**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Handouts and materials**

**for face-to-face training**

**Module 4**

**Quality Education**

**Module 4**

**Quality Education**

**Handouts and materials**

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# Activity 4.1.3. Handout: Five core pillars of inclusive policies

Module 4 Session 1 Activity 4.1.3. Key concepts – Foundations (optional)

Source: (extracted from the Foundations Guidance, section 2)

The Policy Guidance for Inclusive Sustainable Development Goals – Foundations, outline five core pillars that are necessary to construct an inclusive policy framework. These should also be considered in the design and implementation of any public policy or programme.

**Non-discrimination**

A non-discrimination framework that prohibits discrimination across all areas of life and ensures that reasonable accommodation is available to persons with disabilities is essential.

**Accessibility**

Involves addressing and preventing barriers which restrict the participation of persons with disabilities.

**Assistive technology and support services**

Assistive technology and support services allow persons with disabilities to benefit from policies and programmes alongside their peers and partially remedies limitations in accessibility.

**Participation**

Participation ensures that the valuable expertise and experiences of persons with disabilities shape policy and programmes, to ensure the most effective solutions.

**Awareness raising**

Awareness raising for and about persons with disabilities contributes to combating negative stereotypes and promotes knowledge about, and respect for, their rights and dignity.

# Activity 4.2.2. Materials: Flipcharts for memories of different levels of schooling (models)

Module 4 Session 2 Activity 4.2.2. Memories of school

Flipchart 1 Level: **Elementary education**

**What memories, good or bad, do you have from when you attended this level of schooling?**

Flipchart 2 Level: **Secondary** **education**

**What memories, good or bad, do you have from when you attended this level of schooling?**

Flipchart 3 Level: **Technical/vocational education**

**What memories, good or bad, do you have from when you attended this level of schooling?**

Flipchart 4 Level: **Higher education**

**What memories, good or bad, do you have from when you attended this level of schooling?**

# Activity 4.2.3. Handout: Mapping key actors in the education system

Module 4 Session 2 Activity 4.2.3. **–** Education systems and inclusive education

**Task**

Create a visual mapping of the actors in the education system of your country that can move the agenda forward on inclusive education.

Use the flipchart sheet provided to your group to create your visual mapping. An example is provided below.

**Steps**

1. Write the name of your country at the top of the flipchart.
2. For each level of actor listed below:

* identify who is working on what
* how they can contribute to making the education system more inclusive of persons with disabilities
* illustrate these visually on the flipchart sheet

Some examples of actors are provided for each level to help you get started. Feel free to add, change or omit any of the examples listed.

**GOVERNMENT** level actors

Some examples of actors at the **government level** include: Ministry of Education, budgeting entity within the Ministry of Education, government disability focal point.

**SCHOOL** level actors

Some examples of actors at the **school level** include: school board, school administrators, teachers, student associations, parent teacher association, school commissioners

**COMMUNITY** levelactors

Some examples of actors at the **community level** include: local municipality, sports organizations, religious organizations.

**Example of a visual mapping**

**Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Government level actors**

**SCHOOL** level actors

**COMMUNITY level actors**

# Activity 4.2.4. Handout: Extended character stories

Module 4 Session 2 Activity 4.2.4. Stories of persons with disabilities

Ivan’s story

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.

**Task**

Together with the members of your group you will determine, the kinds of actions required to ensure an inclusive and quality education for Ivan under each of the seven areas of action posted in stations around the room. (10 min per station)

1. Read Ivan’s story.
2. Then, beginning with the station as directed by the trainer, identify actions to ensure an inclusive and quality education for Ivan. Refer to the questions provided on the flipchart to help guide your discussion. Also refer to the [**Handout: Action areas for an inclusive and quality education**](#actionareas). Write the actions you identify on the sticky notes provided to your group and post them in the appropriate quadrant of the flipchart at the station.
3. Refer back to the visual mapping of the actors in the education system of your country that you created in **Activity 4.2.3.** **Education systems and inclusive education.** Identify **which of those actors** in your country, would be in a position to undertake the actions you identified above. Using the different coloured sticky notes provided, add a sticky note with the actor responsible for carrying out the identified action(s) at each station.
4. When the trainer calls time, move to the next station and repeat the process until you have visited all seven stations.

**Handout: Extended character stories**

Module 4 Session 2 Activity 4.2.4. Stories of persons with disabilities

Aydin’s story

Age: 13

Aydin’s pronouns: they/them

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.

**Task**

Together with the members of your group you will determine, the kinds of actions required to ensure an inclusive and quality education for Aydin under each of the seven areas of action posted in stations around the room. (10 min per station)

1. Read Aydin’s story.
2. Then, beginning with the station as directed by the trainer, identify actions to ensure an inclusive and quality education for Aydin. Refer to the questions provided on the flipchart to help guide your discussion. Also refer to the [**Handout: Action areas for an inclusive and quality education**](#actionareas). Write the actions you identify on the sticky notes provided to your group and post them in the appropriate quadrant of the flipchart at the station.
3. Refer back to the visual mapping of the actors in the education system of your country that you created in **Activity 4.2.3.** **Education systems and inclusive education.** Identify **which of those actors** in your country, would be in a position to undertake the actions you identified above Using the different coloured sticky notes provided, add a sticky note with the actor responsible for carrying out the identified action(s) at each station.
4. When the trainer calls time, move to the next station and repeat the process until you have visited all seven stations.

**Handout: Extended character stories**

Module 4 Session 2 Activity 4.2.4. Stories of persons with disabilities

Ava’s story

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.

**Task**

Together with the members of your group you will determine, the kinds of actions required to ensure an inclusive and quality education for Ava under each of the seven areas of action posted in stations around the room. (10 min per station)

1. Read Ava’s story.
2. Then, beginning with the station as directed by the trainer, identify actions to ensure an inclusive and quality education for Ava. Refer to the questions provided on the flipchart to help guide your discussion. Also refer to the [**Handout: Action areas for an inclusive and quality education**](#actionareas). Write the actions you identify on the sticky notes provided to your group and post them in the appropriate quadrant of the flipchart at the station.
3. Refer back to the visual mapping of the actors in the education system of your country that you created in **Activity 4.2.3.** **Education systems and inclusive education.** Identify **which of those actors** in your country, would be in a position to undertake the actions you identified above. Using the different coloured sticky notes provided, add a sticky note with the actor responsible for carrying out the identified action(s) at each station.
4. When the trainer calls time, move to the next station and repeat the process until you have visited all seven stations.

**Handout: Extended character stories**

Module 4 Session 2 Activity 4.2.4. Stories of persons with disabilities

Rajid’s story

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.

**Task**

Together with the members of your group you will determine, the kinds of actions required to ensure an inclusive and quality education for Rajid under each of the seven areas of action posted in stations around the room. (10 min per station)

1. Read Rajid’s story.
2. Then, beginning with the station as directed by the trainer, identify actions to ensure an inclusive and quality education for Rajid. Refer to the questions provided on the flipchart to help guide your discussion. Also refer to the [**Handout: Action areas for an inclusive and quality education**](#actionareas). Write the actions you identify on the sticky notes provided to your group and post them in the appropriate quadrant of the flipchart at the station.
3. Refer back to the visual mapping of the actors in the education system of your country that you created in **Activity 4.2.3.** **Education systems and inclusive education.** Identify **which of those actors** in your country, would be in a position to undertake the actions you identified above. Using the different coloured sticky notes provided, add a sticky note with the actor responsible for carrying out the identified action(s) at each station.
4. When the trainer calls time, move to the next station and repeat the process until you have visited all seven stations.

# Activity 4.2.4. Handout: Action areas for inclusive and quality education

Module 4 Session 2 Activity 4.2.4. Stories of persons with disabilities

Each of the stations listed below outlines **an area for action** to establish and implement an inclusive, quality education system. They represent areas for action applicable across all SDG 4 targets.

|  |
| --- |
| STATION 1: Access and completion  (Policy Guidance on SDG 4, section 5.1) |

Effective implementation of inclusive education is conditioned upon creating inclusive learning environments and ensuring access to and completion of schooling. Environments must be made accessible and Individual Education Plans and accommodations put in place for meaningful participation by students with disabilities. In addition, a non-rejection policy will guarantee that students are not excluded from schooling at the outset.

1. **Ensuring accessibility**

* What needs to be done to ensure accessible environments for students with disabilities?
* What materials need to be adapted? (e.g., textbooks, lesson plans, homework assignments)

1. **Creating an inclusive learning environment**

* How can educators create an inclusive learning environment? What needs to be considered?
* What needs to change within regular classrooms and schools?

1. **Non-rejection policy**

A ‘non-rejection policy’ is a rule that prevents education systems from excluding students with disabilities from attending mainstream schools. It is a non-discrimination tool, and it is expressly recognized in the CRPD in article 24(2)(a). (*See Policy Guidance on SDG 4, section 5.1.1.*)

* What steps need to be taken to put in place a non-rejection policy?

1. **Implementing Individualized Education Plans**

* What processes need to be created or supported for students with disabilities to have Individualized Education Plans?

1. **Ensuring systematic participation and active consultation**

* What needs to be done to ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations in decisions related to this action area?
* What needs to be done to include the participation of children with disabilities in these processes and to support the expression of their views?

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| STATION 2: Governance, legislation and policy  (Policy Guidance on SDG 4, section 4.1) |

Making the shift to an inclusive education system requires governance, legislation and policy for coordinated and coherent approaches across different sectors and levels of government and to provide mechanisms to support the transition process.

1. **Norms and legal frameworks**

* What changes are needed to help with the transition towards inclusive education?

1. **Collaboration**

* What is needed to ensure collaboration between the different levels of government to support local governments in fostering inclusion?

1. **Resource centres**

Resource centres are centralized structures that provide services to mainstream education facilities to ensure inclusiveness of students, including students with disabilities. (*See Policy Guidance on SDG 4, section 5.1.3: Ensure support, including through reasonable accommodation).*

* How can the expertise and experience of the educators who work/have worked with students with disabilities support the creation of resource centres?

1. **Ensuring systematic participation and active consultation**

* What needs to be done to ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations in decisions related to this action area?
* What needs to be done to include the participation of children with disabilities in these processes and to support the expression of their views?

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| STATION 3: Awareness raising  (Policy Guidance on SDG 4, sections 4.4, 5.2.1) |

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

1. **Target audiences and messaging**

* Which **actors** would need to be targeted to enable the transition to inclusive education?
* What kind of **messages** would need to be communicated to the different actors?

1. **Ensuring systematic participation and active consultation**

* What needs to be done to ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations in decisions related to this action area?
* What needs to be done to include the participation of children with disabilities in these processes and to support the expression of their views?

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| STATION 4: Capacity building  (Policy Guidance 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.

1. **Compulsory pre-service and in-service training**

* What is needed to develop, implement, and ensure this training occurs and contributes to the implementation of inclusive education?

1. **Recruitment of teachers with disabilities**

* What processes are needed to ensure recruitment of teachers with disabilities?

1. **Ensuring systematic participation and active consultation**

* What needs to be done to ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations in decisions related to this action area?
* What needs to be done to include the participation of children with disabilities in these processes and to support the expression of their views?

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| STATION 5: Budget allocation  (Policy Guidance 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 Guidance, 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.

1. **Budget allocation**
   * + - What expenses need to be covered in the budget to ensure inclusive education of the diversity of students with disabilities?
       - What considerations should be included in a budget for the implementation of the different aspects of inclusive education?
       - Which government entity or entities would need to be targeted for the allocation of budget for the transition to, or strengthening of, inclusive education?
2. **Ensuring systematic participation and active consultation**

* What needs to be done to ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations in decisions related to this action area?
* What needs to be done to include the participation of children with disabilities in these processes and to support the expression of their views?

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| STATION 6: Data collection and disaggregation  (Policy Guidance 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.

1. **Data management** 
   * + How should data be disaggregated to account for the diversity of students with disabilities?
     + Which actors need to be responsible for developing a data system (e.g., Education Management Information System (EMIS)) to systematize administrative data about the experience of students with disabilities in order to be able to retrieve and analyze it?
     + What role could the National Statistical Office have in producing reliable data on inclusive education?
     + What needs to be done to strengthen the coordination among agencies, at various levels of government, to ensure the existence of reliable and comparable data about education and persons with disabilities?
2. **Ensuring systematic participation and active consultation**

* What needs to be done to ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations in decisions related to this action area?
* What needs to be done to include the participation of children with disabilities in these processes and to support the expression of their views?

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| STATION 7: Accountability  (Policy Guidance on SDG 4, section 4.8) |

The Ministry of Education should establish independent, effective, accessible, transparent, safe and enforceable accountability and complaint mechanisms that allow students with disabilities, parents and other relevant persons to channel their feedback, requests and complaints. These may include cases of [discrimination](#_bookmark55), lack of [support](#_bookmark61), violence, harassment, corporal punishment, bullying, etc. Confidentiality and mandatory reporting processes are required and personnel should be trained in these. The Ministry of Education should establish sound administrative structures to provide timely and effective responses to complaints.

1. **Accountability mechanisms**

* What is needed to put in place effective and accessible complaints mechanisms for students with disabilities to invoke their right to inclusive education. both internal complaint procedures within the government and external complaint procedures before the judiciary?

1. **Administrative structures**

* What administrative structures are needed to provide timely and effective responses to complaints within the Ministry of Education or responsible government department?

1. **Ensuring systematic participation and active consultation**

* What needs to be done to ensure systematic participation of, and active consultation with, persons with disabilities and their representative organizations to make the shift to an inclusive education system?
* What needs to be done to include the participation of children with disabilities in these processes and to support the expression of their views?

# Activity 4.2.4 Materials: Flipcharts for seven stations (models)

Module 4 Session 2 Activity 4.2.4. Stories of persons with disabilities

**STATION 1: Access and completion**

**IVAN**

**AVA**

**AYDIN**

**RAJID**

**STATION 2: Governance, legislation and policy**

**IVAN**

**AVA**

**AYDIN**

**RAJID**

**STATION 3: Capacity building**

**IVAN**

**AVA**

**AYDIN**

**RAJID**

**STATION 4: Awareness raising**

**IVAN**

**AVA**

**AYDIN**

**RAJID**

**STATION 5: Budget allocation**

**IVAN**

**AVA**

**AYDIN**

**RAJID**

**STATION 6: Data collection and disaggregation**

**IVAN**

**AVA**

**AYDIN**

**RAJID**

**STATION 7: Accountability**

**IVAN**

**AVA**

**AYDIN**

**RAJID**