

District Union Facilitator Training: Skills for inclusive facilitation and inclusive education monitoring and learning



Facilitator manual

Prepared for:

National Union of Disabled Persons of Uganda (NUDIPU)

The Norwegian Association of Disabled

Developed by:

Enabling Education Network, August 2020



NAD - The Norwegian
Association of Disabled



Inclusive Learning
Approach

[Image description: The photo shows a large group of about 30-40 men and women, outside, in front of a building. Some are standing, some are crouching in front, and a few are in wheelchairs. They are all waving and smiling and look like they're having fun. Most of them are wearing face masks.]



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>

Contents

Skills for inclusive facilitation	4
Session 1: Preparing to facilitate	5
Session 2: Creating a positive, inclusive learning environment	10
Session 3: Listening, observing and asking questions	16
Session 4: Overview of the OPD IE foundational module and setting up 'practice facilitation' tasks	25
Session 5: Practice and learn	31
Session 6: New content: Building awareness about inclusive education in the community (modelling the session)	33
Session 7: Reflecting on the home-learning resources dissemination	34
Session 8: District Unions role in inclusive education monitoring and learning	38
Session 9: Building Advocacy Capacity (Phase 1): gathering information to build IE awareness in the community	45
Session 10: Planning the next steps	50
Handouts	52
Handout 1.3: Preparation and arranging the space	52
Handout 2.2: Strategies for creating a positive, inclusive learning environment	53
Handout 3.1: Five key active listening techniques	54
Handout 3.2: Facilitation strategies to make connections and support adult learning	55
Handout 3.3: Facilitate rather than lecture	56
Handout 8.1: Monitoring and learning: What, why and who?	57

Skills for inclusive facilitation

Background information for the facilitator

Being a good group facilitator requires you to have many different skills. A good facilitator not only knows how to speak comfortably in front of an audience but also should be able to guide participants through a learning process with empathy, focus and clarity. Facilitators act as guides, mediators, and advocates for learners, helping learners connect their own experiences and knowledge with the learning experience.

The facilitator's role is to introduce ideas, encourage the sharing of perspectives and show learners' actions in a collaborative and enabling way, guiding but not controlling the outcomes.

Facilitation means to make something easier... to help something run more smoothly or effectively. Therefore, the job of the skilled facilitator is to find a way to engage the group so everyone can participate effectively and get the most out of the session. Some of the key skills of a good facilitator are advance preparation, clear communication, active listening, asking questions, timekeeping, creating a safe environment for sharing, creating focus and making connections and remaining neutral.

These skills are explored in more detail throughout the following film.

Session 1: Preparing to facilitate

In this session participants will:

- ✓ Consider what preparation needs to take place before a training starts
- ✓ Consider how to arrange the training space to maximise participation

Activity 1.1: Drawing 'What makes a good facilitator?'



45 minutes

Instructions

Remind the DUFs that over the next few weeks they will be planning and preparing to roll-out the OPD IE foundational training to their DU members. This is the same training that they have received just with a few small adaptations and additions which we will come to on Day 3.

Tell the participants that EENET has produced an 'Skills for inclusive facilitation' video to help build their capacity as facilitators. Over the next two days we will watch extracts from the video. Before we watch the first extract tell the participants you want them to think about **'what key skills make a good facilitator'**

- Ask the participants to get into groups of 5-6 (make sure they are mixed up across districts). Each group should sit around a table with a blank piece of flipchart and some different coloured pens.
- Ask the participants to write 'what makes a good facilitator' across the top of their paper and draw a picture of a 'good facilitator' filling up most of the paper. Draw a large stick figure on flipchart paper to demonstrate how to start this activity. Ask the groups to think about the following:
 - Think about what the hands do
 - Think about what the face does
 - Think about what the head does (what is the facilitator thinking about)
 - Think about what the feet do
- Give groups at least 20-30 mins to discuss and complete their drawings
- Tell participants that we will revisit these drawings again at the end of the two days to see if there is anything that they would like to add. Groups don't share drawings with each other at this stage

Activity 1.2: Preparation and arranging the space: video extract 1



60 minutes

Instructions

- Write **'Preparing for facilitation'** at the top of a flipchart
- Ask the participants to work in pairs. Tell participants in pairs to discuss and write down a list of as many things they can think of that a trainer or facilitator needs to do before they start training on Day 1. Ask them: what do you think we had to prepare before we started the workshop today?
- Tell participants they have **3 minutes in their pairs to write their list**, it's a list race!
- After three minutes ask the pairs to count how many items they listed. Take feedback from the pair with the longest list and write down the items on a flipchart. Ask if anyone else has anything to add to the list.
- Tell the participant we are now going to watch the first extract from the video 'Skills for inclusive facilitation'. As they watch they should see if there are any point they would like to add to the flipchart **'Preparing for facilitation'**
- Watch the film 'Skills for inclusive facilitation up until 'During the training'

Resource 1.2

Skills for inclusive education video

- After watching ask the whole group if there are any points that came up in the video that they would like to add to the list. Alternatively show slides 6,7 and 8 and pause and discuss after each slide (see plenary discussion notes below – there is no need to go through all these notes in detail they are just for your reference).
- Conduct a plenary discussion about the different points raised. See **Day 1 PPT slides 9-11**. Use the notes below to feed into the discussion. There are one or two points below that are not mentioned on the video.

- The participants may have many questions at this stage relating to resources available for them to use, equipment for training such as laptops and projectors etc, so be prepared to answer those questions.

Preparation and arranging the space: facilitator' notes

- **Know your participants:** It's important to know as much about your participants as possible before the training, this includes their background, their individual training needs and their concerns. One way to find out about your participants is through conducting a **training needs assessment**. If time allows this can be a simple questionnaire that's shared with the participants either verbally or in written form. It's especially important to find out if any of the participants have **specific accessibility or learning needs**, such as the need for a sign-language interpreter or a guide for someone with visual impairments?
- **Know the manual:** This means taking time to read through the module or facilitation manual in advance of the training so you are confident to deliver the training, and clear about the **aims, messaging and training approaches** it contains. Consider if you need to make some adaptations to the training based on specific information you have about your participants.
- **Decide who is going to lead** which session/part of each session well ahead of time if you are co-facilitating the training
- **Prepare materials** you need for the training. If you need to write information up on flipchart paper, write these up in large clear handwriting, mainly using black and blue pens (which makes it easier to read and more visually accessible). If you keep the flipcharts in good condition you can use them for multiple trainings. Where possible make materials and resources using recycled paper and card.
- **Make sure you minimise wastage of resources** during the training workshop. Check if there are recycling facilities available at or near your training venue and put discarded materials for recycling at the end of the day. Encourage participants to use as little flipchart paper as possible, put the lids back on pens and label their own plastic water bottle at the start of the training to minimise wastage.
- **Check any equipment is working** if you are using PowerPoint (PPT) or showing videos. Move the PPT slides and videos to a place that's easy to find on your desktop.

Arranging the training space

- **The seating arrangement of the participants** both at the beginning of the training but also how you might want to change the seating arrangement to support different training activities. For example, do you want to arrange the seats in a U-shape without table or desks so everyone can see each other easily at the beginning or do you want to arrange small tables so groups can be formed straight away? Is your training space big enough to have both – a U shape at the front where everyone can come together for presentations and tables set up at the back for groupwork?
- **Think about materials you want to display** or stick on the wall (flipcharts, posters etc) before the training starts. Make sure you have everything ready for Day 1
- **Arranging the space to enable inclusive participation:** Always important to consider how to arrange the space to enable the participation of everyone. This may include sticking flipcharts at wheelchair level, making sure participants can see and hear you and the PowerPoint slides clearly and adjusting seating arrangements accordingly
- **Leaving key content (flipcharts, posters etc) displayed throughout the training:** It's often helpful to leave flipcharts with key content (both those produced by the facilitator but also by the participants themselves) on the walls of the training room as a visual reference throughout the training. This is both useful for the facilitator to refer to and also for the participants to look at in breaks to review their learning

Activity 1.3: Preparing for the OPD IE foundational training



45 minutes

Instructions

- Ask participants to get into their District Union pairs.
- Tell the pairs that each DU will receive a 'box of materials' with the facilitator's manual, copies of the participant's handbook and all the resources and printed copies of handouts they will need to deliver the training. Show **PPT slide 12** with a list of these materials and resources and show a box if you have one handy but don't give them out yet

- Give a copy of **handout 1.3: Preparation and arranging the space** to each pair
- Ask the pairs to discuss any specific questions or things they plan to do in order to prepare for the training once they return to their districts. Allow about 30 mins for this discussion. Tell participants they will have more time to prepare and ask questions on Day 5.

Handout 1.3

Preparation and arranging the space

- Take brief feedback if needed.

Session 2: Creating a positive, inclusive learning environment

Key messages

Having a positive relationship with the training participants will make a big difference to the success of the training and the learning experience of the participants.

Creating an environment in which the participants understand why they are there, feel motivated to learn and safe to participate actively is fundamental to any training workshop.

As a facilitator you should always try to be aware of who is participating well in the group and who isn't actively participating.

Using groupwork and pairwork activities is one way to really help increase the opportunity for all participants to contribute to discussions and ask questions.

In this session participants will:

- ✓ Discuss how to build a positive relationship with the participants
- ✓ Consider how to create an environment that's conducive for learning
- ✓ Consider strategies for supporting inclusive participation

Activity 2.1: Sharing strategies for creating a positive, inclusive learning environment



60 minutes

Instructions

- Ask a participant to lead an energiser activity
- Ask participants individually to think about the following two questions:
 1. How did you feel during the OPD IE foundational training?

(Think of some words to describe how you felt - positive or negative feelings are OK)

2. Thinking about those feelings, what did the facilitator do (or not do) to help create a positive learning environment?

- Give participants 5 mins individually to think about the questions then ask them to pair up with someone else and share their thoughts.
- Take brief feedback but don't do into a lot of detail at this stage and no need to write responses on flipchart.
- Do an activity to get participants into 3 new large groups (there will be 6-8 participants in each group).
- Tell the groups that we are going to do an activity to share facilitation strategies for creating a positive, inclusive learning environment
- Each group should nominate a note-taker (who should write up ideas in clear hand-writing), a 'facilitator' who should invite ideas from the whole group and a 'reporter' who will report back at the end of the activity
- Give each group one piece of flipchart paper - each piece of flipchart paper should have one of the following 3 headings:
 - 1. Strategies to build a positive relationship with participants**
 - 2. Strategies to create an environment for learning**
 - 3. Strategies to support inclusive participation**
- Tell participants that in their group they have 5 minutes to write down as many different ideas under their heading as possible. So, for example, for number 1, what can the facilitator do to build a positive relationship with participants? (They should think back to what the facilitators did during the OPD IE foundational training and this workshop to help come up with ideas)
- Even if they haven't finished, after 5 minutes, stop the groups, and rotate the flipcharts; so take the flipchart paper from group 1 and give it to group 2, give group 2's flipchart to group 3, and group 3's flipchart to group 1.
- The groups should then read through the ideas on the new list they have under the new heading and see if they can add anything to this list – give them 3-4 mins to do this. Someone in the group can read the list aloud to the other group members.

- Rotate the flipcharts again and again ask the groups to read through (someone reads aloud) and see if they can add anything to this list – give them 3-4 mins to do this.
- Finally rotate the flipcharts one last time so each group has their original list of strategies in front of them.
- Ask the reporter in each group to briefly share the whole list of strategies that has been generated collectively by all the participants. Invite brief comment and questions from the wider group after each group has shared but refrain from ‘correcting’ or ‘adding’ anything at this stage

Activity 2.2: Video extract 2: Creating a positive, inclusive learning environment



60 minutes

Instructions

- Tell the participant we are now going to watch the second extract from the video ‘Skills for inclusive facilitation’. As they watch they should see if there are any points, they would like to add, to the three lists of strategies for **‘Creating a positive, inclusive environment for learning’** that they have generated
- Watch the film ‘Skills for inclusive facilitation up until ‘Make connections to support learning’

Resource

Skills for inclusive education video

- After watching ask the whole group if there are any points that came up in the video that they would like to add to the lists. [Alternatively show **slides 13, 14 and 15** and pause and discuss after each slide (see plenary discussion notes below) – however this could get a bit PPT heavy at the end of the day]
- Conduct a plenary discussion about the different points raised. Use the notes below to feed into the discussion – there is no need to go through all these notes in detail they are just for your reference. There are one or two points listed below that are not specifically mentioned on the video.

- After the discussion give each participant a copy of **Handout 2.2: Strategies for creating a positive, inclusive learning environment**. Tell participants that their 'homework' is to think about which strategies as a facilitator they feel most confident using and which strategies they feel least confident using and why

1. Strategies to build a positive relationship with participants

Learn participants' names on Day 1.

Find out about any concerns or questions they have: Continue getting to know your participants throughout the training, so you can understand any concerns or questions they have about the learning process. The more you are able to do this the more the participants will feel that you care about them and their learning

Share some of your own experiences during the training; participants always like to hear real relevant experiences and stories from the facilitator. This shows your humanity and that you can empathise with their situations because you have also experienced similar things

Use friendly body-language and facial expressions: be aware of your body-language and facial expressions throughout the training. Participants will respond better to open friendly body-language. Make sure you are always positioned so the participants can see you when you are talking, move around the room, and encourage the participants through asking questions.

Remain 'present' and engaged throughout. Always try to remain aware of what is going on in the room, especially during groupwork activities. Walk around the room, listen and ask questions when appropriate. Show you are interested in what they are discussing

2. Strategies to create an environment for learning

Discuss the objectives of the training with participants and refer to them throughout the training

Agree on ground rules for working and learning together collaboratively. Ideally these should be generated by the group themselves and should include things like 'always respect the views of others'

Create an environment where participants feel comfortable with each other and able to share their experiences and opinions. For example, you could introduce the ground rule that anything personal that is shared in the training room remain confidential

Explore with the group what it means to be a good learner. Suggestions may include things like making notes throughout the training, not being afraid to ask questions, actively participating and so on

Monitor the energy of the group and using energisers. At the beginning of the training, it's good to use a warm-up activity to help participants relax and create a good atmosphere. Also, after lunch or any time there is a lull in energy during the training an energiser activity like a game or a song can help re-focus the group and bring energy back into the room. This also helps make the training fun and more memorable for the participants and as a result they are more likely to remember what they learned. Participants can also bring ideas, and facilitate energisers – this is often effective in making everyone more at ease and the energisers will probably be familiar to them and in context with their area/work/community

Remain positive and optimistic throughout the training: being optimistic and positive will help you get the most engagement from each member of the group. One way to do this is by helping participants to look at issues from a 'strengths', or 'what's working' perspective rather than "what's not working".

3. Strategies to support inclusive participation

Use group work and pair work activities

Set up group-work roles and responsibilities. Providing clear roles and responsibilities for longer group work activities can be really helpful, these roles could include a facilitator, a note-taker, a time-keeper and a reporter. You should remind the groups of these rules each time they start a groupwork activity and encourage them to follow them

Check instructions: Remember to always check participants have understood the instructions clearly, especially if the activity is a bit complicated.

Demonstrate the activity with a participant if necessary. Make sure the instructions are displayed on the PPT and demonstrate the activity if you feel this will help everyone to understand what is needed from them better.

Intervene if an individual is dominating a group discussion, thank them for bringing his or her views and say you want to hear what others think. Then invite others in the group to contribute

Notice if any individual participants are very quiet or not participating.

Don't force them to contribute or speak up in front of others as they may not feel comfortable to do so, but find a quiet moment, perhaps during a break to ask them if everything is OK and if they need any extra support

Treat all participants as equals, regardless of power, personality types, personal opinions, or biases.

Session 3: Listening, observing and asking questions

Key messages

Observing, listening and asking questions are perhaps some of the most important skills of a good facilitator.

Active listening skills are also key skills for being an effective advocate.

Learning doesn't happen in a straight line, it is more of an organic process with different activities, conversations, events or questions triggering learning moments (light bulbs) for different individuals. Adults in particular learn through sharing experiences, solving problems together, applying their learning to 'real-life' situations and understanding why something is important.

In this session participants will:

- ✓ Practice active listening skills and understand how these help us become both better facilitators and better advocates
- ✓ Understand aspects of adult learning theory and how adults learn
- ✓ Discuss 'facilitation' versus 'lecturing'

Activity 3.1: Becoming an active listener



60 minutes

Instructions

- Do a quick activity/game to get participants into new pairs. Ideally, they should be working with someone they haven't partnered with so far.
- Tell participants that good observation and listening skills are some of the most important skills for being a good facilitator.
- Remind participants that all the time you are facilitating this workshop you are watching them and listening to what they say so you can respond appropriately and support them on their learning journey. Give an example of how you do this if possible. For this reason, you have to

remain 'present' and 'engaged' at all times, especially when you're not talking (a point that came up on the previous day).

- Tell participants that listening isn't as easy as it sounds. We often become distracted by whatever else may be going on around us, or if we disagree with what someone is saying we form counter arguments in our head while they are talking that we plan to make when the other person stops speaking. Sometimes we get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.
- So, we are going to do an **exercise to practice active listening skills (in pairs)** - to help us become better listeners and therefore help us communicate more effectively and foster understanding
- Ask the pairs to sit opposite each other, facing each other and close enough so you can hear each other clearly. There should also be space between pairs, so they can focus on their two-way conversation, so encourage pairs to spread out across the room.
- Ask each participant to spend 2 minutes thinking about the following question:
How do you feel about facilitating the OPD IE foundational training in your district?
- Encourage participants to be honest with themselves and to think about how confident they feel. Encourage them also to reflect on the discussions about preparation and strategies for creating a positive, inclusive learning environment from the day before – they can refer to the handouts if they would like to.

Resource

PowerPoint DUF facilitation skills Day 2

- Show **PowerPoint DUF facilitation skills Day 2**, slide 1 and the following instructions. Briefly demonstrate the activity if necessary:
 1. First person – talk for five minutes. Second person listen attentively but don't interrupt.
 2. After five minutes – second person repeat back the key points of what you heard – "What I'm hearing is..." 'Sounds like you are saying...', without interpreting, ...your task is not to solve their problem...

3. First person clarify any points that you partner didn't get quite right, "No that's not exactly what I meant,..."
- Remind participants, "be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message".
 - When they are ready ask pairs to start. If helpful, keep the time and remind pairs to go on to stages 2 and 3 after five minutes.
 - After one person in the pair has shared, they should swap roles and repeat.
 - When all pairs have finished, take feedback from the pairs and discuss briefly in plenary. Ask:

'How did it feel to be the listener? Was it easy or difficult?'

'How did it feel to be attentively listened to?'

- Tell participants that as a facilitator you should always be listening more than you talk as the training is not about you, it is about the participants. Active listening involves showing that you are interested, both in what the participants are saying and why they are saying it. It is important to listen to understand different perspectives.
- Hand out copies of **Handout 3.1: Five key active listening techniques** to each participant. Give them a few minutes to read through together and discuss any questions.

Handout 3.1

Five key active listening techniques

Activity 3.2: Making connections to support learning



45 minutes

Instructions

- Tell participants that research has been done into how adults learn and while there are many similarities with how children learn, there are also some key differences. Some of these differences were mentioned in the OPD IE foundational training.

- Ask - **do they know or can they remember some of the key ways adults learn?** Take some brief comments from the whole group and note them on flipchart but don't add or make corrections just yet.
- Tell the participant we are now going to watch the **third extract from the video 'Skills for inclusive facilitation'**. As they watch they should think about the question (write it up on flipchart):

What facilitation techniques particularly support adult learning?

- Watch the film 'Skills for inclusive facilitation up until 'Encourage participants to work together to come up with their own ideas and solutions'

Resource

Skills for inclusive education video

- After watching ask the participants to turn to a partner and briefly discuss the question:

What facilitation techniques particularly support adult learning?

- Take feedback then show slides 2 and 3 and pause and discuss after each slide (see plenary discussion notes below – there is no need to go through all these notes in detail they are just for your reference).

Resource

PowerPoint DUF facilitation skills Day 2

Facilitation strategies to make connections and support adult learning

Adults learn through sharing experiences, solving problems together, applying their learning to 'real-life' situations and understanding why something is important. Learning doesn't happen in a straight line, it is more of an organic process with different activities, conversations, events or questions triggering learning moments (light bulbs) for different individuals. Therefore, as a facilitator you should try to:

Make the training relevant to participants' experience. Wherever possible throughout the training make connections with real life examples and real-life situations. This includes asking the participants to share their own experiences and give examples from their own communities to make the issues addressed in the training more real for everyone.

Build on previous learning. Try to make links throughout the training between what has been learnt in the previous sessions or previous trainings. This will help create a 'thread' of learning throughout the workshop, help people make important connections and reinforce important messages.

Link and connect ideas. Refer back to previous discussions and make linkages between different points raised. Pay attention to themes and patterns that arise during discussions and highlight these.

Summarise key points after activities or during plenary sessions.

Facilitators are expected to paraphrase back individual ideas to get better clarity or to validate the speaker's intention. Being able to summarize and communicate back key themes, or decisions that the group has proposed helps the group to complete an activity or session

Observe the group: a facilitator needs to be able to pick up on small gestures, glances and facial expressions that can all point to the individual's honest reaction and/or opinion. It's important to get a sense of what is really happening in people's minds and what they are feeling by noting mixed messages when they occur as a way to bring concerns, differing opinions and resistance to the surface.

Ask questions rather than tell, to encourage group members to come up with their own ideas. If the group is unable to come up with ideas you can throw out suggestions to stimulate further ideas. If the group comes up with the ideas themselves, then buy-in and follow-through are increased. You should also ask questions to challenge thinking and create new possibilities. Sometimes training calls for high levels of empathy and may challenge commonly held beliefs and practices. This will require you as the facilitator to be sensitive to the participants' learning processes, gently challenge by asking questions, or 'hold back' as necessary. Adult learners don't respond well to being told what is right or wrong, but rather need to be supported to work out the solutions and strategies for themselves

- Give out a copy of **Handout 3.2 Facilitation strategies to make connections and support adult learning** to each participant

Activity 3.3: Facilitation: Yes, No, Yes, but..., No, but...,



60 minutes

Instructions

- Put the following signs in 4 corners of the room: YES, NO, YES, BUT... NO, BUT... written on pieces of A4 paper. Make sure the participants have room to move around the room easily, especially those in wheelchairs or using crutches. (This activity involves physically moving around as it's sometimes good in a training workshop to actually move our position to literally 'change our perspective'. This may be more challenging for people with disabilities in the room but it is not a race and you can tell people to take their time; however, you can also consider adaptations).
- Explain that you will be reading out some **statements** about facilitation. After each statement, participants have to decide if they agree or disagree. Sometimes they might agree, but have some reservations, sometimes they might disagree but also have some reservations, this is where the responses, YES, BUT... NO, BUT... are useful. They should move to the corner that best matches their response. In between each statement, ask the participants to gather in the middle again.
- Read the following statements out loud and invite participants to move accordingly: (do one statement as an example together to demonstrate the activity if needed)
 - e.g. Facilitators should give adult learners lots of time to discuss issues during training
 - As the facilitator I need to know all the answers
 - I should challenge negative attitudes towards inclusive education during the training
 - The facilitator should mostly stay at the front of the room
 - The facilitator should stick really carefully to the timings throughout the training
 - It's important for the facilitator to pay attention to what's going on during the training even when they are not talking
 - If participants come up with their own ideas and solutions they are more likely to remember and learn

- Ask two or three participants from different corners **why** they placed themselves where they did - particularly if responses to the statement seem quite divided.
- Conduct brief plenary discussion after each statement using the notes below to guide you. Remember there is no exact right or wrong answer to any of these statements and they are designed to initiate dialogue.
- Tell participants it is OK if they change their minds and want to move position after hearing another's response!

- **Facilitators should give adult learners lots of time to discuss issues during training**

Yes, as it's important for adults to have the opportunity to share experiences etc, but, it is also the facilitator's job to keep the overall focus of the session. Sometimes participants get 'off topic' and the facilitator needs to be both keeping an eye on the time and helping to guide the conversation and linking it back to the key messages of the session

- **As the facilitator I need to know all the answers**

No, you don't. There is a wealth of experience and expertise in the room and you should draw on that throughout the training. But, it is important for you to come prepared to respond to some of the key issues and for you to know the training manual and it's content very well.

- **I should challenge negative attitudes towards inclusive education during the training**

It is better to invite other participants to share what they think and that way negative attitudes can be challenged by peers rather than by the facilitator. The facilitator should always remain as neutral as possible in order to invite and allow different perspectives and opinions to be shared.

- **The facilitator should mostly stay at the front of the room**

No, the facilitator should be moving around the room depending on what's going on during the session. Particularly during groupwork the facilitator should move around and even when presenting or conducting plenary the facilitator can stand in different parts of the room as long as they can be seen and heard clearly.

- Th facilitator should stick really carefully to the timings throughout the training

It is good to try and stick to the timings you have planned for each session as much as possible as there is often a lot to cover in a workshop timetable. However, you should also be aware of the mood in the room and how well people are engaging with an activity or task. If you feel an energiser is needed, or the group needs more discussion time or a break is needed sooner, then you have the flexibility to adjust timings accordingly.

- It's important for the facilitator to pay attention to what's going on during the training even when they are not talking

Yes, this echoes a point made previously. Always try to remain aware of what is going on in the room, especially during groupwork activities. Walk around the room, listen and ask questions when appropriate. Show you are interested in what they are discussing

- If participants come up with their own ideas and solutions they are more likely to remember and learn

Yes, this echoes a point made previously. If the group comes up with the ideas themselves, then buy-in and follow-through are increased and they are more likely to remember and learn.

- Tell the participants we are now going to watch the **fourth and final extract from the video 'Skills for inclusive facilitation'**.
- Before they watch write the two following words up on a piece of flipchart and ask the participants to think about the difference between these two words as they watch:

Facilitate

Lecture

- Watch the final section of the 'Skills for inclusive facilitation' film until the end. (Or pause before the last bit 'practice and learn')

Resource

Skills for inclusive education video

- Tell the participants that they will soon have the opportunity to put some of the facilitation skills into practice and will be doing practice

tasks using activities from the OPD IE foundational training manual tomorrow.

- First ask the participants to share some of the key differences between

Facilitate

and

Lecture

Ask: What does a facilitator do that's different from a lecturer?

- Take brief feedback from the group and show Day 2 slides and pause and discuss after each slide.

Resource

PowerPoint DUF facilitation skills Day 2

- Give each participant a copy of **Handout 3.3 Facilitate rather than lecture and Think about timings**

Activity 3.4: Revisit 'what makes a good facilitator' drawings



60 minutes

Instructions

- Ask participants to get back into the same groups as they were in yesterday when they created the drawing 'what makes a good facilitator?'
- Ask participants in their groups to look back at their pictures and together see how they can improve them based on what they have learnt over the last 2 days. In their groups they should take 15-20mins to add with drawings and words anything they think will improve it.
- When participants are ready take the pictures and stick them on the walls on the room in 4 different locations. Ask participants to move around the room and look at the different pictures and find something they like about each one. (Doing a 'gallery walk')

What things did you add to your drawings?

What new things did you learn about being a good facilitator?

- Take brief feedback from the whole group.

Session 4: Overview of the OPD IE foundational module and setting up ‘practice facilitation’ tasks

In this session participants will:

- ✓ Review the different sessions that make up the OPD IE foundational module
- ✓ Learn about the additions and adaptations to the module
- ✓ Start preparing for ‘facilitation practice’ tasks to practice what they have learnt

Activity 4.1: Overview of session contents and key changes



30 minutes

Instructions

- Ask the participants if they can remember what the titles of all the sessions are in the OPD IE foundational module (without opening their facilitator’s manual). Take brief feedback from the group.
- Ask the participants to open their facilitator’s manuals and check the session titles. (Also, can show [Day 2 PPT slide 5](#))
- Ask participants if they noticed any differences/amendments when they were looking at the manuals over the last day. Show [Day 2 PPT slide 6](#) and briefly go over each of the key additions/changes. They are:
 - 1. Introductory videos for each session**
 - 2. Illustrations by local Ugandan artist Gloria**
 - 3. Sessions 8: Building awareness about IE in the community**
 - 4. Session 10: Planning to gather information for awareness raising in the community**
- Make the point that Sessions 8 and 10 replace content on the home-learning resources that was in the previous version of the facilitator’s manual.
- Tell participants that starting in the afternoon and continuing the following day we will go through all of the introductory videos together and review the sessions and contents one by one.

- They will also directly experience sessions 8 and 10 as participants - to enable them to replicate those sessions when they roll-out the training

Activity 4.2: OPD IE videos: purpose and use



30 minutes

Instructions

- Tell participants that Polly and Colleen have created an introductory video for each of the OPD IE foundational module sessions. The aims of these videos are:
 - To support the DUFs to review each of the sessions – particularly the main aims and key messages
 - For the DUFs to use when they roll-out the training at the start of the session.
- This second aim is only a suggestion, there is no obligation to use the videos and the videos haven't been written into the instructions in the facilitator's manual. Ideally the DUFs themselves will feel confident to introduce the main aims and key messages of the sessions HOWEVER if the DUFs would like to use the videos during roll-out and have the facilities to do so, then the videos are there to support them
- The DUFs will have copies of all videos on their USB sticks alongside the other materials and resources for the OPD IE foundational module roll-out. Remind participant as again at this point to bring you their USBs for uploading if they haven't already
- Tell participants that in addition to an introductory video for each session there are two extra videos:
 - A. **Welcome video:** this introduces the whole OPD IE foundational training
 - B. **Inclusive training methodology:** This introduces the inclusive participatory approach taken during the training
- Show both of the above videos

Resource

OPD IE videos: Welcome and Inclusive training methodology

- Take brief feedback or questions from the group

Activity 4.3: Reviewing sessions 1 and 2



45 minutes

Instructions

- Tell participants that they are now going to watch the introductory videos for sessions 1 and 2 and then in groups discuss sessions 1 and 2 using the review questions shared the previous day. If necessary, share the questions again **Day 2 PPT slide 7**
- Ask the participants to get into groups of 3-4 (or play a game to get participants into groups) so they are ready for group discussion after watching the videos.
- Show the introductory videos for sessions 1 and 2, one directly after the other.

Resource :

Intro to Session 1: Getting to know each other
Intro to session 2: How do we learn

- Ask groups to discuss Sessions 1 and 2 using the 'review questions'. Monitor carefully during this discussion so you are aware of any questions or aspects of the sessions that the DUFs find unclear.
- Take brief feedback or questions from the groups - don't go through all the questions but just concentrate on the last question: *'Do you have any specific questions about this session?'*
- Tell participants that over the next day and the final day we will go through all the remaining sessions and there will be opportunities to discuss any questions or concerns they have about delivering the OPD IE foundational training back in their districts

Activity 4.4: Setting up practice facilitation tasks



30 minutes

Instructions

- Tell participants that they are going to have an opportunity to put into practice some of the facilitation skills that have been looked at over the last couple of days
- In small groups the DUFs will prepare and facilitate an actual activity from the OPD IE foundational module. This will be a **complete 30-minute activity or just 30 minutes of an activity**. The rest of the group will be the 'participants' while the selected DUFs are facilitating.
- Tell participants that we all 'learn through doing' and so practicing facilitation skills in a 'safe environment' with our colleagues is one of the best ways to learn and improve. With this in mind everyone needs to be supportive of their fellow DUFs when they are facilitating and not overly critical if they feel they are not doing something 'right'. We are all here to support each other to learn.
- Remind the participants that there will be some new participants joining the group tomorrow – local councillors from each of the districts – and these individuals are not familiar with the content of the OPD IE foundational module therefore we need to make sure they are fully included
- Tell the DUFs they will start preparing for the activities today but the activities will be delivered tomorrow. They will be divided into 6 groups for this task and activities have been selected from Sessions 3, 4, 5 or 6.
- While there will only be time for 3 groups to actually practice facilitating the activity, all 6 groups need to be prepared as they won't know until tomorrow who will actually be delivering!
- Divide the DUFs into 6 groups and ask the groups to sit together. Think about how the groups will be divided up. It might be good to deliberately mix up DUFs across districts or start them working in their DUF pairs. You could also buddy stronger and weaker DUFs together.
- Write the following sessions and activities on slips of paper, repeating the same activity twice so you have six slips of paper.

- **Session 3: Discrimination: Activity 3.3: The Game of Life**
- **Session 5: What is inclusive education? Activity 5.2: Where is the problem located?**
- **Session 6: Barriers to inclusive education: Activity 6.1: What do we mean by barriers to inclusion?**
- Randomly give out one of the activities to each of the 6 groups. There should be 2 groups that are preparing the same activity in each case – so three activities being prepared altogether.
- Before the groups start preparing ask them briefly what the key things they should be thinking about are. Elicit ideas onto flipchart.
- Show **Day 2 PPT 8 ‘Preparing for facilitation practice task’**
 - Read the activity instructions in the manual carefully
 - Discuss the aims and key messages of the activity and how it links to other activities
 - Think about how you are going to facilitate to enable inclusive participation
 - Review the learning points from the ‘Skills for inclusive facilitation’ training (on handouts)
 - Think about how you are going to work together and support each other as a facilitation team
 - Prepare any resources you need
- Consider whether you want to encourage specific DUFs to take the lead facilitating just leave it up to the groups. Advise the groups accordingly
- Tell participants that each facilitation practice will last for 30 minutes. So even if you haven’t quite finished the activity after 30 minutes you will be stopped. But they should still deliver the activity as if they were delivering to DU members in their districts
- There will be a **30-minute practice facilitation** followed by **15-minute peer feedback**. Tell participants that part of the facilitation practice process is self-reflection on ‘what worked well’ and ‘what you would do differently’ as well as receiving constructive feedback from our colleagues.
- Show **Day 2 PPT 9 ‘Practice facilitation – giving feedback in a positive way’** and go through the feedback process.

- Emphasize that the focus is on giving positive constructive feedback and not providing a long list of things to improve. It is important to invite the 'facilitators' to reflect first as they will often know where improvements can be made without being told.
- Finally tell participants they have the rest of the day (and the evening if they need it) to prepare for their facilitation task and that you, the trainers will be around if they have any questions or need any help.

Session 5: Practice and learn

In this session participants will:

- ✓ Review and discuss content of sessions 3-7
- ✓ Practice their facilitation skills, self-reflect and give constructive feedback

Activity 5.1: Reviewing sessions and practice facilitation task: sessions 3-7



75 minutes per session (session 3, 5 and 6)
30 minutes per session (sessions 4 and 7)

Instructions

- Make sure the new participants (local councillors from each district) have an opportunity to briefly introduce themselves
- Make sure the 'recap' provides an overview of the content over the last two days to enable the local councillors to catch-up with what you have been doing. There won't be time on the beginning of this day to provide a proper context for the local councillors, so they may need to be briefed separately or beforehand so they fully understand what the OPD IE foundational module is about and how it fits in the wider project. However also reassure them that over the 3 days things will slowly become clearer.
- Select the 3 small groups that will be doing the practice facilitation tasks. Tell the groups that have not been selected that the preparation work they have done will still be used when they deliver the activities in their districts as part of the foundational module roll-out.
- Show **Day 3 PPT 1 'Reviewing the OPD IE foundational module sessions'** to remind everyone of the steps.
- Follow the steps for sessions 3 to 7 but with practice facilitation activities taking place for sessions 3, 4 and 6 only.

Resource

OPD IE videos: Introductory videos to sessions 3 - 7

- Show **Day 3 PPT 2 'Practice facilitation – giving feedback in a positive way'** when facilitating the feedback process

Facilitators' notes for the facilitation practice tasks

- You will need to try and adhere to timings quite tightly which may mean asking DUFs to stop facilitating even if they haven't quite completed the activity. Warn DUFs you may have to do this and that the main aim of the facilitation practice tasks is to put some facilitation skills into practice and not necessarily to complete the whole activity.
- When conducting the feedback process, be careful to ensure it stays focused on constructive feedback and that just a couple of key points get summarised at the end. As the trainer here you should have your eye on what you feel the main learning point for that particular DUF/s is – usually it is quite obvious

Session 6: New content: Building awareness about inclusive education in the community (modelling the session)

In this session participants will:

- ✓ Experience the new Session 8 content
- ✓ Review and discuss the content of Session 8

Instructions

- Tell the participants that we are now going to go through the new content for Session 8 of the foundational training
- Explain that going through the new content will help them to be able to facilitate this new session
- Ask them to now open their Foundational Training Facilitator's Manual and go to Session 8.
- Now follow the instructions for facilitating Session 8 that are in the Facilitator's Manual.
- Use the PPTs and resources for Session 8

Session 7: Reflecting on the home-learning resources dissemination

In this session participants will:

- ✓ Share learning from the dissemination of the home-learning resources
- ✓ Discuss ideas and plans for HL resources follow-up

Activity 7.1: Sharing learning from the home-learning dissemination



90 minutes

Instructions

- Tell participants that the focus of Day 4 is a little different from the previous days in that we won't be focusing on facilitation skills but stepping back and looking at the wider role of the DU in supporting IE the districts. This obviously doesn't only involve the DUF but the wider DU, hence we have invited the local councillors from each district to help support these discussions and also taking the discussion forward in the districts
- Specifically, the aims of Day 4 are to:
 - ✓ **Share learning from the home-learning resources dissemination process**
 - ✓ **Understand the role of the District Union in inclusive education monitoring and learning**
- Show **Day 4 PPT slide 1 'inclusive education monitoring and learning'**
- Remind DUs that they will be responsible for implementing a number of IE related activities (action research for advocacy etc) in addition to facilitating training, throughout the year and therefore have a responsibility to monitor and learn from these activities.
- One of the first activities they have undertaken is the dissemination of the home-learning resources. So, tell participants that we are going to start by sharing learning from this dissemination process. Give a very brief overview of the process (mainly for the benefit of the local councillors if they haven't been directly involved and the two new districts) and show the photos on **Day 4 PPT slides 2-6**

- Explain the main aims of the home-learning resources dissemination using **Day 4 PPT slide 7**. Remind the participants of some of the key messages behind the creation of the home-learning resources, these are summarised below (taken from the HL resources dissemination guidance):
 - **Focus on family wellbeing:** the resources show how there are many opportunities for learning to take place at home, without extra resources or the support of teachers, like in the school. The resources will help families and children themselves feel comfortable and confident to learn at home.
 - **Focus on different areas of development:** the resources take a holistic approach to learning, which means that they help children to develop in many different ways. For example, they are designed to help children to develop physically but also emotionally, so they become stronger physically and mentally.
 - **Complement what children learn in schools:** The resources are designed to support in simple and interesting ways what the children are learning in schools. They are not designed to replace the formal curriculum that children follow at school.
 - **Empower parents to support learning:** many parents, especially those that have not had a lot of formal education, often feel unconfident about helping their children with their school work. They often do not realise that children playing, doing their normal household chores or doing things in the community are important opportunities for learning. The resources help parents to recognise that learning happens everywhere, all the time and they are as important as teachers for their child's learning.
- Tell the participants that the home-learning resources also aimed to reach the most marginalised children, including children with disabilities, linked to the TOFI pilot schools. This included both children enrolled in school and children not enrolled in the school and children who are marginalised for a variety of reasons.
- Put participants into 3 groups – each group should comprise of the DUFs and councillors from across three districts. The new districts – Amuru and Mpigi should be split across the groups as they haven't received HL resources.
- In the 3 groups ask participants to discuss the following questions reflecting on the home-learning resources dissemination process. (**Day**

4 PPT slide 8) and nominate a note-taker to write up their responses on flipchart:

- **What went well?**
 - **What were the challenges?**
 - **What initial responses have there been from parents and families and children to the resources?**
 - **What other issues relating to IE were revealed during the HL dissemination process?**
 - **What have you learnt as a DU from the HL dissemination process?**
- Give groups sufficient time to discuss questions. Ask groups to select a reporter to feedback. They don't need to feedback all points in detail but should highlight key points that came out of their discussions. Make sure these flipcharts are photo-ed or collected for reporting purposes.
 - Also check at this point that all DUs have completed and shared their HL dissemination reports.

Activity 7.2: Ideas and plans for home-learning resources follow-up



60 minutes

Instructions

- Tell the participant that we are planning to conduct some follow-up activities to see how families, parents and children are engaging with the home-learning resources and what difference these resources have made if any.
- Tell the participants that the same resources, translated into local languages have been disseminated in Zambia and Zanzibar and that EENET is conducting a review across all three countries to see how successful the home-learning resources have been.
- Tell the participants that we would like to have their input in designing the questions to ask as part of this review, particularly in Uganda but we will also share questions across countries.

- In the same groups ask participants discuss the following in relation to the home-learning resources and ask groups to nominate a note-taker to write up responses on flipchart:
 - **What do we want to find out?**
 - **What are some of the key questions we would like to ask?**
 - **Who will we talk to?**
 - **What are the best activities to use during follow-up? (How can we link follow-up activities with other planned activities?)**
- Ask groups to look back at **the main aims of the home-learning resources dissemination** on **Day 4 PPT slide 7** while they are having this discussion. You may need to write the above questions up on flipchart, so you can show slide 7 at the same time.
- Encourage participants to think beyond just finding out how many families have received the resources to thinking about how families and children are engaging with the resources. How can they find out what difference the resources have made to the lives of the families and children concerned?
- Take brief plenary feedback. Ideally there will be questions that relate to the following:
 - How children and families are engaging with the resources
 - Parents and families' perceptions of learning and learning at home and in the community
 - Parents feeling empowered to support their own children's learning at home and in the community
- Tell participants that their ideas and questions will be shared with the team supporting the review of the home-learning resources dissemination including in Zambia and Zanzibar. We will then refine the questions and approach and share back the questions for the review with the Districts Unions. We (NUDIPU, NAD and EENET) will support the DUs to conduct some follow-up activities with a sample of families in their districts.

Session 8: District Unions role in inclusive education monitoring and learning

Key messages/background notes for facilitator

- The main focus in this session is on **‘inclusive education monitoring and learning’** with emphasis on the **learning**. We often talk about monitoring and evaluation and don’t pay so much attention to the ‘learning’ aspect. However, learning from what we are doing is fundamental if we are going to successfully bring about change. Key questions are:
 - How can we (both as individuals but also as a District Union and as NUDIPU) learn from what we are doing (in relation to inclusive education) in order to improve how we are doing things?
 - What role can the District Union play in inclusive education monitoring and learning to help increase inclusion for all?
- As part of the OPD IE capacity building process, it is also important to think about our own learning in relation to inclusive education. For example, how has my understanding of inclusive education changed? How have the attitudes and understanding of the DU members in my district towards inclusive education changed? What has contributed to this change?
- There is a lot of overlap between action research activities and monitoring and learning activities. Both are processes of gathering and using information to improve and strengthen the outcomes and impact of an activity or intervention. In the case of education this could be to **increase awareness of inclusive education in the community, or improve learner attendance, and participation in school.**
- To be inclusive, the whole school community (including the DUs) needs to be committed to ongoing and inclusive information gathering so that they can continue to learn about and respond to the needs, abilities and interests of learners and their families and teachers. Information and data can be used to identify barriers, non-attendance and underachievement, and pinpoint strategies which address barriers and increase attendance and participation.

In this session participants will:

- ✓ Consider what inclusive education monitoring and learning is and why is it important
- ✓ Consider the overlap between action research and monitoring and learning
- ✓ Explore opportunities for strengthening IE monitoring and learning as a District Union

Activity 8.1: What is inclusive education monitoring and learning?



45 minutes

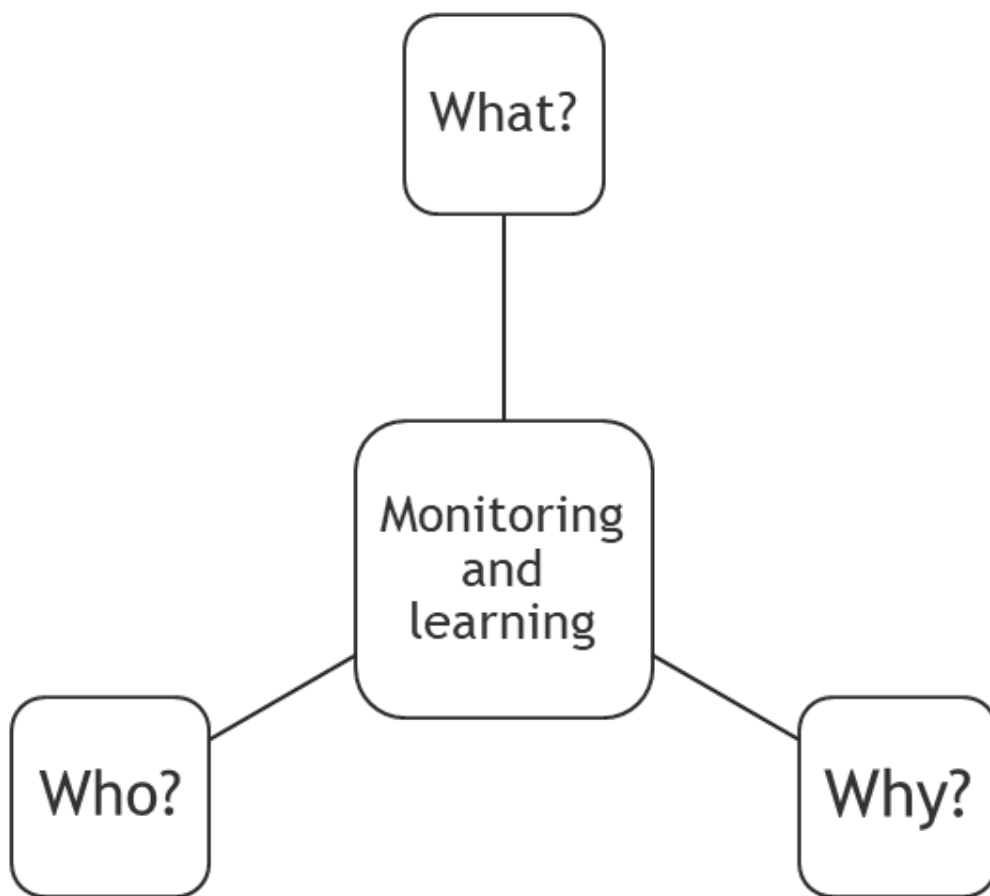
Instructions

- Tell the participants that this session focuses on **‘inclusive education monitoring and learning’** with emphasis on the **learning**. We often talk about monitoring and evaluation and don’t pay so much attention to the ‘learning’ aspect. However, learning from what we are doing is very important if we are going to successfully bring about change. Key questions are (write these on flipchart):
 - **How can we (as individuals, as a DU and as NUDIPU) learn from what we are doing in order to improve how we do things?**

What role can the District Union play in inclusive education monitoring and learning to help increase inclusion for all?

Don’t try to answer these questions at this stage – we will return to them.

- Explain that in this first activity we will think about our experience of education monitoring and learning.
- Write ‘monitoring and learning’ in the middle of a piece of flipchart paper. Around the outside write the three question words: What? Why? and Who? (See the diagram below for an example.)



- Point to each question in turn, and introduce the following questions.
 - **What do we want to monitor and learn about in education?**
 - Ask participants for an example or two or offer the following prompts:
e.g. changes in attitudes to inclusive education, who's being excluded, changes in learner attendance and so on...
 - **Why is it important to monitor and learn in education?**
 - **Who should be monitoring and learning in education?**
- Tell participants they have 30 minutes to share their ideas as a group.
- After 30 minutes, ask groups to stop working. Give out **Handout 8.1** to groups so they can compare their answers. Ask them to take time to look through the handout as a group and discuss together. Go over any points that are not clear.

Activity 8.2: Inclusive education monitoring and learning in practice



45 minutes

Instructions

- Tell participants that there is a lot of overlap between action research activities and monitoring and learning activities. Both are processes of gathering and using information to improve and strengthen the outcomes of an activity or intervention. In the case of education this could be to **increase awareness of inclusive education in the community, or improve learner attendance, and participation in school.**
- Ask the participants to remember back to what we learnt about the look, think & act steps of the action research cycle. (Show **Look Think Act** cycle poster). The cycle starts with looking because there is usually something people want to know more about. So, what **are the barriers to some children face about getting into and participating in school?** And then we think about what we have seen to answer the question and use what we have learnt to act to improve things. Action research can be used by teachers, learners and families and community members identify and overcome the challenges they face. It also works best when people work together to do action research.
- We also want to be able to see **how things have changed and improved over time.** This is why we also need to monitor and learn about what we are doing. For example, we have disseminated some home-learning resources, and now we want to go back and find out how families and children have engaged with those resources.
- Tell the participants that there are different examples of monitoring and learning already being put into practice as part of the TOFI programme. For example, 'observers' have been identified within the IETT component of the TOFI programme at district level to provide a monitoring and learning role. Explain briefly who the observers are and what role do they have within the TOFI programme.
- Invite the **2 Observers** (Louis – Sheema, _____) in the group to spend 5 minutes each sharing what activities have they engaged in so far. Invite the rest of the group to ask questions

- Discuss briefly what options there are for linking up with observer activities (e.g. a DU member or the local councillor joining a visit to a pilot school for example)
- Share the names of all observers identified so far across the 10 districts so the DUFs and local councillors can make contact with them when they return to their districts

Activity 8.3: DU monitoring and learning: Sharing findings from the DU questionnaires



60 minutes

Instructions

- Divide the participants into three groups with three or four DUs represented in each group. Think about how you group the DUs together to maximise learning across DUs – e.g. maybe grouping DUs that are closer together geographically so they have the chance to visit each other in the future, or DUs that have more in common in terms of demographics of their communities.
 - Wakiso, Mayuge, Sheema
 - Moyo, Yumbe, Luuka
 - Gulu, Amuru, Kamwenge, Mpigi,
- In their groups ask the participants to share some of the key findings from their DU questionnaires with each other. Tell them that they don't need to go through every question as this would take too long but try to focus on key points from each of the three sections in the questionnaire (write these up on flipchart):
 - **How the DU works (how are we working?)**
 - **How the DU plans (how are we planning?)**
 - **How the DU learns from what it does (how are we learning from what we do?)**
- Tell the participants that during plenary you want to particularly focus on the last section **How the DU learns from what it does** and their responses to questions 12 and 13 on the questionnaire.
- Ask the groups on a separate flipchart to make notes about:

- **Any good examples that other DUs could learn from (good practice)**
- Give the groups about 30 minutes to have this discussion and monitor to make sure they don't get stuck on the first section of the questionnaire
- Take plenary feedback. During plenary feedback only focus on the last section **How the DU learns from what it does** unless you feel there are some important points to bring in from the previous section as well **How the DU plans**.
- Make the point that as part of the OPD IE capacity building process, it is also important to think about our own learning (as individuals and as an organisation) in relation to inclusive education. We need to make time to reflect on our own learning as part of the process. For example, how has my understanding of inclusive education changed? How have the attitudes and understanding of the DU members in my district towards inclusive education changed? What has contributed to this change?
- Make notes of key points from discussions that have come up on flipchart

Activity 8.4: What else can we do to monitor and learn about IE in our districts?



45 minutes

Instructions

- In the same groups as the previous activity as participants to reflect on what they have found out from discussing the DU questionnaires and think about the following questions as individuals and then discuss in groups:
 - **What can I do to monitor my own learning about inclusive education?**
 - **What role can the District Union play in inclusive education monitoring and learning to help increase inclusion for all?**
- Remind participants to think about the following (and show [slide 11](#)):
 - Monitoring and learning focuses on **change** and is about **reflection** and **asking questions**
 - IE monitoring and learning is **not the sole responsibility of the DUF** or even the DUF and the local councillors) but there are many

individuals within the DU governing committees who could contribute to and support IE monitoring and learning

- Focus on smaller monitoring activities, that can **build on what they're already doing** or what opportunities already exist, we're not looking to create new monitoring and learning mechanisms but rather become better at monitoring and learning in our everyday activities.
- Ask groups to make notes on flipchart paper as they discuss
- Take plenary – ask each group to share one or two points, listening to each other so they don't repeat the same points. Tell participants that over the coming months we will build on these ideas to strengthen the role of DUs in IE monitoring and learning

Session 9: Building Advocacy Capacity (Phase 1): gathering information to build IE awareness in the community

In this session participants will:

- ✓ Review the final two sessions of the OPD IE foundational training: 'Reflection on learning' and 'Information gathering to raise awareness'
- ✓ Discuss what is involved in planning to gather information to raise awareness about IE in the community

Activity 9.1: Review content for OPD IE foundational training session 9: reflection on learning



45 minutes

Instructions

- Tell participants that they are now going to watch the introductory videos for session 9 and then in groups discuss session 9 using the review questions (**Day 2 PPT slide 7**)
- Ask the participants to get into groups of 3-4 (or play a game to get participants into groups) so they are ready for group discussion after watching the videos.
- Show the introductory videos for session 9, one directly after the other.

Resource :

Intro to Session 9: Reflection on learning video

- Ask groups to discuss Session 9 using the 'review questions' and looking at their OPD IE foundational module facilitator's manual. Monitor carefully during this discussion so you are aware of any questions or aspects of the sessions that the DUFs find unclear.
- Take brief feedback or questions from the groups - don't go through all the questions but just concentrate on the last question: *'Do you have any specific questions about this session?'*

Activity 9.2: Introducing phase 1 of Building Advocacy Capacity: gathering information to build IE awareness in the community (OPD IE foundational training session 10)



75 minutes

Instructions

- Tell participants that you are now going to ‘talk through’ session 10 from the OPD IE foundational training but not actually deliver it as they will be delivering it in their districts. This is a new session and replaces content on the dissemination of the home-learning resources from the previous training. They will then have an opportunity to look at the session in the facilitator’s manual and discuss in groups in case they have any questions.

Show video: Intro to session 10: Building advocacy capacity

- Show the participants **Day 5 slide 1** (from OPD IE foundational module 10.2) and say that in this session in the training you are going to ask everyone in the DU to go back to what they have learnt about the action research cycle (look, think, act) and remember why looking and thinking is so important before we act.
- Then show them **Day 5 slide 2 (attitudes circle)**. Remind them about the content we covered on Day 3 on building awareness and how we learnt about understanding where attitudes come from – from people’s experiences and what they have learnt.
- Then show them Day 5 **Slide 3** and say that it is important for the DU members to understand that before they can begin to work towards building awareness they need to find out what people in the community know and think about inclusive education (the LOOK part of the action research cycle). Once they know more about what people know and think about inclusive education the DU can begin to develop awareness raising activities that are relevant to the community and its needs.
- Then show them Day 5 **Slide 4** and say that the session that they are going to facilitate with the DUs is really going to be about helping them to think about and plan how they can best go about gathering information about what people in the community know and think about inclusive education – so this session in the workshop is really a planning session for what the DUs are going to do after the module.

- Show Day 5 **Slide s 5 & 6** and explain that the first question as part of the planning that they will ask the DU members to think about two main things:
 - 1. WHAT can we as a DU do (actions we can take) to gather information about what people in our community know about inclusive education and what their attitudes and beliefs are about it?**
 - 2. WHICH of the actions would give us (the DU) the best opportunity to gather information about what people in our community think and know about inclusive education?**
- Explain to the DUFs that they will ask people to break into pair to think about these questions and there will be an Action Sheet for the DU to use that will help them to think about and answer the questions. You can briefly call up Day 5 **Slides 7 & 8** which show the questions on the Action Sheet.
- Explain that once the pairs have discussed these questions and captured their answers on the Action Sheet they will come together as a DU to reach agreement on what actions they would like to take as a DU to gather information about what people in the community know and think about inclusive education. Show them Day 5 **Slide 9**.
- Say that the final step in this session will be the final planning to implement the information gathering actions that the DU wants to take. Show them Day 5 **Slide 10 (LOOK & THINK Planning Framework)**. Explain to the DUFs that they will need to copy this Planning Framework onto a flip chart before they start this session
- Explain that they will now facilitate a discussion between the DU members where they fill in the information the planning framework around the action they want to take. Explain that they should ask one of the DU members to help them to capture the information on the Planning Framework on the flipchart.
- Show Day 5 **Slide 11**. This slide shows the main things that will need to happen after the foundational training workshop around their information gathering activities and the time frames. Go through each of the bullets on Slide 11 to make sure they understand what will be expected of the DUs after the foundational training workshop.
- Ask participants to get into DU pairs/groups to discuss Session 10 from a ‘facilitator’ perspective using the ‘review questions’ and looking at their OPD IE foundational module facilitator’s manual. Give them 15 minutes to do this. Monitor carefully during this discussion so you are aware of any questions or aspects of the sessions that the DUFs find unclear.

- Take brief feedback or questions from the groups - don't go through all the questions but just concentrate on the last question: 'Do you have any specific questions about this session?'

Activity 9.3: Supporting the DUs to gather information for awareness raising in the community



45 minutes

Instructions

- Ask the participants to break into pairs. Ask them to try and pair up with somebody that they have not worked with up to now
- Remind the participants that once the DU has finalised their 'LOOK and THINK plan' they will start to implement it. Now we want you to start thinking about some of the challenges you might face.
- Put up [Day 5 Slide 12](#) and ask them to discuss between themselves the questions on the slide. These are the questions:
 - Do you think that the process and timeframes are manageable (can the DUs manage to do this in the time)?
 - What challenges might there be? Think about the challenges in relation to:
 - Reaching agreement about what actions to take?
 - Preparing for and going out to gather the information?
 - Putting the information together and preparing for the September workshop
 - What can we as DUs/Councillors/NUDIPU do to try and address these challenges?
- After they have discussed these questions for 20 mins ask everyone to come back together. Ask them if there is anyone that would like to share some challenges that they thought could come up and how they thought they could address these challenges.
- Thank everyone for their ideas and remind them that each district is different so each DU may take slightly different actions to gather their

information – so it's important for them to work as a DU to think about what work best in their community.

- Remind DUs that NUDIPU and EENET will be providing mentoring support throughout this process.

Session 10: Planning the next steps

In this session participants will:

- ✓ Look at the overview of activities that DUs will engage in over the next 2-3 months
- ✓ Go over any outstanding concerns or questions that the DUFs have - whether technical or logistical/practical

Activity 10.1: Overview of activities that DUs will engage in over next 2-3 months



30 minutes

Instructions

- Show 'overview' slide (Day 5 Slide 13) and go over any questions or concerns that the participants have
- We should also reiterate the support that EENET (Polly and Colleen) as well as NUDIPU can provide here – would they like **zoom calls** with each of us as part of this support?
- We may need to make amendments to timings

Activity 10.2: 'open surgery' for questions relating to OPD IE foundational training roll-out



60 minutes

Instructions

- Tell participants that the following hour is one in which they are free to discuss in their DU pairs/groups any technical questions or concerns they have about delivering the OPD IE foundational training in their districts. Polly and Colleen are available online for individual chats or questions as needed and Dianah, Moureen and Ronald will be available too. They should also support each other as peers where they are able.

- They should look back through the facilitator's manual and also take the time to look at the contents of their OPD IE foundational module materials box if they haven't already
- Consideration also needs to be given to how the DUFs from the new districts - Amuru and Mpigi will be supported. Ideally an experienced strong DUF should co-facilitate with the new facilitators in their districts

Activity 10.3: Practical/logistic considerations for all activities implementation



60 minutes

Instructions

- Dianah give an overview of any considerations relating to budgets and equipment needed for any of the activities over the next 2-3 months
- What support is NUDIPU able to provide?
- What is the process for getting budgets/equipment as needed?
- What are the reporting expectations/requirements? Polly and Colleen can come in here to clarify as needed

Handouts

Handout 1.3: Preparation and arranging the space

Know your participants: It's important to know as much about your participants as possible before the training, including their background, previous training, concerns and accessibility needs.

One way to find out about your participants is through conducting a **training needs assessment**. Find out if any of the participants need a **sign-language interpreter or assistant**

Know the manual: Take time to read through the facilitation manual in advance so you are confident about the **aims, messaging and training approaches**.

Decide who is going to lead which session/part of each session well ahead of time if you are co-facilitating the training

Prepare materials you need for the training. Write these up in large clear handwriting, using black and blue pens

Make sure you minimise wastage of resources during the training workshop.

Check any equipment is working if you are using PowerPoint (PPT) or showing videos. Move the PPT slides and videos to a place that's easy to find on your desktop.

Decide how to arrange the room. You might put seats in a U-shape or set up group tables. You may have enough space for both. Plan how you could change the layout for different activities.

Stick posters or flipcharts on the wall. You might need to stick them at wheelchair level.

Decide which materials to display throughout the training, for the facilitator and participants to refer to.

Handout 2.2: Strategies for creating a positive, inclusive learning environment

1. Learn participants' names on Day 1.
2. Find out about any concerns or questions participants have.
3. Share some of your own experiences during the training.
4. Use friendly body-language and facial expressions.
5. Make sure you are always positioned so the participants can see you.
6. Remain 'present' and engaged throughout.
7. Discuss the objectives of the training with participants and refer to them throughout the training
8. Agree on ground rules for working and learning together
9. Create an environment where participants feel comfortable with each other and able to share their experiences and opinions.
10. Explore with the group what it means to be a good learner.
11. Monitor the energy of the group and use energisers. Invite participants to facilitate energisers
12. Remain positive and optimistic throughout the training
13. Use group work and pair work activities
14. Set up group-work roles and responsibilities.
15. Check participants have understood the instructions. Demonstrate the activity with a participant if necessary.
16. Intervene if an individual is dominating a group discussion, thank them for bringing his or her views and say you want to hear what others think.
17. Encourage everyone to contribute, but don't force anyone.
18. Treat all participants as equals, regardless of power, personality types, personal opinions, or biases.

Handout 3.1: Five key active listening techniques

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare a response.
- Observe the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to show your attention.

- Nod, smile and use other facial expressions.
- Make sure your posture is open and inviting.
- Encourage the speaker to continue with small verbal comments

3. Provide Feedback

As a listener, your role is to understand what is being said. Therefore, you may need to reflect what is being said and ask questions.

- Reflect back what has been said. "What I'm hearing is....,"
- Ask questions to clarify points. "What do you mean when you say...?."
- Summarize the speaker's comments.

4. Don't interrupt

Interrupting can be frustrating and limit full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective.

- Be candid, open, and honest in your response.
- Share your opinions respectfully.
- Treat the other person as you would want to be treated.

Handout 3.2: Facilitation strategies to make connections and support adult learning

Adults learn through sharing experiences, solving problems together, applying their learning to 'real-life' situations and understanding why something is important.

Make the training relevant to participants' experience. Throughout the training make connections with real life examples and real-life situations.

Build on previous learning. Make links throughout the training between what has been learnt in the previous sessions or previous trainings.

Summarise key points after activities or during plenary sessions.

Observe the group: try to notice what the participants are really thinking or feeling.

Ask questions rather than tell, to encourage group members to come up with their own ideas. Also ask questions to challenge thinking and create new possibilities.

Adult learners don't respond well to being told what is right or wrong, but rather need to be supported to work out the solutions and strategies for themselves

Handout 3.3: Facilitate rather than lecture

Be active and responsive rather than lecturing at the front of the room.

Use the knowledge of the group. You don't need to know all the answers.

If participants struggle to understand or have different opinions to you, **don't lose patience or let your opinions influence how you respond.** Ask 'what do others think?'.

Encourage participants to evaluate themselves and to give feedback in a positive way.

Think about timings

Display a large copy of the timetable.

Plan to start the workshop on time each day and after breaks.

Be flexible if participants need more time to discuss or understand an issue.

But, if participants are tired, bring in an extra energiser or break.

At the end of every day encourage the participants to look back at the training objectives and reflect on what they have learnt.

Handout 8.1: Monitoring and learning: What, why and who?

What do we monitor and learn about in education?

Many things could be included here but some important aspects for DUs are monitoring and learning about **changes** in:

- **Parents and community members attitudes**, understanding and awareness of inclusive education
- **Learners being excluded from education** – who, where and why?
- **Learner attendance and learner participation**
- Schools will also be interested in monitoring and learning about **changes** in:
 - **learner achievement**
 - **inclusive teaching practices**
 - **inclusive school environments**

Why is monitoring and learning important?

School-communities, including teachers, headteachers, District Union members and community leaders need to learn about their learners, and address barriers to inclusion, adapt classroom practice and the school environment so that all learners can attend, participate and achieve. That is because each learner is unique. Learners have different characteristics such as gender; age; socio-economic background; where they live and their lives at home; the languages they speak outside school; and physical, cognitive or communicative abilities, impairments and strengths.

Who should do the monitoring and learning?

In education, monitoring and evaluation is most often done by governments, donors, school leadership, district education officers, working groups such as School Inclusion Teams, inclusive education coordinators and teachers. Teachers, head teachers and district education officers are often asked to gather, record and submit monitoring and evaluation information by others.

To be inclusive, the whole school-community needs to be committed to ongoing **monitoring and learning**. This includes the District Unions playing an important role particularly at community level, together with parents, families, and community leaders. Information gathered as part of monitoring and learning can be used to identify barriers to inclusion, and pinpoint strategies which raise awareness, increase attendance and participation.