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

A Resource Package

In-Person Training Module
Presenter's name

Event or meeting title
Location, (Date)

Welcome!

- **You each have one minute to come to the front of the room, introduce yourself and share: what motivates you to do the work you do?**

Objectives of the module

- Become familiar with 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 and how to use it.
- 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 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!**

Meal time: 00:00
- **Inclusive Education Stations**
- **Next Steps**

Closing time:

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

In trios:

- Share what you remember
- What do you notice in common between the stories?
- Come up with a list of words that you associated with disability during that time of your life.

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

Memories of Schooling

In each flipchart answer the question:

"What memories do you have from when you attended this level of schooling?"

(Elementary, Secondary, Technical/Vocational, Higher Education).

In trios, discuss:

How did your experience with schooling shape you?

And how might your experience with schooling be linked to what you do today?

BREAK! Come back at :00

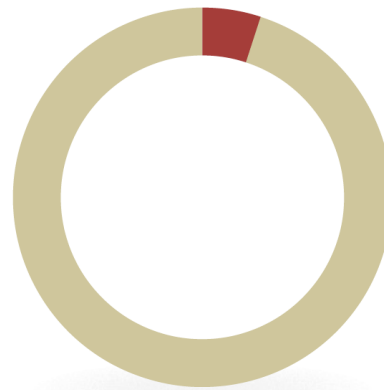# WELCOME TO THE DATA CONTEST!

The team with most points will win a prize!

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

Question 1: What proportion of children in the world are children with disabilities? (5 points)

FIGURE I

**Proportion of children with
and without disability**

- 🔴 **5%** Children with disabilities
- 🟤 **95%** Other children

Source: United Nations Children's Fund, *The state of the world's children: Children with disabilities* **(2013), p. 3**

Question 2: What proportion of children out of school are children with disabilities? (5 points)

A. 10 per cent
B. 15 per cent
C.   5 per cent

Question 2: What proportion of children out of school are children with disabilities? (5 points)

FIGURE II

Proportion of children out of school with and without disability

● **15%** Children with disabilities out of school
● **85%** Other children out of school
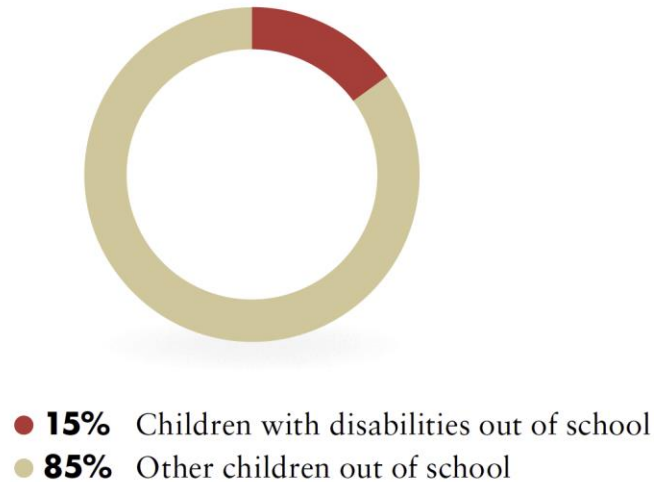
Source: Global Education Monitoring Report Team, *Global education monitoring report, 2020: Inclusion and education: all means all* **(Paris: United Nations Educational, Scientific and Cultural Organization, 2020), p. 72, fig. 3.4)**
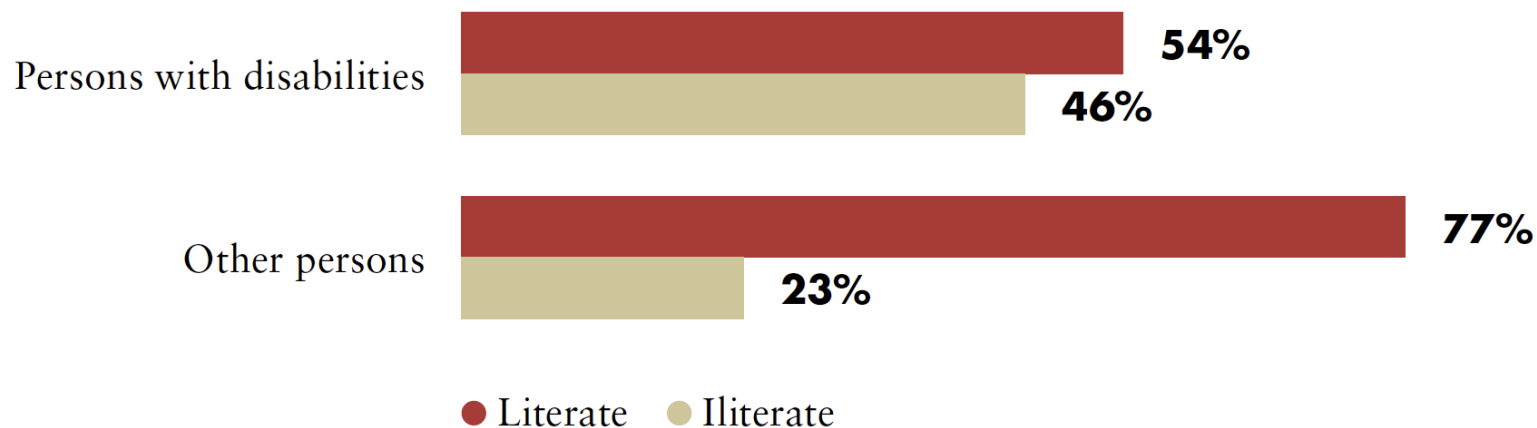
Question 3: What are the literacy rates of persons with disabilities in comparison to those of persons without disabilities? (5 points)

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

C. 6 in 10 persons with disabilities are literate vs. 9 in 10 persons without disabilities

D. None of the above

Question 3: What are the literacy rates of persons with disabilities in comparison to those of persons without disabilities? (5 points)

FIGURE III

Literacy rates of persons with disabilities compared to broader population

Persons with disabilities: Literate **54%**, Iliterate **46%**

Other persons: Literate **77%**, Iliterate **23%**

● Literate   ● Iliterate

Source: UNDESA, *Disability and Development Report*, 2019, p. 83, fig. II.33

Question 4: How many years of schooling do women with disabilities in developing countries complete in comparison to men and other women? (7 points)

A. 4.98 years compared to 5.96 years for men and 6.26 for other women.

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.

Question 4: How many years of schooling do women with disabilities in developing countries complete in comparison to men and other women? (7 points)

Correct Answer: 4.98 years compared to 5.96 years for men and 6.26 for other women.

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.

In pairs, 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.

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."

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

Barriers to inclusive education

Take a moment to read through the stories of Ivan, Aydin, Ava and Rajid.

What barriers are they facing?

Lunch Break! Come back at :00

Team work: Key aspects to ensure inclusive education

1. Access
2. Policy
3. Capacity building
4. Awareness-Raising
5. Budget Allocation
6. Data Collection Process
7. Accountability

Visit each station, read through the info card and write down specific actions that should be taken for each character and for students who are out of regular schools.

Gallery round in pairs

Find one other person from a different team, go around the room and review the flipcharts.

Share:
- **What did you learn new?**
- **What's one thing that called for your attention?**
- **What do you feel can be done in your country?**
- **What might be most difficult to accomplish?**

Journal

Individually, write down:

- **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?**

Next Steps

(Add any information for follow-up after the training here)

Closing Circle

Name one commitment you are making to advance inclusive education in your country.

Who - in your specific context - can hold you accountable for it?

Thank you!

For further information, please contact: