



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

Policy Guidance on Quality Education – Sustainable Development Goal 4: Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals

A Resource Package

Online Training Module – Session 1
Presenter's name

Event or meeting title
Platform, (Date)

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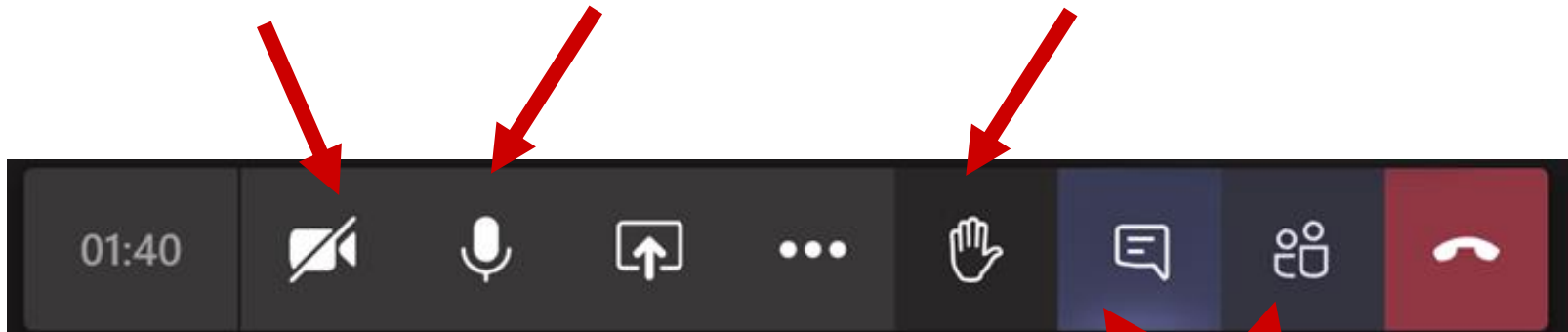
Teams tech help slides

(Templates by Training for Change)

Set-up

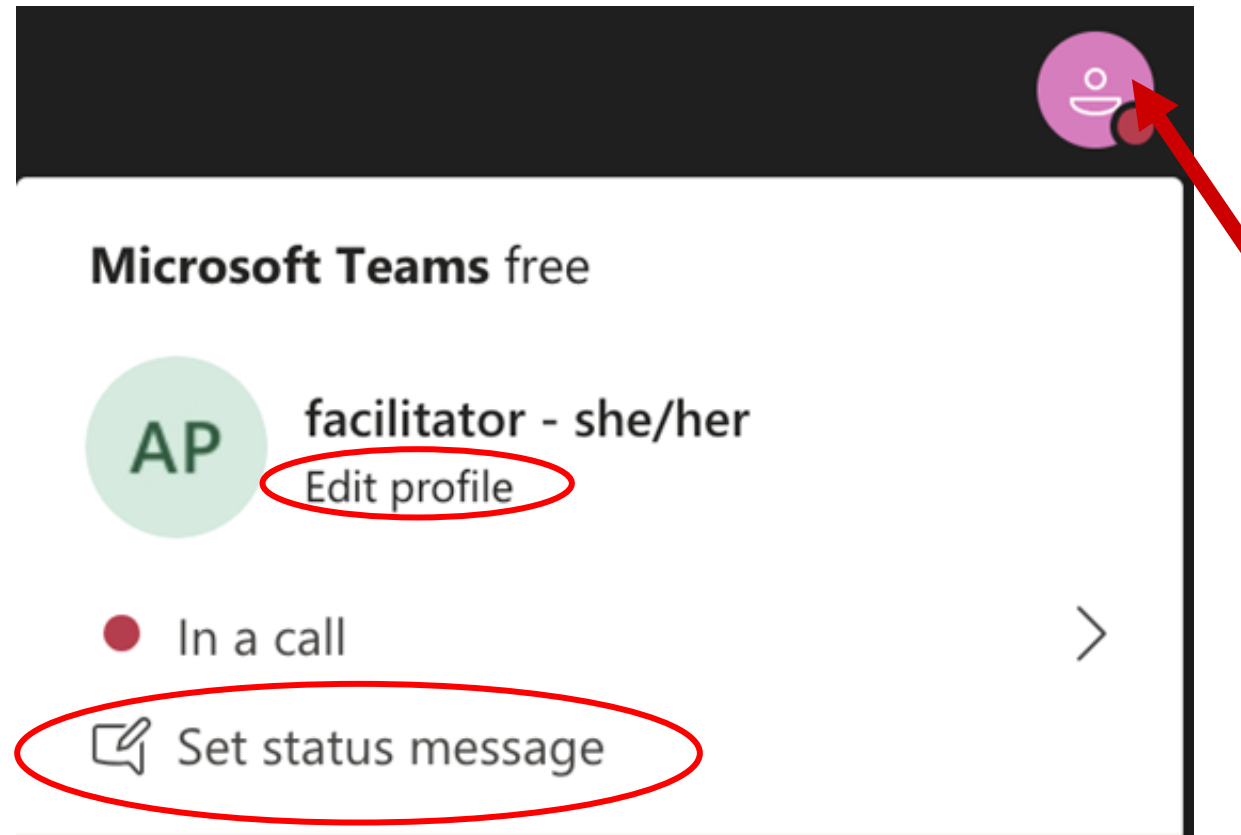
**Click Unmute and
Start Video to say
hello**

**Raise your
hand**

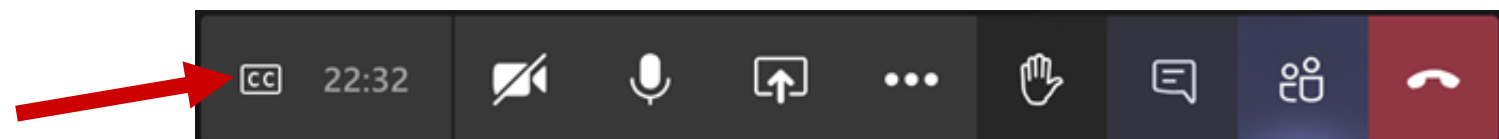
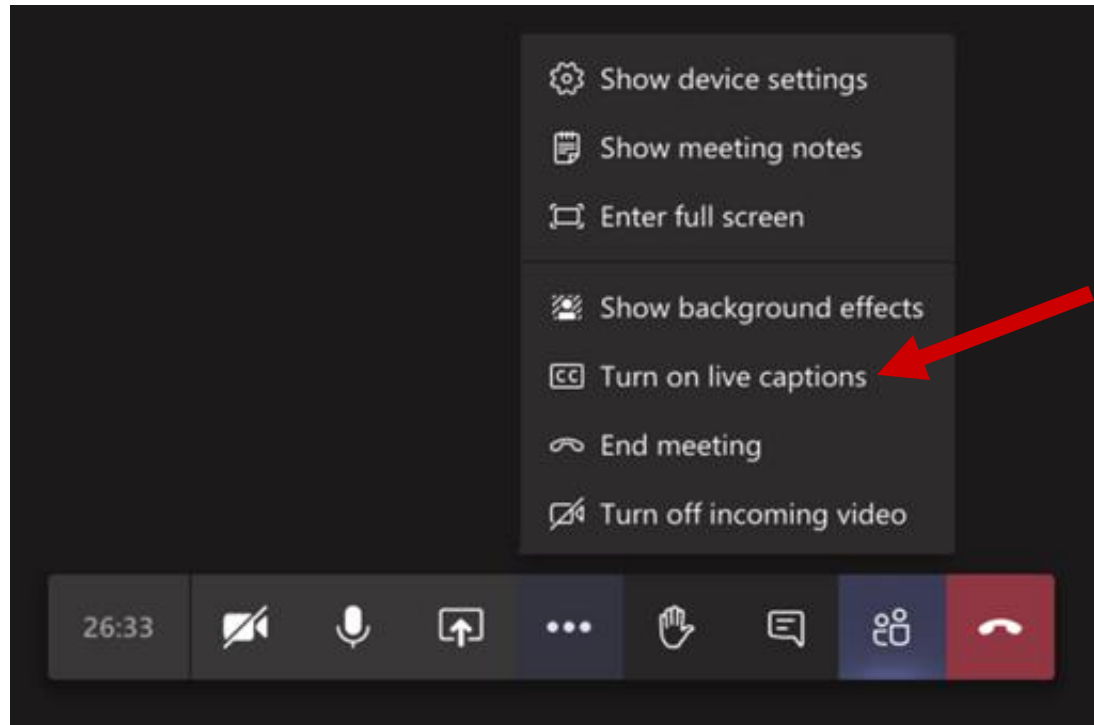


**Click Participants
and Chat**

Rename yourself: Click the icon on the top right corner, click “Edit profile” to change your name and add your pronouns. Click “Set status message” to write your organization and location.



Closed Captions



Zoom tech help slides

(Templates by Training for Change)

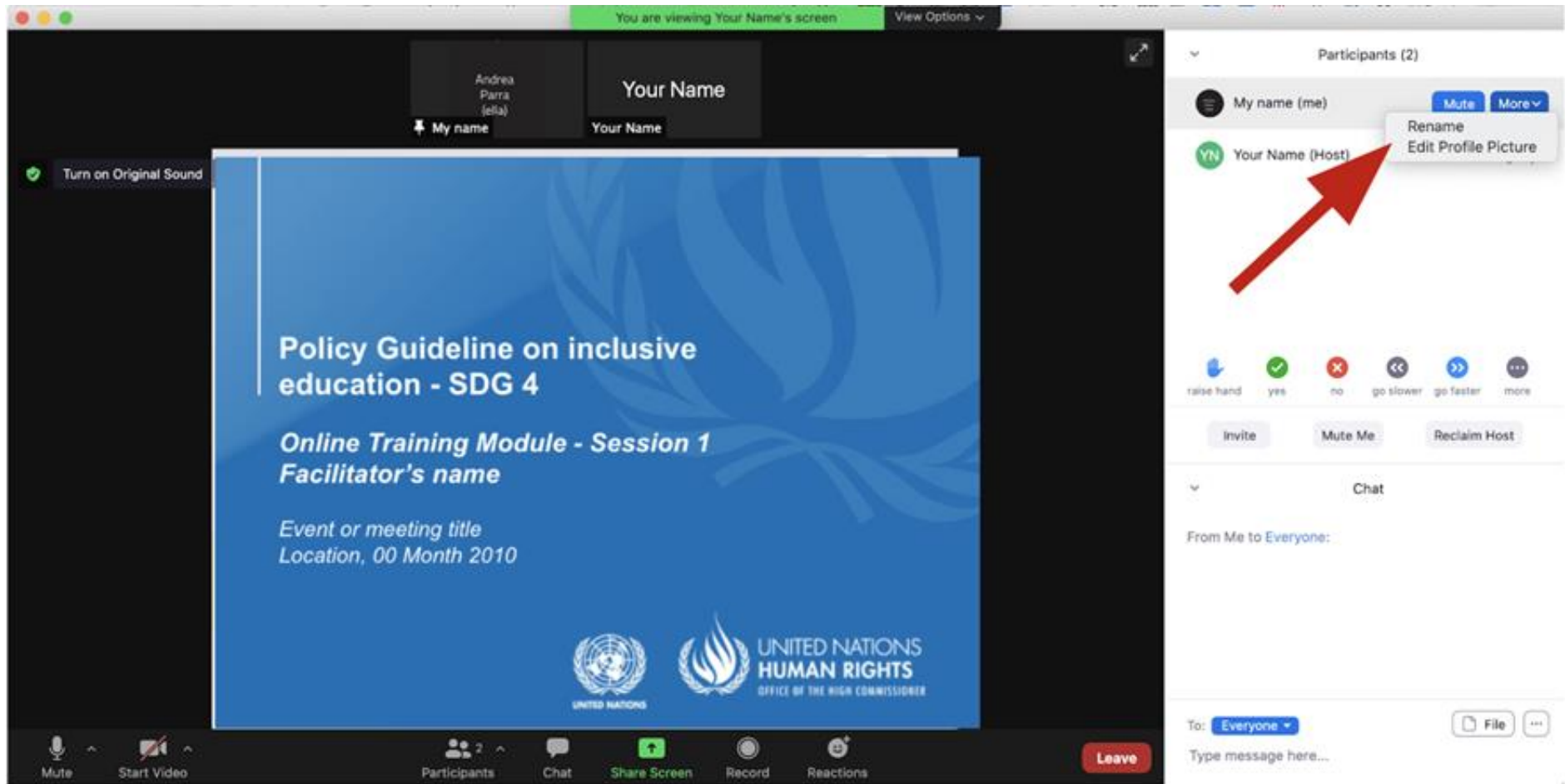
Set-up

**Click Unmute and
Start Video to say
hello**



**Click Participants
and Chat**

Rename yourself: Find your name at the top of the Participants list, click "More" then "Rename". Add your pronouns & location.



The screenshot displays a Zoom meeting interface. At the top, a green bar indicates "You are viewing Your Name's screen" with a "View Options" dropdown. The main content area shows a presentation slide with the following text: "Policy Guideline on inclusive education - SDG 4", "Online Training Module - Session 1", "Facilitator's name", "Event or meeting title", and "Location, 00 Month 2010". The slide also features the United Nations and United Nations Human Rights Office of the High Commissioner logos. On the right side, the "Participants (2)" list shows "My name (me)" and "Your Name (Host)". A red arrow points to the "More" button next to "Your Name (Host)", which has opened a dropdown menu with "Rename" and "Edit Profile Picture" options. Below the participants list are controls for "raise hand", "yes", "no", "go slower", "go faster", and "more". At the bottom of the meeting window, there are buttons for "Mute", "Start Video", "Participants", "Chat", "Share Screen", "Record", "Reactions", and "Leave".

Raise your hand

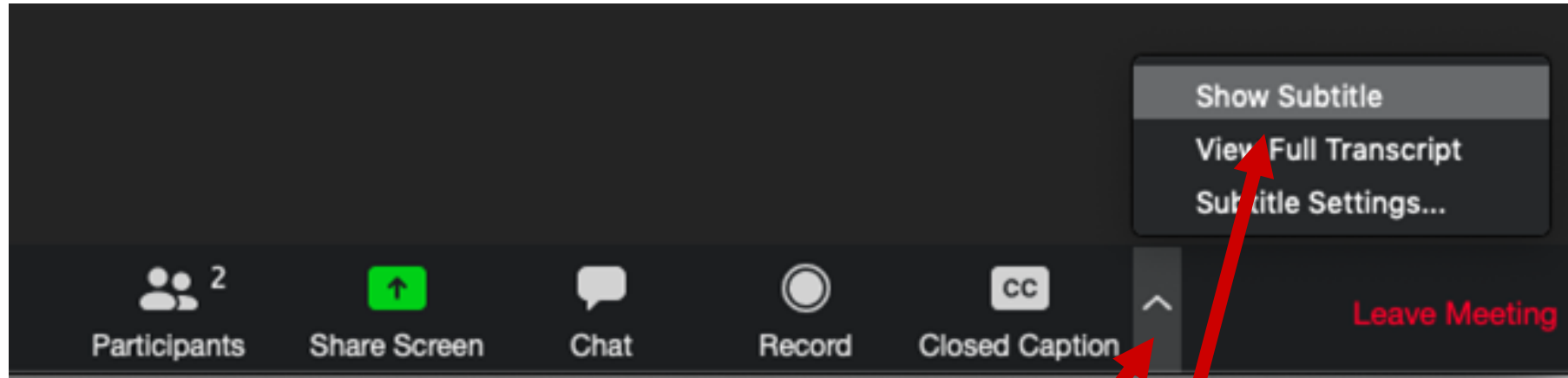
- **Use the participants menu tool**

--or--

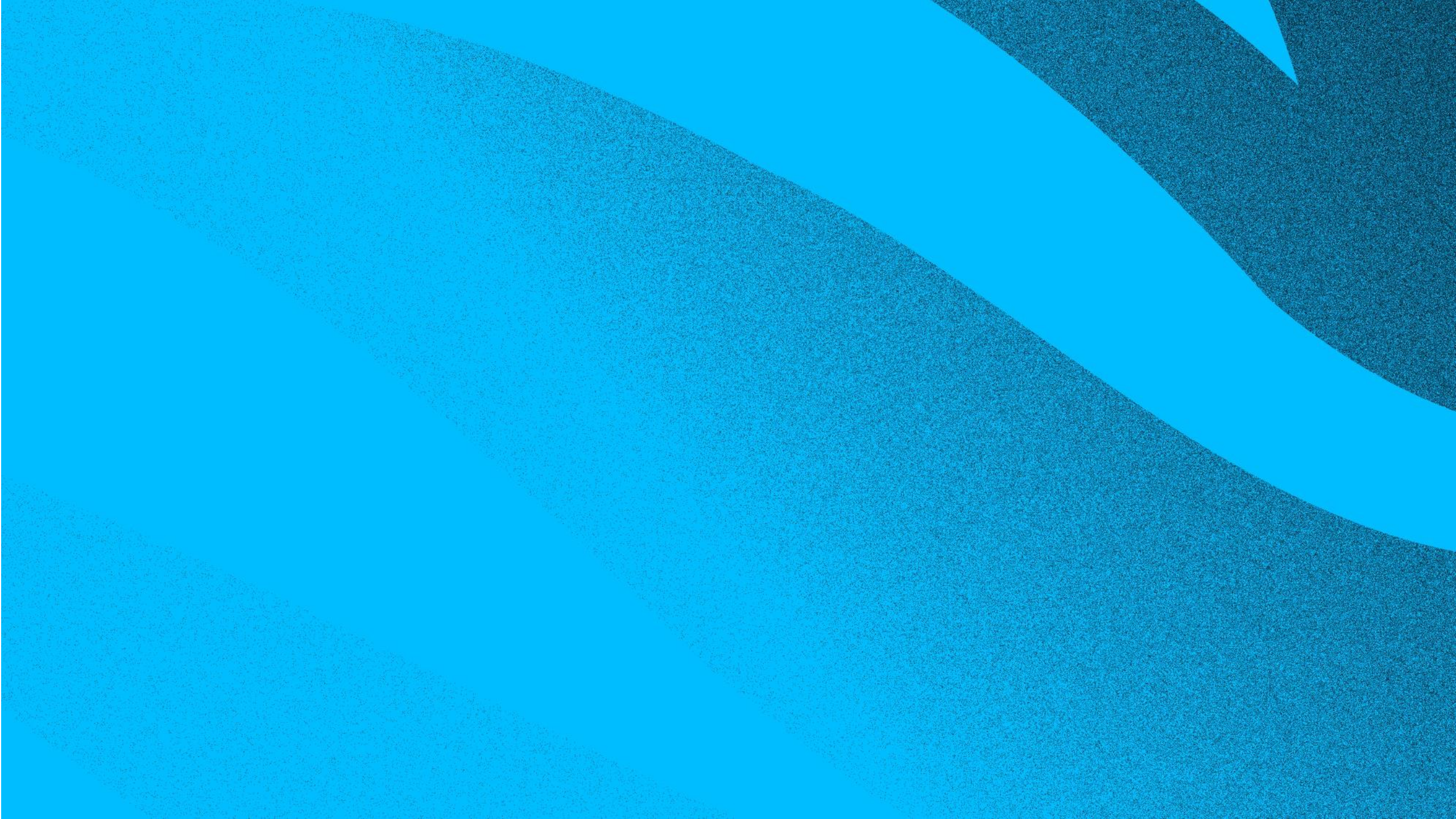
- **Type * in chat**
- ***9 on phone**
- **Alt+Y on keyboard**



Closed Captioning



Click arrow next to “Closed Caption” and click “Show Subtitle”



Be present



- **Remove distractions**



- **Get a beverage**



- **Get note-taking materials**



- **Center yourself**

Welcome!

Please raise your hand and one thing that motivates you to do the work you do.

Objectives of the module

- **Learn about the various components of the Office of the United Nations High Commissioner for Human Rights' Resource Package on Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals**
- **Better understand the current situation in terms of access to the various levels of education for persons with disabilities**
- **Identify concrete steps that policymakers can take to guarantee inclusive education in the process of implementing Sustainable Development Goal 4 with a disability rights lens.**
- **Learn how to obtain additional information for implementation of inclusive education in their context.**

What's in the Resource Package?

- **Policy Guidance**
- **Human Rights Indicators for the Convention on the Rights of Persons with Disabilities**
- **Data Sources Guidance**
- **Training Materials**
- **Videos**

Agenda

Start time: 00:00

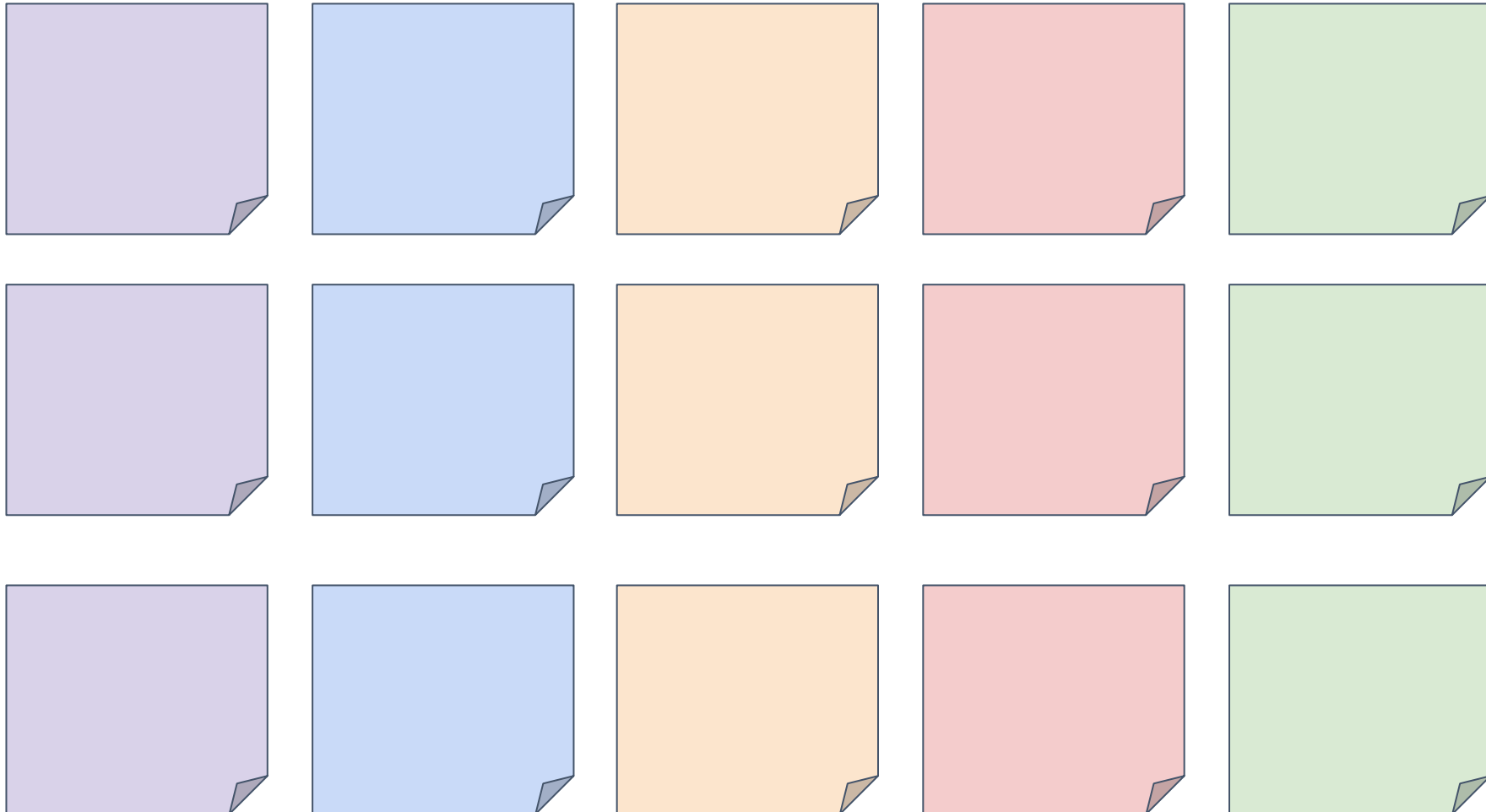
- **Disability & Ableism (if applicable)**
- **Our own experiences with schooling**
- **Data contest!**

Closing time:

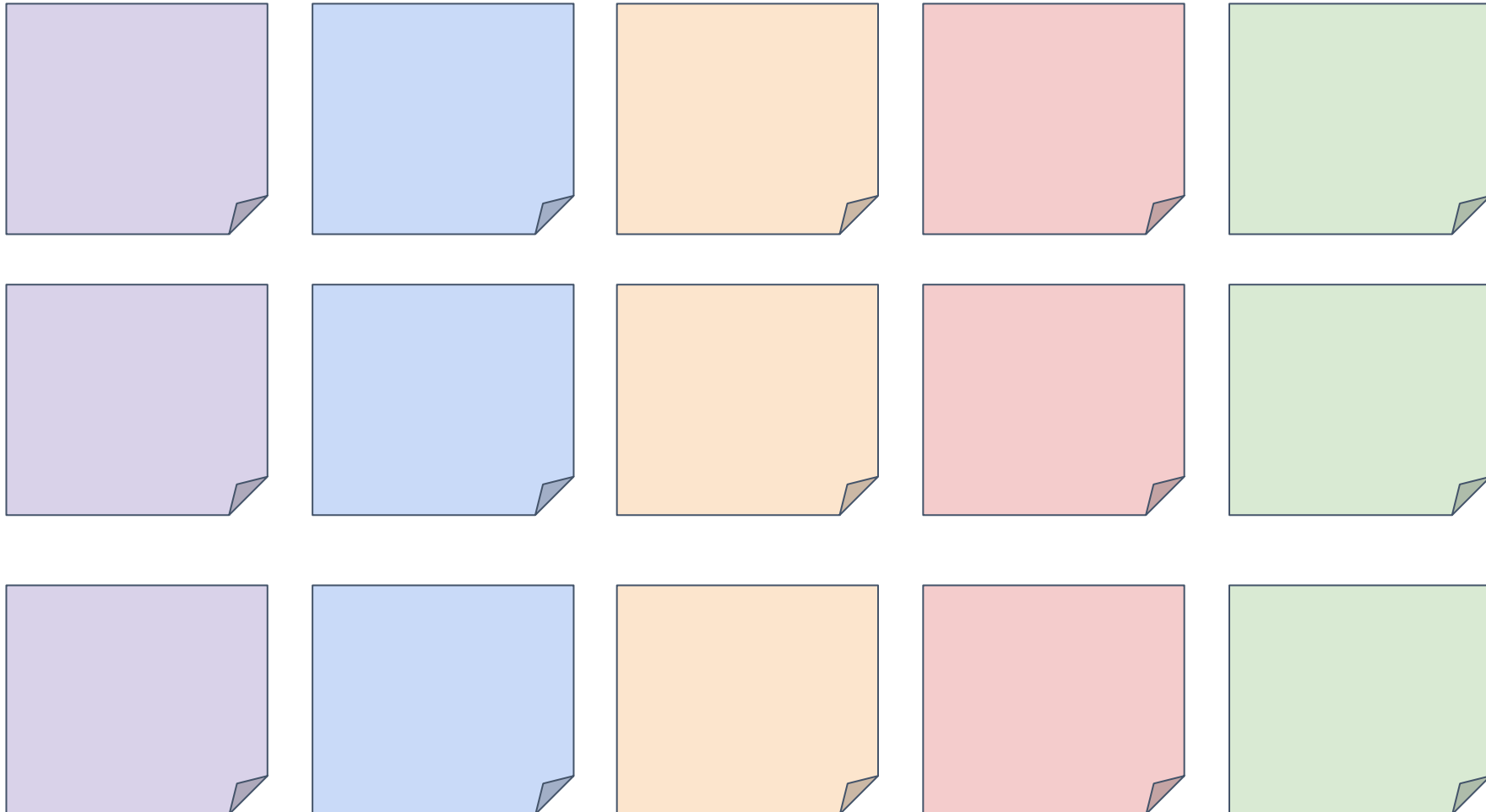
Disability and Ableism:

**What did you think about disability
when you were 8-12 years old?**

Understanding Ableism and Disability



Understanding Ableism and Disability



Models of disability

Charity Model of Disability

- **People with impairments perceived as objects of benevolence who cannot take care of themselves.**
- **Conditions participation to receiving “help” or charity.**
- **Having impairments is seen as a curse or punishment.**

Medical Model of Disability

- **People with impairments seen throughout history as persons who are sick or subjects of rehabilitation.**
- **Reduces persons to their impairment and conditions participation to being rehabilitated or “fixed” to meet societal norms and to fit back into society.**

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”.

**Special Rapporteur on the rights of persons with disabilities,
Report on the impact of ableism in medical and scientific
practice, A/HRC/43/41, 2019**

**What memories do you have from
when you attended this level?**

Memories of Schooling – Elementary

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Memories of Schooling – Secondary

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Memories of Schooling – Technical and Vocational

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Memories of Schooling – Higher education

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Break! Come back at :00

Discuss:

Something you learned or that surprised you in this activity.

Short video

As you watch and listen, pay attention to the different students highlighted and the issues shared and proposed.

Please share in chat any reactions to the video.

Inclusive Education:

“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.”

Source: United Nations, Committee on the Rights of Persons with Disabilities. General comment No.4 (2016) Article 24: Right to Inclusive Education. 2 September 2016. [CRPD/C/GC/4](#). para. 11

FIGURE VI

Actions to strengthen access, completion and learning outcomes for students with disabilities



Access

- Laws do not prevent access to general education (non-rejection clause)
- Administrative procedures do not exclude students with disabilities from general education



Learning

- Students with disabilities benefit from individualized education plans
- Learning outcomes are based on individual objectives



Meaningful Participation

- Students with disabilities have the necessary support to participate and learn
- Reasonable accommodation is offered and provided on demand



Completion

- Upon completion, students with disabilities obtain the same certification as other students
- Students with disabilities are entitled and supported to pursue higher levels of education

Closing

**Name one question you
have after today's
session.**

Name

Name

Name

Name

Name

Name

Name

Name

Name

Name

Name

Resources

- **Resource package link**
 - **Policy Guidance**
 - **Human Rights Indicators**
 - **Data Sources Guidance**
 - **Training Materials**
 - **Videos**
- **(Add other relevant resources)**

Thank you!

**For further information,
please contact:**