**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Participatory webinar 4**

**Quality education**

**Trainer’s guide**

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**Participatory webinar 4**

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**About participatory webinar 4**

Webinar 4 focuses on how to build education systems that are inclusive of students with disabilities.

It is highly recommended that webinar 1 be given prior to this webinar or any of the other webinars in these training materials as the concepts explained in webinar 1 underpin the content of all subsequent webinars. At a minimum, keys concepts from Participatory webinar 1 – Foundations should be reviewed with participants. Session 1 Activity 4.1.3. Key concepts – Foundations was designed with this purpose in mind.

It is also important to carefully read the Introduction to this trainer’s guide, before undertaking any webinar, as it contains important information regarding the methodology, as well as the planning and conduct of the training. In addition, the introduction contains essential information on working with a webinar manager to ensure the smooth running of the webinar.

A thorough reading of the related Policy Guidance is strongly recommended before undertaking each webinar. For webinar 4, it is, [Policy Guidance](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) on SDG 4 - Quality education.

**Objectives**

By the end of this webinar, participants should be able to:

* Explain how lack of access to quality and inclusive education at the various levels impacts persons with disabilities
* Identify concrete steps that policymakers can take to ensure effective measures are in place to implement Sustainable Development Goal 4 (SDG 4) on Quality education in a way that is inclusive of persons with disabilities
* Determine how to obtain additional information to support implementation of inclusive education in their context

**The webinar consists of three sessions:**

**Session 1 -** Getting started

**Session 2 -** Persons with disabilities and education

**Session 3 -** Wrap up and next steps

**Webinar 4**

# **Session 1**

**Getting started**

**Activity Time**

**Activity 4.1.1.** - Welcome and introductions 40 min

**Activity 4.1.2.** - Verifying needs and contributions 20 min

**Activity 4.1.3.** - Key concepts – Foundations (optional) 60 min

**Description**

This first session serves to welcome participants and enable them to get to know one another. Participants reflect on their needs and contributions and how they can work effectively as a group. They review the objectives and agenda for the webinar overall and the content of the session as well as foundational concepts.

**Activity 4.1.1. Welcome and introductions**

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| **Objectives** | To enable participants and members of the training team to:   * get to know each other * build an effective group dynamic based on mutual trust | **Trainer notes**  Display **Computer slide** **2:** Welcome! as participants enter the virtual session.  This activity serves to encourage participants to reflect on how their work supports or can support access to education for persons with disabilities.  To prepare for **Part A**, the trainer should familiarize themselves with the Wheel of names website and prepare the Wheel of names by adding the names of participants. |
| **Time** | 40 minutes |
| **Materials and tools** | * **Computer slide** **2:** Welcome! * **Computer slide 3:** Tell us about you |
| **Description** | **Part A** (20 min)   1. Inform participants that they will begin the session by introducing themselves and sharing a bit about who they are. 2. Display **Computer slide 3:** Tell us about you, and explain that each participant will be invited to share with the group the information on the slide, i.e.,  * Name * Organization * Occupation/position * Their answer to the question:   **What motivates you to do the work you do?**   1. Give participants a minute or two to write down their ideas. 2. Using the [Wheel of names](https://wheelofnames.com/), participants will introduce themselves. Remember to delete the name of the participant after he/she has introduced himself/herself. 3. As participants introduce themselves, list key ideas from their responses to the question on a shared whiteboard.   **Part B Whole group discussion** (20 min)   1. Lead a whole group discussion on the key ideas from their responses you have listed on the whiteboard. Some guiding questions are provided below.  * What did you notice about the group? * What caught your attention about what others shared? * Why is motivation particularly important in your work with persons with disabilities?  1. Ask participants to share their reflections and address any questions they may have. |

**Activity 4.1.2. Verifying needs and contributions**

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| **Objective** | To have participants review their needs and what they can contribute in relation to the objectives and content, as well as for the effective functioning of the training | **Trainer notes**  Prior to the training, participants completed a pre-training questionnaire, in which they provided information about their needs and contributions and other information for the training. Use information provided in the questionnaires about participants’ needs and contributions to prepare the slide for **Part A** of this activity. For the objectives of webinar 4 you can display **Computer slide 5**.  In a participatory training process, where it is essential to foster a safe and friendly learning environment, addressing people’s human needs as well as their learning needs is equally important. For example:  *a person with disability may have particular needs that extend beyond the category of “learning” needs*.  In carrying out this activity, the trainer should also encourage participants to express human needs and contributions. |
| **Time** | 20 minutes |
| **Materials and tools** | * **Computer slide 4:** Needs and contributions * **Computer slide 5:** Objectives of webinar 4 * **Computer slide** **6**: Agenda |
| **Description** | **Part A Needs and contributions** (10 min)   1. Display the list of participants needs and contributions that you have prepared using **Computer slide 4**. Ensure to also include trainers’ needs and contributions. 2. Invite participants to add any other needs or contributions they feel should be included. |

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|  | **Part B Objectives and content** (10 min)   1. Display the agenda you have prepared using **Computer slide 6**. 2. Review the objectives and content of the webinar referring to the participants’ needs and contributions. |  |

**Activity 4.1.3. Key concepts – Foundations (optional)**

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| **Objective** | To review key concepts that underpin a human rights-based approach to disability-inclusive policies | **Trainer notes**  This activity provides the opportunity to review some of the basic concepts presented in **Participatory webinar 1** – Foundations. It is particularly useful for participants who have not completed webinar 1. However, all groups can benefit from this activity as it reviews the concepts that are key to the development and implementation of policy and programmes inclusive of persons with disabilities. It has been labeled optional as it is left to the discretion of the trainer based on the participants’ knowledge and experience, according to the needs assessment performed before the training.  Refer participants to the **Handout:** Five core pillars of inclusive policies, page 3 of the e-workbook.  To note: the explanatory notes are meant to be used as a guide as you explain the information on the slides and not as a script.  Cite the 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)) |
| **Time** | 60 minutes |
| **Materials and tools** | * **Computer slide 7:** Categories of barriers * **Computer slide 8:** Models of disability * **Computer slide 9:** Human rights model of disability * **Computer slide 10:** Video - What is ableism? [Watch on Vimeo](https://vimeo.com/492480733) * **Computer slide 11:** What is ableism? * **Computer slide 12:** Five core pillars of inclusive policies * **Handout:** Five core of pillars inclusive policies, page 3 of the e-workbook |
| **Description** | **Part A Barriers faced by persons with disabilities** (10 min)   1. Begin by explaining to participants that as stated in the preamble to the CRPD:   “… disability results from the interaction between persons with impairments and **attitudinal** and **environmental barriers** that hinders their full and effective participation in society on an equal basis with others.”   1. Divide participants into five small groups and set up five breakout rooms. 2. Display **Computer slide 7:** Categories of barriers. Ask participants to share with the members of their group the types of **attitudinal** and **environmental** (i.e., physical, communication, policy) barriers that persons with disabilities face in their contexts and in areas that relate to their area of work, such as education, employment, etc. Ask participants to write down the barriers identified during their discussion. (10 min) 3. Send participants to the breakout rooms now for 10 minutes. 4. Close the breakout rooms and reconvene in plenary. Have each group in turn, share the barriers they identified with the larger group and list these on the shared whiteboard. 5. Highlight the attitudinal barriers and explain that these are particularly pervasive and disabling, as they can lead to apathy towards addressing the other barriers.   **Part B – Models of disability presentation** (15 min)  Explain to participants that societal beliefs about and attitudes towards persons with disabilities have defined models of intervention. Display **Computer slide 8:** Models of disability.  Then briefly explain the models. Explanatory notes are provided.  ***Explanatory notes***  **Charity model**  Throughout history, persons with disabilities have been seen as cursed 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.  **Medical model**  In other instances, persons with disabilities have been seen as defective, in need of being fixed or cured. Their impairment is 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.  Display **Computer slide 9:** Human rights model of disability.  **Human rights model**  A human rights model requires viewing disability as the relation between a person’s impairment and the barriers they face in their environment, it is possible to develop public policies that establish the supports needed for persons with disabilities to participate in society, on an equal basis with others.  This means transforming the education system to ensure that persons with disabilities can participate in education and that they are supported to do so.  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.**  **Part C What is ableism?**  (15 min)   1. Introduce the concept of ableism, using the short animation video **[What is ableism?](https://vimeo.com/492480733)** produced by the UN Special Rapporteur on the rights of persons with disabilities. 2. Display **Computer slide 10:** Video - What is ableism? and click on the link to show the video. 3. Then review with participants key features of ableism as presented in the video. Display **Computer slide 11**: What is ableism? 4. Address any questions the participants may have. 5. Ask participants to share how ableism is present in their daily lives and in their work. 6. Ask them to also think about the internal barriers they may hold towards the idea of inclusive education. Invite participants who wish, to share these with the group. 7. Underline that 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. 8. Record participants’ reflections on a whiteboard for future reference.   **Part D – Five core pillars of inclusive policies** (20 min)   1. Begin by explaining to participants that the [Policy Guidance for Inclusive Sustainable Development Goals – Foundations](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx#policy), outlines five core pillars that are necessary to construct an inclusive policy framework. Also explain that these pillars should be considered in the design and implementation of any public policy or programme, both disability-specific and mainstream programmes. 2. Display **Computer slide 12**: Five core pillars of inclusive policies. Briefly review the pillars. 3. Set up five breakout rooms and have participants work in the same five small groups as in **Part A** above. 4. Refer participants to the **Handout:** Five core pillars of inclusive policies, on page 3 of the e-workbook. 5. Assign one pillar to each group. Ask participants to provide one or two examples of effective implementation of the pillar in policies and/or programmes to ensure they are inclusive of persons with disabilities.   Some examples are provided below.   * ***Non-discrimination:***   *prohibiting discrimination based on disability in laws/policies*   * ***Accessibility:***   *adopting accessibility standards; providing training on accessibility standards*   * ***Support services and assistive technology:***   *availability of a diverse range of support services and assistive technologies*   * ***Participation:***   *existence of consultation mechanisms and guidelines for consultation with persons with disabilities*   * ***Awareness-raising:***   *campaigns targeting the public on the rights of persons with disabilities*  Participants are encouraged to draw on their own work experience for examples.   1. Send participants to the breakout rooms now for 15 minutes. 2. Close the breakout rooms and reconvene in plenary. Have each group, in turn, share their examples with the larger group. Invite participants from other groups to comment, ask questions or provide other examples. |

**Participatory webinar 4**

# **Session 2**

**Persons with disabilities and education**

**Activity Time**

**Activity 4.2.1.** Memories of school 50 min

**Activity 4.2.2.** Persons with disabilities and education – the data speaks 45 min

**Activity 4.2.3.** Education systems and inclusive education 90 min

**Activity 4.2.4.** Stories of persons with disabilities Video - SDG 4 140 min

**Activity 4.2.1.** **Memories of school**

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| **Objective** | To explore how experiences of schooling shape us and what we do | **Trainer notes**  For the task in **Part A**, you will use **Computer slides 13 to 16:** memories of different levels of schooling. There is one slide for each of the four levels of education listed below.   1. Elementary education 2. Secondary education 3. Technical/vocational education 4. Higher education   Each slide also contains the  the following question:  **What memories, good or bad, do you have from when you attended this level of schooling?**  Remember to set up the breakout room with the option “Let participants choose room” so that participants join a breakout room of the choosing. See the Introduction to this Trainer’s Guide for more information.  As the different groups present their memories, connect experiences to aspects of the education system at that time, for example:   * traditional school values * favouring some ways of learning over others * views about who was a good student, and other views   Link participants’ responses to this last question to the content of the training which will involve reflecting on concrete actions that everyone can take to advance the right to inclusive education of persons with disabilities. |
| **Time** | 50 minutes |
| **Materials and tools** | **Computer Slides 13 to 16:** memories of different levels of schooling |
| **Description** | **Part A – School memories** (15 min)   1. Set up four breakout rooms. Name each room for one of the levels of education, i.e., Elementary education; Secondary education; Technical/vocational education; Higher education. 2. Display the corresponding slide in each breakout room (from **Computer slides 13 to 16**). 3. Explain to participants that in this activity they will take a trip down memory lane and try to recall school memories. To do this they will visit four breakout rooms each of which represents a different level of education from elementary school to higher education. 4. Display **Computer slides 13 to 16,** briefly**,** in succession, to illustrate the levels. 5. Explain that for each level, participants are asked to answer the question: **What memories, good or bad, do you have from when you attended this level of schooling?**   E.g., in relation with other students, teachers or the education system?  They will write their responses in point form on the slide.   1. Once they have written their answer to the question, they will join a second breakout room and so on, until they have visited all four breakout rooms and answered the question for all four levels of education. 2. Address any questions the participants may have. 3. Then open the breakout rooms and invite participants to join the breakout room of their choice to begin. 4. Allow enough time for everyone to write something in each breakout room.   **Part B – Small group work** (15 min)   1. Divide participants into four small groups. 2. Assign one breakout room to each group and ask them to prepare a brief synthesis of the memories written on the slide. 3. Ask each group to use the same combination of two different coloured markers (e.g., one red and one blue). To prepare their synthesis, ask them to circle good memories in one colour and memories that were less positive in the other colour. Ask them to think about the link between the school experiences and the times.   **Part B Large group discussion** (20 min)   1. Close the breakout rooms, and reconvene in plenary. 2. Ask each group to share their slide, and briefly present key ideas from the memories they reviewed. 3. Then lead a large group discussion. Some guiding questions are provided below.    * How did your experience with schooling shape you?    * How might your experience with schooling be linked to what you do today?    * How do you think the work that you do could influence or affect the schooling experience of others? |

**Activity 4.2.2.** **Persons with disabilities and education– the data speaks**

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| **Objective** | To explore the impact that lack of access to quality and inclusive education has on persons with disabilities | **Trainer notes**  Some examples of possible responses from participants to the question could be:  attending schools that do not support the learning needs of students with disabilities  inaccessible educational infrastructure, materials and methods to ensure quality education for students with disabilities  attending segregated schooling with lower quality of education   * exclusion from schooling   To note, **slide 20** outlines main reasons behind the education gap between persons with disabilities and others. Participants will likely provide examples of other reasons based on their own experience. |
| **Time** | 45 minutes |
| **Materials and tools** | * **Computer slides 17 and 18:** Persons with disabilities and education-the data speaks * **Computer slide 19:** Discussion question * **Computer slide 20:** Discussionquestion - suggested answer key |
| **Description** | **Part A Exploring the education gap**  (15 min)   1. Divide participants into three small groups and set up three breakout rooms. 2. Display **Computer slides 17** and **18**   Persons with disabilities and education-the data speaks, and go over the information on each slide with participants. Display the slides in succession, giving a brief explanation as follows.  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 participate in society, including education. Lack of education and illiteracy disadvantage persons with disabilities from finding a job, getting a promotion, and puts them at greater risk of poverty. Lower completion rates and unequal/low access to higher education and vocational training leads to lower  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 rest of the population.   1. Display **Computer slide 19:** Discussion question. Explain that in their groups, they will discuss the question below.   **Question**  What are some of the reasons for the education gap between persons with disabilities and others?   1. Send participants now to breakout rooms for 15 minutes. Ask participants to note their responses to the question.   **Part B Large group discussion** (30 min)   1. Close the breakout rooms, and reconvene in plenary. 2. Ask each group in turn to share their responses to the question. As each group presents, list their responses on a shared board. Ask groups to add to the responses of the previous groups and not to repeat responses that are similar. 3. Once all three groups have presented, invite them to share their observations and reflections. You can then display **Computer slide 20:** Discussionquestion - suggested answer key. |

**Activity 4.2.3****.** **Education systems and inclusive education**

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| **Objective** | To examine education systems and determine whether they are inclusive | **Trainer notes** |
| **Time** | 90 minutes |
| **Materials and tools** | * **Breakout rooms** * **Computer slide 21:** The education system in my country * **Computer slide 22:** Inclusive education * **Computer slide 23:** Inclusive education source definition * **Computer slide 24:** Actions to support the realization of inclusive education systems * **Handout:** Mapping key actors in the education system, page 4 of the e-workbook. |
| **Description** | **Part A Small group work** (30 min)   1. Divide participants into five groups and set up five breakout rooms. 2. Explain to participants that they will now have the opportunity to describe certain aspects of the education system in their country. In their groups, they will address the questions below.  * Is the education system in your country segregated? If yes, along what lines? * Is it inclusive? Who is included? * How does your education system enable access, meaningful participation, learning and completion of schooling by students with disabilities? * Are there early childhood programmes that enable children with disabilities to enter school?  1. Send participants now to breakout rooms for 15 minutes. Display in each breakout room **Computer slide 21:** Theeducation system in my country for easy reference to the questions above. 2. Close the breakout rooms, and reconvene in plenary. Have each group share a synthesis of their discussion, reporting back, for example, if education systems in their countries can be qualified as inclusive or continue to be segregated? Are there measures, such as early childhood programmes, to enable inclusive education? 3. Invite participants to share their reflections and address any questions participants may have.   **Part B Inclusive education presentation** (30 min)   1. Display **Computer slide 22:** Inclusive education which outlines, in point form, the key elements of inclusive education as outlined by the 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](https://undocs.org/CRPD/C/GC/4). para. 11. Review the key elements on **Computer slide 22.** 2. Then display **Computer slide 23:** Inclusive education source definition, which contains the full text from the source cited above. Also see below.   “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.”   1. Address any questions the participants may have.   Display **Computer slide 24:** Actions to support the realization of inclusive education systems.  Explain that the actions highlighted in the slide are key for an education system to be qualified as inclusive.  Ask participants to reflect on their country’s education system again with these actions in mind. Ask them to identify what is missing for their system to be qualified as inclusive education.  Invite participants to share their observations and list these on a whiteboard. Highlight commonalities and differences.  **Part C Small group** **work** (30 min)   1. Have participants work in the same small group and breakout rooms as **Part A** above. 2. Explain to participants that together with the members of their group, they will do a visual mapping of key actors, in the education system of their countries. These are actors who they think can move their country’s agenda forward on inclusive education. 3. Refer participants to the **Handout:** Mapping key actors in the education system, on page 4 of the e-workbook. 4. Explain the task as described in the instructions in the handout. 5. Address any questions participants may have. 6. Send participants to their break out rooms now for 10 minutes. 7. Have participants create their visual mappings on the whiteboard. They will use the information in **Activity 4.2.4.** Stories of persons with disabilities (20 min) 8. Once they have completed the task, close the breakout rooms, and reconvene in plenary. Have each group share their whiteboard. 9. Invite participants to look at the mappings created by the other groups and observe similarities and differences. (10 min) 10. Remind participants to keep the visual mapping as they will be using it in **Activity 4.2.4.** Stories of persons with disabilities. |

**Activity 4.2.4.** **Stories of persons with disabilities**

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| **Objective** | To determine specific government actions needed to provide quality and inclusive education for persons with disabilities | **Trainer notes**  For **Part A,** refer participants to **Handout:** Extended character stories, pages 6 to 9 of the e-workbook.  For the task in **Part B**, you will use **Computer slides 26 to 32**. There is one slide for each of the seven action areas below.   1. Access and completion 2. Governance, legislation and policy 3. Capacity building 4. Awareness raising 5. Budget allocation 6. Data collection and disaggregation 7. Accountability   Each slide is divided into four quadrants, one for each of the four characters in the extended character stories.  You will display each of the seven slides in one of the seven different breakout rooms you will set up.  Note: In order to avoid repetition, you may want to ask groups that as they move to subsequent breakout rooms, to review the actions proposed by previous groups. If an action already proposed also applies to their character, then instruct them to just add their different-coloured sticky note to that action. This will also help participants discover commonalities as well as differences.  The aim of the debrief is to lead participants to conclude that policymakers need to develop education systems to adapt to the needs of a range of people and there is no one-size-fits-all approach that works. |
| **Time** | 140 minutes |
| **Materials** | * **Breakout rooms** * **Computer slide 25:** [**SDG 4 - Video**](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * **Handout:** Extended character stories, pages 6 to 9 of the e-workbook * **Handout:** Action areas for an inclusive and quality education, pages 10 to 17 of the e-workbook * **Computer Slides 26 to 32** for seven breakout rooms * Visual mappings created in **Activity 4.2.3.** Education systems and inclusive education |
| **Description** | **Part A SDG 4 video and discussion** (25 min)   1. Inform participants that they will view a video which tell the stories of four individuals with disabilities and their families. These are:  * Ivan’s story * Aydin’s story * Ava’s story * Rajid’s story  1. Divide participants into four groups and assign one story to each group. Set up four breakout rooms. 2. Ask participants to pay attention to the different characters highlighted and the issues shared and proposed. Ask them to focus on the barriers the individuals and their families face as well as the actions proposed to address the barriers. Ask participants to pay particular attention to this information for the story assigned to their group. 3. Display **Slide 25 – SDG 4 video** and click on the link to show the video. 4. After viewing the video, send participants to their breakout rooms. Give the groups some time to discuss the story of the individual and family assigned to their group. (5 min) 5. Close the breakout rooms, and reconvene in plenary. 6. Ask the groups to share some of the barriers they identified. List the barriers on a whiteboard. 7. Highlight how different dimensions (e.g., gender, age, living in urban or remote community) shape the barriers faced by the individual as well as family members. 8. Then, list the different categories of barriers to inclusive education provided below. Add them to the whiteboard.  * Attitudinal barriers * Communication barriers * Physical barriers * Policy barriers  1. Invite participants to review the barriers they identified and link them to the different categories of barriers. Ask   them to provide other examples of each type of barrier.   1. Address any questions participants may have.   **Part B Small group work** (75 min)   1. Participants work in the same small groups as **Part A**. 2. Set up the seven breakout rooms. 3. Name each room for one of the seven actions areas, i.e., 1) Access and completion; 2) Governance, legislation and policy; 3) Capacity building;   4) Awareness raising; 5) Budget allocation; 6) Data collection and disaggregation; 7) Accountability.   1. Display the corresponding slide in each breakout room (from **Computer slides 26 to 32**). 2. Refer participants to the **Handout:** Extended character stories, on pages 6 to 9 of the e-workbook and assign one extended character story to each group. 3. Explain the task as described in the instructions in the **Handout:** Extended character stories, on pages 6 to 9 of the e-workbook. 4. Then refer participants to the **Handout:** Action areas for an inclusive and quality education, on pages 10 to 17 of the e-workbook, and go over areas with participants.   Explanatory notes are provided below.  **Explanatory notes**   * + Begin by explaining that each of the seven breakout rooms outlines **an area for action** to establish and implement an inclusive and quality education system. They represent areas for action applicable across all targets of SDG 4 - Quality education.   + Explain that groups will use the **Handout:** Action areas for an inclusive and quality education on pages 10 to 17 of the e-workbook, to identify actions governments should take to help ensure an inclusive and quality education for their character   in relation to each of the action areas represented by the different stations. Provide a brief overview of the content of the slide in each breakout room. Refer to the short introduction for each action area provided in the handout to guide you.   * + Explain that they will also refer back to the visual mapping of the actors in the education system of their country that can move the agenda forward on inclusive education. (See **Activity 4.2.3.** Education systems and inclusive education) to identify **which actors,** in their country, would be in a position to undertake the actions they identify.  1. Address any questions the participants may have. 2. To begin the activity, send each group to a different breakout room. 3. After 10 minutes, move the groups to rotate to the next breakout room. Repeat this until all the groups have visited all seven breakout rooms.   **Part C Large group discussion** (40 min)   1. Close the breakout rooms, and reconvene in plenary. 2. Conduct a large group debrief. Some guiding questions are provided below.  * What conclusions can be drawn from the different stories about the education needs of persons with disabilities? * Based on your analysis, how should education systems be organized in order to provide inclusive and quality education for persons with disabilities? |

# **Session 3**

**Wrap up and next steps**

**Activity Time**

**Activity 4.3.1**. – End of Webinar 4 debrief and evaluation 25 min

**Activity 4.3.2**. – Next steps 15 min

**Description**

In this session, participants will reflect on their learning and complete an evaluation questionnaire.

**Activity 4.3.1. – End of Webinar 4 Debrief and evaluation**

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| **Objective** | To have participants reflect on their learning and evaluate the training | **Trainer notes**  Prepare an evaluation questionnaire for webinar 4 using the resources provided in the introduction. |
| **Time** | 25 minutes |
| **Materials and tools** | * **Computer slide 33:** Journal – individual reflection |
| **Description** | **Part A Journal - individual reflection** (10 min)   1. Explain to participants that they will now have an opportunity to briefly reflect on actions they can take to advance to advance inclusive education in their country.  * What specific steps can you take within the next three months to advance inclusive education in your country? * Whose support do you need to realize the actions?   Display **Computer slide 33:** Journal – individual reflection for easy reference to the instructions for this part of the activity.   1. Ask participants to journal their ideas and reflections. Explain that these will be useful in developing ideas for next steps in **Activity 4.3.2** Next steps. See below.   **Part B – Evaluation** (15 min)  Have participants complete the evaluation questionnaire you prepared. |

**Activity 4.3.2. – Next steps**

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| **Objective** | To have participants reflect on follow-up actions | **Trainer notes**  Prepare a list of next steps for your particular target audience and add these to **Slide 34.** These should include follow-up steps you will undertake as well some steps to which the participants should commit. Ask participants to refer back to the ideas for actions they journaled in **Activity 4.3.1. -**End of Webinar 4 Debriefing and Evaluation. |
| **Time** | 15 minutes |
| **Materials and tool** | * **Computer slide 34:** Next steps * **Computer slide 35:** Thank you! |
| **Description** | 1. Display **Computer slide 34:** Next steps. Review the next steps. Begin by explaining what follow-up you will do, for example:  * Share training materials with them (e.g., slides, handouts, links to resources) * Prepare an evaluation report of this training and share it with the participants   Then explain follow-up steps the participants can undertake.   1. To close the training display **Computer slide 35:** Thank you! Share any thanks or recognitions due - to interpreters, support staff, etc. |