis for denying the right to education on equal grounding with other children.* * *Despite the significant advances in the recognition of the rights of persons with disabilities at international and national levels, the deeply rooted negative perceptions about the value of their lives continue to be a prevalent obstacle in all societies. Those perceptions are engrained in what is known as* ***ableism*** *- a value system that considers certain typical characteristics of body and mind as essential for living a life of value. Based on strict standards of appearance, functioning and behaviour, ableist ways of thinking consider the disability experience as a misfortune that leads to suffering and disadvantage, and invariably devalues human life. As a result, it is generally assumed that the quality of life of persons with disabilities is very low, that they have no future to look forward to, and that they will never live happy and fulfilling lives. Ableism leads to social prejudice, discrimination against, and oppression of, persons with disabilities, as it informs legislation, policies and practices. Ableist assumptions lie at the root of discriminatory practices.*   (Cite to report of the UN Special Rapporteur on the rights of persons with disabilities on the impact of ableism in medical and scientific practice, [A/HRC/43/41](https://undocs.org/en/A/HRC/43/41); OHCHR report on awareness-raising, [A/HRC/43/27](https://undocs.org/en/A/HRC/43/27))   * *Now, after learning all this information, think for a moment and identify what are the internal barriers you may still hold to the idea of inclusive education. Turn to your group and share.* | Slide 6: What did you think about disability when you were 8-12 years old?  Slide 7: In trios  Slide 8: Ableism |
| **Memories of schooling**  (45 min)  Start time: 01:35  *Facilitator* | For this activity you will need four flipcharts around the room, one for elementary, secondary, technical/vocational and higher education.   * Distribute markers among people and ask them to **individually** go around the room and write in each flipchart the answer to the question “**What memories do you have from when you attended this level of schooling?”** (Write the question at the top of each flipchart). * Give people enough time for everyone to add something and then ask them to go around the room and read some of the things other people wrote.   In the **large group** observe what other people wrote. Ask:   * *What do you notice?”*   People may have written good things or bad things, let the group share. Highlight issues related to how traditional school values were, some ways of learning over others, the views reflected about who is a good student, and other views.   * Then ask them to share **in trios** the answer to the questions: “**How did your experience with schooling shape you?”** and **“And how might your experience with schooling be linked to what you do today?”**   Gathersome of the answers to the second question. Write them down and ask   * H*ow - what you do today - might influence the schooling experience other people have?*   Link the answers to the idea that today’s training involves reflecting on what are concrete things that we all can do to advance the right to inclusive education of people with disabilities. | Slide 9: Memories of schooling  Slide 10: in trios discuss. |
| **BREAK**  (20 min)  Start time: 02:20  *Facilitator* | PURPOSE: For participants and facilitators to take a moment away and come back together.   * TAKE A BREAK! * Be back in 20 minutes | Slide 11: Break |
| **Data Contest**  (30-45 min)  Start time: 02:40  *Facilitator* | PURPOSE: To offer a factual context about the situation of persons with disabilities. To invite participants to begin making connections to their own contexts.  Create teams of four people and prepare a prize for the winner (it can be symbolic, a UN publication on inclusive education or a snack - you can be creative!) - Ask each team to pick a team name and explain that you’re having a contest. The team with most points takes the prize.   * After each question is answered, show the slide with the correct answer and give substantive information about the topic. You can review the policy guideline for more details. Each question has bonus points that involve contextualizing the situation to the participants’ own country/region. * Be sure to maintain high energy for this activity. Determine how you will know which group gets the first answer. Options can include, ringing a bell, saying a specific word, clapping, yelling their team name, etc. In a flipchart, keep points for each team after each answer. * ***Question 1 -*** *What proportion of children in the world are children with disabilities? (5 points)*   + *A. 10 per cent*   + *B. 25 per cent*   + *C. 5 per cent* **(correct)**   **Expanded answer:** *There is one child with disability for every twenty children. Having reliable statistical information about disability is a big challenge around the world*.  **Bonus point:** *Your team gets an extra point if you can share some challenges your government faces in your country regarding collecting data about people with disabilities.*   * ***Question 2 -*** *What proportion of children out of school are children with disabilities? (5 points)*   + *A. 10 per cent*   + *B. 15 per cent* ***(correct)***   + *C. 5 per cent*   **Expanded answer:** *Children with disabilities represent 15 per cent of children who are out of school, which shapes their lives by deepening their exclusion from participation in all areas of life. There are more girls with disabilities out of school than boys with disabilities.*  **Bonus point:** *Your team gets an extra point if one person in your team shares how to find this data specific to their country.*   * **Question 3 -** *What are the literacy rates of persons with disabilities in comparison to those of persons without disabilities? (5 points)*   + *A. 3 in 10 persons with disabilities are literate vs. 7 in 10 persons without disabilities*   + *B. 5 in 10 persons with disabilities are literate vs. 8 in 10 persons without disabilities* **(correct)**   + *C. 6 in 10 persons with disabilities are literate vs. 9 in 10 persons without disabilities*   + *D. None of the above*   **Correct answer: C.** *Illiteracy rates among persons with disabilities are three times higher than for persons without disabilities. One of the consequences of excluding persons with disabilities from education is that they don’t have access to the same opportunities and tools that allow people to thrive in society, including education. Illiteracy is linked to the inability to find a job, to get a promotion, and it is linked to poverty. Lower completion rates and unequal/low access to higher education and vocational training leads to low qualifications and less skills to perform specific tasks, and/or develop businesses. Consequently, it leads to lower employment rates of persons with disabilities than the average for the whole population.*   * **Question 4 -** *How many years of schooling do women with disabilities in developing countries complete in comparison to men with disabilities and other women? (7 points)*   + *A. 4.98 years compared to 5.96 years for men and 6.26 for other women.* **(correct)**   + *B. 2.76 years compared to 7.15 years for men and 6.54 for other women.*   + *C. 7.32 years compared to 8.21 years for men and 8.43 for other women.*   **Expanded answer:** *Girls with disabilities are less likely to attend and complete school than boys with disabilities and other girls. In developing countries, on average only 69% of women with disabilities ever attended school, compared to 72% of men with disabilities and 79% of other women. Women with disabilities also have less time in education overall, completing an average 4.98 years of schooling compared to 6.26 for other women, and to 5.96 for men with disabilities. An average of 24% of the overall population completed tertiary education while only 12% of persons with disabilities did.*  ***3 Bonus points:*** *To anyone who knows this data for their country or how to find it.*   * ***Question 5 - Challenge (10 points):*** *Two members of your team have to share policies or practices in their countries that are aimed at including students with disabilities in regular schools.*   **Additional Info:** *There is very little data on vocational training and technical education (TVET) participation and outcomes of persons with disabilities. Where available to persons with disabilities, vocational training is often provided in segregated settings and not linked to the needs and quality requirements of the labor market. In developing countries, an average of 42% of persons with disabilities reported that they needed vocational rehabilitation, but only 10% of persons with disabilities that reported the need actually received it.*  Announce the winner team in a celebratory way and give them the prize. You can tell them that they are now officially “champions of inclusive education” in their country.   * *Now I would like to invite you to find someone from a different team and share with them, for a few minutes, something you learned, or that surprised you, in this activity.* | **Slide 12: welcome to the data contest**  **Slide 14: Question 1 with chart**  Slide 16: Question 2 with chart  Slide 18: Question 3 with chart  ***Slide 20: Question 4***  **Slide 21: Question 5- Challenge**  **Slide 22: In Pairs discuss** |
| **Video Showing**  (10 min)  Start time: 03:25  *Facilitator* | *I am going to play a short video for you to watch. In the next activity we will go deeper into the information shared in this video. As you watch/listen pay attention to the different students highlighted and the issues shared and proposed.*  **Play the** [**SDG 4 - Video**](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) | Slide 23: Short video |
| **Implementation Challenge - Part 1**  (30 min)  Start time: 03:35  *Facilitator* | **Materials:**   * [Handout: Info Cards](#_Info_Cards) * [Handout: Extended Character Stories](#_Extended_character_stories) * Pre-written inclusion definition/explanation on flipchart for all to read   **Instructions:**  Form groups of four with different people than in the previous activity (if possible, form groups with people from different countries or regions or different organizations/institutions).   * *“In your groups, share what is the education system in your country - is it segregated? Is it inclusive? Are there any early childhood programmes?”* * *We understand* ***inclusive education*** *as the result of a process of continuing and proactive commitment to* ***eliminating barriers*** *impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students (…) Inclusion involves a process of* ***systemic reform*** *embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences.*   Discuss here the importance of early childhood programmes based on the policy guideline content.  Distribute blank pages and pens to each person.   * *Now I would like to invite you to draw a map of actors in the education system, for each of the countries represented in your group. Keep it with you.* | Slide 24: inclusive education  Slide 25: Access, learning meaningful participation and completion chart |
| **Implementation Challenge - Part 2: Setup**  (20 min)  Start time: 04:05  *Facilitator* | **Instructions:**   * Give each team a handout with [Extended Character Stories](#_Extended_character_stories) of Ivan, Aydin, Ava and Rajid. Give them time to read through them. * *“Now, I would like to invite you to discuss, in your teams, what barriers do these four students face?”*   In large group, ask for the barriers they identified in their small group discussions and generate a list - in a flipchart - with the barriers the groups identified.  Then, wrap-up by naming the different types of barriers to inclusive education: Attitudinal, communication, physical, systemic, and institutional. Give examples of each type of barrier, linking them to the list in the flipchart. | Slide 26: Barriers to inclusive education |
| **LUNCH BREAK**  (60min)  Start time:  04:25  *Facilitator* | Breaks are important spaces for participants to continue exchanging and processing information. If possible, create a communal experience, where people can informally exchange with each other. | Lunch break slide |
| **Implementation Challenge - Part 3: The Activity**  (2h 20 min)  Start time: 05:25  Give a 15 minute break after four stations have been completed.  *Facilitator* | **Instructions:**  Create seven stations around the room. Each will have four chairs around a flipchart, and each flipchart will have five quadrants: one for each character, and one for students out of regular school, as shown below. Additionally, next to each flipchart there will be an Info Card.  Implementation challenge - access: A quadrant of four squares and a single square in the middle. Each of the found squares has a name in the corner IVan, Aydin, Ava, Rajid. The Center squares is labeled "out of regular school"  The stations are:   1. Access 2. Policy 3. Capacity-Building 4. Awareness-Raising 5. Budget Allocation 6. Data Collection Process 7. Accountability     **Instructions:**   * *Look at the* [*Info Card*](#_Info_Cards)*s for each flipchart/stage and come up with specific actions pertaining to the station, to ensure inclusive education for each of the four characters as well as for students who are out of regular school. How do these actions change depending on the education level (elementary, secondary, tech/vocational, university)? List your actions under the corresponding name.* * *As you think through these info cards and questions - consider* ***which actors*** *from your map would be in a position to undertake the actions you identify. You can refer to the* [*Policy Guideline on SDG 4*](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) *to guide your conversation.*   Each team begins at one stage, teams have 20 minutes at the start and then move to the next one. Give a break after the first four stations. | Slide 28: Team Work: key aspects to ensure inclusive education= |
| **Implementation Challenge - Part 4: Gallery Round**  (25-30 min)  Start time: 07:45  *Facilitator* | **Instructions:**   * *In pairs formed by participants from different teams, go around the room reading through other team’s answers to each stage.*   *Share:* *What new thing did you learn?*  *What’s one thing that grabbed your attention?*  *What feels doable in your country?*  *What might be most difficult to accomplish?* | Slide 29: Gallery round in pairs |
| **Journal**  (5-10 min)  Start time: 08:15  *Facilitator* | **Instructions:**   * *Now, individually, I would like for you to write down a reflection.*   *What are specific steps that you can take within the next three months to advance inclusive education in your country?*  *What and who do you need to bring them to reality?* | Slide 30: Journal |
| **Wrap-up & Next Steps**  (10 min)  Start time: 08:25  *Facilitator* | **Instructions:**   * Answer any final questions from participants * [Summarize the session outcomes] * [Remind them of next steps, including follow-up materials] * [Share evaluation form] * [Address any logistical issues] * [Share any thanks or recognitions due - to interpreters, support staff, etc.] | Slide 31: Next Steps |
| **Closing Circle**  (5-10 min)  Start time: 08:35  *Facilitator* | **Instructions:**  Have people stand in a circle   * *For closing, I would like to ask each of you to name one commitment you’re making to advance inclusive education in your country. Who - in your specific context - can hold you accountable for it?* | Slide 32: Closing Circle Slide 33 Thank you! |
| Logistics wrap-up  *Trainer* | PURPOSE: After participants have left, wrap up the training space and download artifacts for later use.   * Email participants follow-up documents, including any of the following, as applicable:   + Evaluation Form Link   + Slides   + Other handouts * Finalize any logistical issues |  |

# Info Cards

**STATION 1**

**Access to, and completion of, inclusive quality education. (Policy Guideline on SDG 4, section 5.1)**

* + - In what ways could you create accessible facilities for each of the four students?
    - What materials would need to be adapted? (i.e. textbooks, lesson plans, homework assignments)
    - How can educators create an inclusive learning environment? What needs to be considered for all four students?
    - What would need to change within regular classrooms and schools?
    - Does your country have a non-rejection policy? (e.g. A ‘non-rejection policy’ is a rule that prevents education systems from excluding students with disabilities from attending regular schools. It is a non-discrimination tool, and it is expressly recognized in the CRPD 24(2)(a). *See Policy Guideline on SDG 4, section 5.1.1.*)
    - What processes need to be created or supported for students with disabilities to have Individualized Education Plans?
    - In what ways could you ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations to shift into an inclusive education system?
    - How could this include the participation of children with disabilities in expressing their views, and those views being taken into account?

**STATION 2**

**Governance by The Ministry of Education (Policy Guideline on SDG 4, section 4.1)**

* + - What norms and legal frameworks would need to change to help with the transition towards inclusive education?
    - What is needed to ensure collaboration between the different levels of government to support local governments in fostering inclusion?
    - In what ways could the expertise and experience of the educators who work/have worked with people with disabilities support the creation of resource centers? (Resource centres are centralized structures that provide services to mainstream education facilities to ensure inclusiveness of students, including students with disabilities. *See Policy Guideline on SDG 4, section 5.1.3: Ensure support, including through reasonable accommodation)*
* In what ways could you ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations to shift into an inclusive education system?
  + - How could this include the participation of children with disabilities in expressing their views and those views being taken into account?

**STATION 3**

**Provide awareness raising, support services and training to parents and caregivers (Policy Guideline on SDG 4, sections 4.4, 5.2.1)**

Awareness raising campaigns and activities to promote inclusive education among all actors of the community is essential to engage them in eliminating barriers, notably attitudinal barriers, and improving practices.

* + - What opposition might you face in your country to the transition to inclusive education?
    - Come up with a few key messages that could be developed to help parents, teachers, students, and community members see the impact and importance of inclusive education.
    - What are some ideas that could help respond to resistance to the transition to inclusive education?
* In what ways could you ensure systematic participation of and active consultation with persons with disabilities and their representative organizations to shift into an inclusive education system through awareness-raising?
  + How could this include the participation of children with disabilities in expressing their views and those views being taken into account?

**STATION 4**

**Capacity Building (Policy Guideline on SDG 4, section 4.5)**

Building capacity of education sector staff, including teachers and other school personnel, can challenge resistance linked to stigma and lack of experience, and is key for the development and success of inclusive education.

* + - Does your country have **compulsory pre-service and in-service training**? If so, what does it look like? If not what would be needed to develop, create, and ensure these trainings occur?
    - What processes would be needed to ensure recruitment of teachers with disabilities?
    - In what ways could you ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations to shift into an inclusive education system through capacity building?
    - How could this include the participation of children with disabilities in expressing their views and those views being taken into account?

**STATION 5**

**Budget Allocation** **(Policy Guideline on SDG 4, section 4.6)**

*“Budgeting for inclusion requires a transition plan that allows for the orderly transformation of systems (…) To ensure optimum use of budget, public expenditure on persons with disabilities, both from mainstream programmes and disability-specific programmes, should be trackable through disability markers, to assess whether the use of original budget allocations was appropriate, to detect reallocations (diverting funds to other purposes) and to inform future budget needs and decisions*.” *-* ***Foundations Guideline, section 3.3.1***

* + - Disaggregated budget allocations: Where there are transition plans from special education towards inclusive education for children with disabilities, budgetary allocations should be as disaggregated as possible by expenditure on materials, support, reasonable accommodation, among others, to prevent any gap (e.g. in support provision) and allow for comparison of expenditures.
      * What expenses would be important to ensure inclusive education for each of the four students?
      * Who would be in charge of allocating a budget for the transition to, or strengthening of, inclusive education?
      * How could you find out what is the current budget allocation for students with disabilities?
      * What considerations should be included in a budget for the implementation of the different aspects of inclusive education?
    - In what ways could you ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations to shift into an inclusive education system?
      * How could this include the participation of children with disabilities in expressing their views and those views being taken into account?

**STATION 6**

**Data Collection and disaggregation (Policy Guideline on SDG 4, section 4.7)**

The Ministry of Education should ensure that education data is collected and disaggregated by disability and covers all education services available, in both mainstream and special schools. Data should be collected on persons with disabilities enrolled/ attending/ completing/ dropping out and out-of-school.

* + - How should data be disaggregated to account for the situation of the four students?
    - What kind of data about the experience of each of the four students would be needed to systematize **administrative data** in order to be able to retrieve and analyze it (e.g. by developing an education management information system)? Who should be responsible for creating it and implement it?
    - What role could the National Statistical Office have in producing reliable data on inclusive education?
    - What can strengthen the coordination among agencies, at various levels of government, to ensure the existence of reliable and comparable data about education and people with disabilities?
* In what ways could you ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations to shift into an inclusive education system?
  + - How could this include the participation of children with disabilities in expressing their views and those views being taken into account?

**STATION 7**

**Accountability and complaint mechanisms (Policy Guideline on SDG 4, section 4.8)**

* + - How could the existence of internal and external complaint procedures support each of the four students?
    - In what ways could internal and external complaint mechanisms support inclusive education?
      * + **Internal**: to allow students with disabilities, parents, and other relevant persons, to channel their demands and complaints to the authorities, including cases of discrimination, lack of support, violence, harassment, corporal punishment, bullying, etc., and obtain concrete responses swiftly for the improvement of practices.
      * **External**: to support the complainant notably when previous steps were not satisfactory for them. These include those of national human rights institutions, and legal actions before the judiciary. In its part, the Ministry of Education should ensure sound administrative structures to respond timely and propose effective solutions.
    - Share examples of accountability mechanisms that exist in your country.
* In what ways could you ensure systematic participation of, and active consultation with, persons with disabilities and representative organizations to shift into an inclusive education system?
  + - How could this include the participation of children with disabilities in expressing their views and those views being taken into account?

# Extended Character Stories

**Ivan**

**Age: 10**

**Interests: Math, Art, Reading**

Ivan grew up in a small village, with his parents and two older siblings. He uses a wheelchair. Recently they moved to the city, where his father found a job at a public library. He misses his friends and grandparents who stayed in the village, but he is also excited about making new friends. He loves to draw, he loves books, and numbers. When his parents go to the school closest to their new home and apply for admission for their children, they see that the school building has many steps at the entrance, and no ramp. They also notice that the bathrooms are not accessible. The principal tells Ivan’s parents that they will accept their two other children but that they are not prepared to receive Ivan in the school. Ivan’s parents don’t know what to do, because other schools they have looked at don’t have information about accessibility and are much further away.

**Aydin**

**Age: 13**

**Interests: Writing, Science, Sports**

Aydin lives in a small town with their mom and grandma, and loves to come up with stories, which they write in a device to play back to their mom, who enjoys her child’s vivid imagination. Aydin uses non-verbal communication through a device and enjoys researching about the planets and space. Aydin is about to begin middle school and, when their mom submitted an application, the school required Aydin to take an IQ test. After a lot of arguing, Aydin’s mother agreed to the IQ test, and the school assigned Aydin to a class. At school, they require that students take exams using pen and paper, and not using a device. In the afternoons, Aydin feels very tired because there are lots of noises, and the teachers don’t allow them to wear noise cancelling headphones.

**Ava**

**Age: 5**

**Interests: Math, Music, Drawing**

Ava is deaf. Throughout Ava’s young life it has been difficult for her and her parents to find the proper tutors and schools that can support her in learning Sign Language. The school she should attend tells her parents that they need to pay for a Sign Language interpreter themselves, if they want her to study there. Because the school requires Ava’s parents to pay for an interpreter, Ava does not attend school. Ava is a bright child who is very curious. These barriers have, already, kept her from growing as a student and from learning her National Sign Language - which would help her learning and staying in school.

**Rajid**

**Age: 17**

**Interests: All subjects and sports**

Rajid gets teased at school by his classmates because of the way he speaks and moves. He feels isolated and doesn’t want to go back to school. Without the proper training for his teachers and staff, Rajid has no support while at school. Both of Rajid’s parents work full-time and are unable to successfully advocate for their child with the school and teachers. Rajid has been in and out of school his entire life, due to his fear of being bullied by students and teachers. And, while Rajid is smart and wishes to follow a career in science, because of his irregular attendance, higher education feels out of reach and impossible.