

Inclusive Learning Approach:

Inclusive Advocacy Component



How-to guide for managers and facilitators

The Norwegian Association of Disabled
Enabling Education Network

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Acronyms

COVID-19	coronavirus-19
DU	District Union
DUF	District Union Facilitator
EENET	Enabling Education Network
HRA	Human Rights Advocacy
IECo	Inclusive Education Coordinator
ILA	Inclusive Learning Approach
NAD	Norwegian Association of Disabled
NGO	non-government organisation
NUDIPU	National Union of Disabled Persons of Uganda
OOSL	out-of-school learners
OPD	organisation of persons with disabilities
SIT	school inclusion team
TOFI	Together for Inclusion
TOT	training of trainers

1. Introduction

1.1. What is this guide about?

Since late 2019, Norwegian Association of Disabled (NAD) and its partners in Uganda,¹ Somalia,² Zanzibar³ and Zambia⁴ have been working with Enabling Education Network (EENET) to develop and test an approach that enhances understanding of inclusive education among organisations of persons with disabilities (OPDs) and enables them to advocate more effectively for education system change.

This work is known as the **Inclusive Advocacy Component**, which, alongside the **Inclusive Teaching Component** (also developed by NAD and EENET) makes up the **Inclusive Learning Approach (ILA)**.⁵

This guide gives step-by-step advice to others wishing to use the approach. It contains a toolkit of materials, but it is not a blueprint. The approach needs to be implemented differently in each country to reflect and respond to the context and different needs of OPDs.

1.2. What is the Inclusive Advocacy Component?

The ILA Advocacy Component comprises one training on facilitation skills and four further training modules. Each module consists of a participants' handbook, facilitator's manuals, handouts, videos, PowerPoint slides and illustrations.

Training components

- Skills for inclusive facilitation;
- Module 1 (Foundational): An Introduction to inclusive education for OPDs;
- Module 2: Collaboration for inclusive education;

¹ National Union of Disabled Persons of Uganda (NUDIPU)

² Adventist Development and Relief Agency (ADRA) and Save the Children

³ Ministry of Education and Vocational Training (MoEVT), State University of Zanzibar (SUZA), Zanzibar Association of Persons with Developmental Disabilities (ZAPDD) and Madrassa Education Programme Zanzibar (MECP-Z)

⁴ Norwegian Association of Disabled – Zambia (NAD Zambia)

⁵ Please see the [ILA Inclusive teaching Component](#) and the [ILA Advocacy Component](#) pages on the EENET website.

- Module 3: Identifying out-of-school learners and supporting education transitions;
- Module 4: Sustainability strategies for inclusive education advocacy for OPDs.

There is also an **Advocacy Manual** which summarises lessons from the four OPD inclusive education capacity building modules, including:

- what advocacy is and what it means to be an advocate for inclusive education;
- the important advocacy roles OPDs can play, the skills and knowledge needed for these roles, the tools that can help, and when to use these roles and tools;
- the inclusive education messages to use in advocacy work to help build awareness;
- why it is important to sustain advocacy work and how to do this.

The **Advocacy Manual** is shared during Module 4.

Between each training module, participants engage in small practical action research inspired advocacy tasks. This helps them to put their learning into practice and understand more about the inclusive education related challenges and positive action in their local context. All modules and action research tasks are designed to be adapted to different contexts and have so far been tried and tested in Uganda, Somalia, Zanzibar and Zambia.

The Inclusive Advocacy Component approach

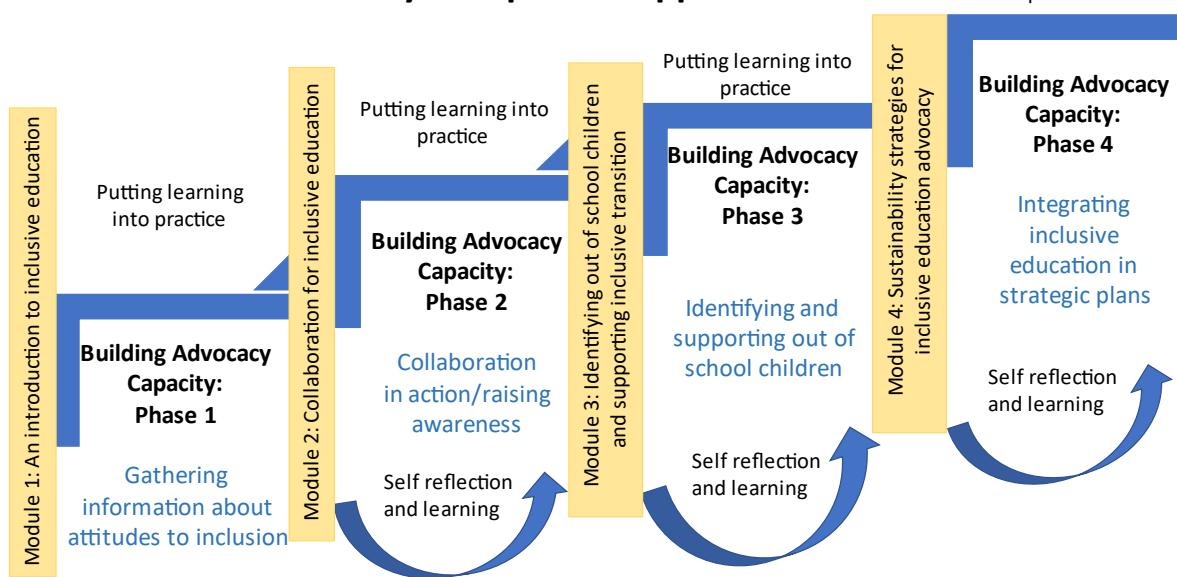


Fig.1. The ILA Inclusive Advocacy Component process

1.3. Who is this guide for?

This guide and toolkit will be used by organisations wishing to adapt and use the ILA Inclusive Advocacy Component. In particular, the advice and materials are for programme managers and coordinators, or externally hired consultants, who have responsibility for planning, implementing, advising and/or monitoring the approach in their organisation.

1.4. Why was the Inclusive Advocacy Component needed?

The ILA Inclusive Advocacy Component set out to address a lack of appropriate training for OPDs on inclusive education. This gap has been highlighted over many years through desk research and academic literature.

During the preparation stages, we struggled to identify examples globally of similar training programmes that build OPDs' understanding and capacity to be allies for inclusive education. While provision of training programmes for OPDs is common, there are few open-source training materials available.

Over several years, NAD, its partners and EENET developed an inclusive education teacher training approach that motivates change in school cultures and practices (the [ILA Inclusive Teaching Component](#)). People in school

communities using this approach have started to work together to ensure all children are present in education, participating in academic and social activities, and achieving to the best of their ability.

However, inclusive education is not a ready-made solution that can be introduced through a one-off activity. It is an ongoing, active dialogue between actors in society about how to eliminate barriers to learning and meet children's diverse needs.

OPDs have an important role in this dialogue:

- 1) OPD members have experience of the various barriers facing learners with disabilities, so they can be a key resource for finding solutions. OPDs are rooted in the communities they serve.
- 2) OPDs can, through collaboration with schools, help pinpoint the gaps that need to be filled to move inclusive education forward. They can actively lobby local and national authorities for relevant changes to policies, plans and budgets.
- 3) OPDs include parents of children with disabilities, so through awareness-raising within their ranks they can actively mobilise parents' support for inclusive education.

To play these various roles, OPDs must be knowledgeable about inclusive education – what already exists and what can be achieved in future. They need a clear vision for how their education system should evolve. This enables stronger engagement with schools and education authorities at various levels. The ILA Advocacy Component helps OPDs move away from only solving individual problems, to working collaboratively for system change. Their collective voice needs to be heard to build better inclusive education systems and practices.

1.5 What are the main characteristics of the Inclusive Advocacy Component?

- The approach builds a cadre of skilled and confident OPD facilitators who are knowledgeable about inclusive education, and have the capacity to roll out the training to OPD members, community leaders and parents/caregivers and make ongoing improvements to the training.
- It creates contextually relevant training materials that are co-developed and therefore co-owned by key stakeholders.

- This training approach prioritises practice over theory, promotes learning-by-doing, and builds OPD members' capacity to be innovative and critically reflective when advocating for inclusive education.
- The approach recognises the vital roles OPDs can play in advocating for inclusive education and the skills and knowledge needed for these roles.

In this guide we offer a toolkit and suggestions for how the approach can be used, adapted and built upon to make it context specific.

2. How-to guidance notes

Step 1: Scoping study and needs assessment

Scoping study

The scoping process asks a wide range of questions that help to build a framework for the ILA Inclusive Advocacy Component in each country or context. The scoping might involve a combination of a desk review and interviews, focus group discussions, conversations, and other forms of data collection with identified OPDs and other partners in the country.

The scoping process could cover the following core areas:

- investigating the policy and delivery framework for inclusive education in the country;
- conducting a strategic mapping of the OPD landscape including partners and their structures;
- identifying/mapping the OPDs (including local level structures if they exist);
- establishing a shared inclusive education ‘vision’ for OPDs;
- sharing initial ideas for OPD capacity building training module content;
- sharing initial ideas for rolling out the capacity building in the local area and identifying facilitators.

This process can be guided by the following two documents used in Uganda, Somalia, Zambia and Zanzibar:



[Toolkit 1](#) OPD capacity building – ‘scoping’ questions



[Toolkit 2](#) Key questions to inform strategic mapping discussion

Needs assessment

A needs assessment,⁶ conducted before starting the ILA Inclusive Advocacy Component, will gather more specific detail about what the potential OPD facilitators (if identified) and OPD members already know and do and want/need to know and do in relation to inclusive education.

⁶ This can be completed with or without first selecting the lead and community-level facilitators.



Remember!

The **data and recommendations** from a scoping report and needs assessment are most beneficial if they are shared and used to guide decisions about future work. Ensure you share the scoping report and needs assessment with all relevant partner organisations. Use the findings as a framework for adapting the ILA Inclusive Advocacy Component training modules to the OPDs' needs.

Research assistants

- Identify research assistants/data collectors to help collect data in the communities and/or remotely.
- Brief and train these data collectors on their role.
- Support the data collectors with logistics and administration to collect data in your identified areas.



[Toolkit 3](#) contains tips and reflection questions for use during needs assessment telephone interviews.

Project personnel

During the preparation and scoping stage you will finalise the details of who will do what. Experience suggests the following will be your key personnel:

Programme manager or technical adviser (staff or consultant): This person is ultimately overseeing and guiding the work. They will probably also be an inclusive education technical expert who ensures that the programme coordinator and lead facilitators are mentored and supported to learn as much as they can about the approach and inclusive education. They probably do not get involved in the day-to-day logistics and implementation.

Programme coordinator: This person will coordinate the programme and probably also be one of the lead facilitators. It will be their responsibility to handle or delegate the planning, preparation, recruitment, logistics and administration. In Somalia, the two organisations using the ILA Inclusive Advocacy Component – Save the Children and ADRA – had a coordinator each.

Lead facilitators: One of the first tasks is to identify the lead facilitators who will facilitate the training-of-trainers (ToT) workshops. They must have strong facilitation skills and experience. Review their CVs to check this. Look at the balance of knowledge and skills across the lead facilitator team. Some facilitators may be more skilled in community-based advocacy and others in formal education. This is OK if they work well together as a team. The lead facilitators need to be available to attend mentoring sessions with the programme coordinator during the ToT workshops. This may include face-to-face and/or remote debriefs each evening and a larger debrief at the end of the training. Lead facilitators can range between two to five people depending on their areas of expertise and the numbers of organisations involved. For example, Uganda had three lead facilitators and Somalia had five.

Community facilitators: An immediate task for the programme coordinator and/or lead facilitators is to identify those OPD members who will be trained by the lead facilitators and act as community facilitators to deliver the trainings within the communities. Each community should have at least two community facilitators, depending on programme coverage. They should be able to speak the language of that community as the training is mostly delivered in the local language.



[**Toolkit 4**](#) provides useful criteria for identifying people for this role.



Remember!

To ensure that the people you select as facilitators will be available at the necessary times, you will need to **work out the following dates:**

- When will the four ToT training workshops (one per module) take place?
- When will the community facilitators deliver the training for each module to their OPD communities?

The programme coordinator, lead facilitators and community facilitators should jointly decide on the timeline. They should also together plan how many modules (ToT workshops and roll-out) to cover each year. This will depend on the budget and everyone's schedules, including existing project workloads.

We advise a **maximum of 2-3 modules per year** as the participants need time to reflect and complete advocacy

activities in between modules. All four OPD modules could comfortably be completed over a two-year period.

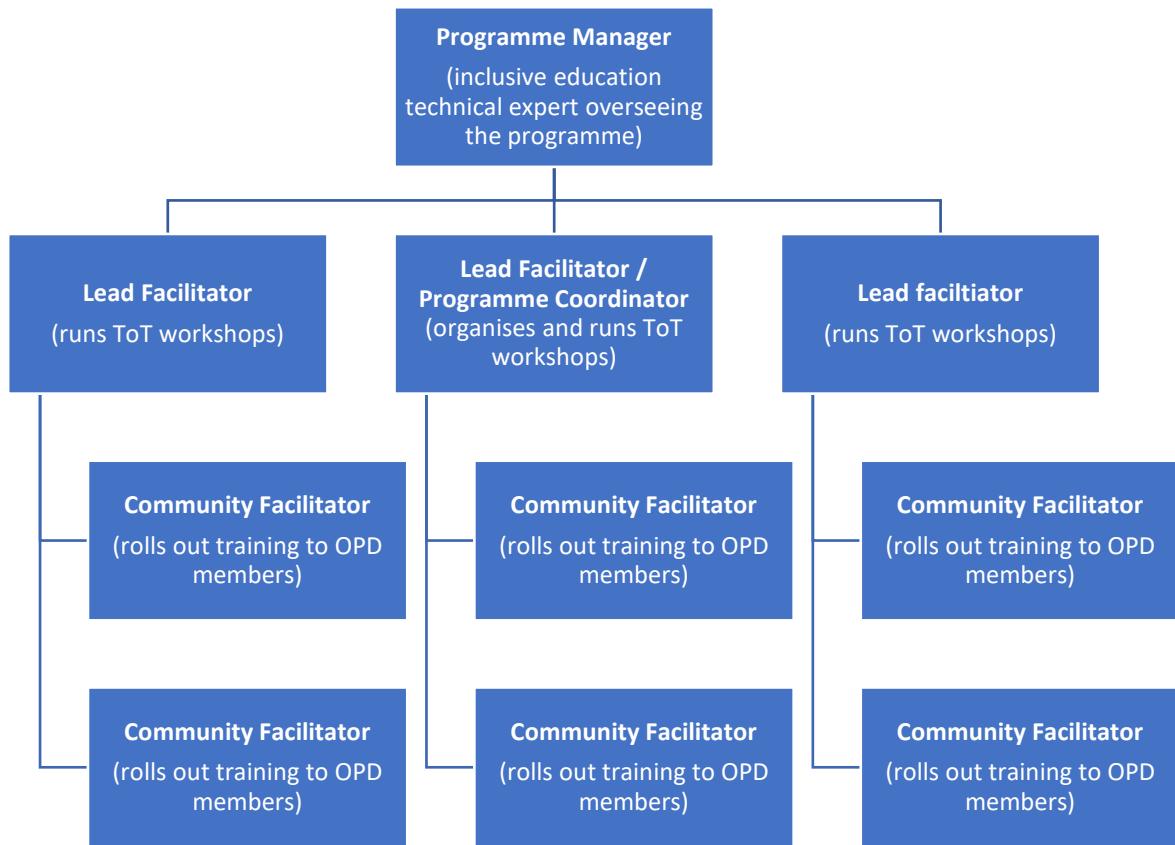


Fig.2. The ILA Inclusive Advocacy Component personnel structure

Step 2: Review and adapt the training materials

The materials

Each module consists of the following materials:

- a participants' handbook;
- a facilitator's manual;
- a set of illustrations that can be adapted;
- a set of videos that can be transcribed and/or subtitled in appropriate languages;
- a set of handouts;
- a set of PowerPoint presentations.

Everything can be edited, translated, transcribed and adapted. The materials are published under a Creative Commons License.⁷ This means you can translate them, adapt activities, and change photos, illustrations, hyperlinks, logos, colours and branding, so long as you clearly credit the original source.



Remember!

Produce the training materials in braille where needed, for both the ToT and community roll-out workshops. Decide who will be responsible for overseeing this process. Collate a list of all the documents that need to be produced in braille and check how many copies are needed. It is important to have a braille reader cross-check the materials before final production. Contract a professional company to do the printing and binding.

Identify and book a sign language interpreter where needed for the ToT and community roll-out workshops.

Plan ahead! Braille and sign language suppliers may be very busy, so find out what you need for the workshops well in advance, and get your requests booked in early.

⁷ 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/>

Adaptation process

- Ensure that the lead facilitators work with the programme coordinator to **read, review and adapt** all the materials for each module well before the training starts.
- Give the lead facilitators an overview of each module. Explain the module in detail including the learning aims, key messages, and facilitation methodology.
- Ask the lead facilitation team to give **feedback on the adaptations to the facilitator's manual** they think are needed before the training is rolled out in their local context. They may be able to suggest alternative activities they have used before. Encourage them to think beyond the obvious, i.e., more than just changing the names of people and places, and logos! They could give feedback in writing, or via online or face-to-face meetings.
- Be prepared to provide additional guidance on inclusive facilitation techniques, if the lead facilitators do not have much experience of training participants who have visual or hearing impairments.



[Toolkit 5](#) offers guidance on accessible facilitation.



[Video: Being a facilitator with a visual impairment](#)

- Use the findings and recommendations from the scoping and needs assessment to guide the adaptations. For example, some of the issues discussed in the scoping report may form the basis of case studies or can be highlighted through your chosen illustrations. It is important to incorporate the barriers, achievements, challenges, and plans from the needs assessment within the modules.
- Review and amend **one module at a time**, in sequential order as this will link into the experience and learning you gain along the way. For example:

Example of the process

- ✓ Review and adapt materials for Module 1.
- ✓ Translate Module 1 (if needed).
- ✓ Deliver Module 1 ToT.
- ✓ Roll out Module 1.
- ✓ Support the action research/advocacy task for Module 1.
- ✓ Collate feedback and make revisions (including updating translations) for Module 1 (if needed).



- ✓ Review and adapt materials for Module 2.
- ✓ Translate Module 2 (if needed).
- ✓ Deliver Module 2 ToT.
- ✓ Roll out Module 2.
- ✓ Support the action research/advocacy task for Module 2.
- ✓ Collate feedback and make revisions (including updating translations) for Module 2 (if needed).



Toolkit 6 is a checklist to help you better adapt the training modules (text and illustrations) for your context.

Illustrations

The ILA Inclusive Advocacy Component materials contain wonderful colourful illustrations. These were developed in collaboration with a Ugandan artist.

We encourage you to use and amend the illustrations for your context. For instance, you could change the colour of the school uniform, the name of a school, or the clothes worn by community members in the illustrations. You might choose only the illustrations that show barriers to education that are relevant in your context. If you need a professional to adjust the illustrations, ensure you include this in your budget and planning timeframe. You could contact the original artist,⁸ or adjust the illustrations in-house, or hire a new illustrator to create new images based on the original drawings.

⁸ Contact info@eenet.org.uk to request her contact details.

The lead and community facilitators and other relevant partners should discuss how to make the illustrations culturally and contextually relevant. Ask lots of questions and be creative!



Remember!

Every illustration (and other pictures, photos, etc) should have an 'image descriptor' to make them more accessible.

Translations

Think about what languages you will need the materials in. Build in sufficient time and budget for the translation process. This may need to include extra time/funds for checking that nothing has been missed from the translated documents and formatting/design work. Identify, hire and brief the translators you require – they may be 'in-house' or external.

Ensure that you have consistent communication with the translators (e.g., via Zoom, emails, phone calls, WhatsApp messages). Check each document when it is returned to you. As a minimum you need to ensure nothing has been missed. If possible, someone in-house who speaks the language should check the translation, especially to ensure that key terminology is correctly used.

Get the modules translated one at a time rather than all together. Usually, each module will be translated *after* it has been piloted in the country and the necessary adaptations have been made. However, if you choose to translate before using the modules (for instance if you work in a context where use of the English version is not viable), be prepared for the extra costs and workload involved with potentially revising multiple versions.

If possible, ask the translator to type the translated text into the formatted version of the materials. This can save you time, as you will not have to reformat the translated documents. However, not all translators will be able to follow the document formatting, so allocate time and budget to reformat and tidy up the layout.



[Toolkit 7](#) is a checklist on working with translators.



[Toolkit 8](#) is a glossary of terms commonly used in the training manuals.

Video material

There are two types of videos used in the ILA Inclusive Advocacy Component:

- core content – videos that help to illustrate key learning points from the modules;
- coaching videos – videos that introduce sessions to assist the lead facilitators.

You will need to decide which of the existing video material is suitable for use in your context. Share all videos with the lead facilitators before holding coaching sessions with them.

If you need to make any new videos, you should budget and plan for developing a storyboard and writing a script, recording the footage, editing the visual and audio tracks, transcribing, subtitling and translating, and any digital storage needs. Consider your audience's accessibility needs when planning, scripting and producing audio and video material.

Community facilitators can learn from the coaching videos. They can also show the videos to introduce sessions when they roll out the training, if they feel the videos are culturally appropriate. If they are used during roll-out, provide the transcripts of the videos in the local languages. The subtitles of the core content videos should always be translated.

Step 3: Deliver training-of-trainers (ToT) workshops

(Roll-out at community level is covered under Step 5)

Logistics

Decide who is responsible for the training logistics and coordination. They will need to arrange, for instance:

- training venue;
- accommodation, if participants need to stay overnight;
- meals and refreshments;
- transport for the trainers and participants;
- per diems, if your organisation offers these;
- Wi-Fi at the venue⁹ (this is important for national level ToT but is not necessary at the community level);
- COVID-19 and other health and safety measures risk assessments;
- reasonable accommodations for trainers and participants with additional needs;
- delegate list and emergency contacts;
- workshop schedule, especially ensuring the start, end and break times are appropriate. In countries where prayer breaks are required, ensure that the schedule is adjusted to cater for these;
- printing all required materials and procuring materials such as pens and paper;
- hiring a camera person to record the event through photos and videos;
- hiring language and/or sign language interpreters if needed.

Printing

It is essential to understand your printing needs long before the training starts. Ensure the lead facilitators receive:

⁹ The cheapest option can often be a false economy if the internet connectivity is not strong enough for the activities that need online access. Research (and budget for) a venue with good, reliable Wi-Fi as far as possible.

- a list of all documents that need to be printed for the ToT workshops.

 [Toolkit 9](#)

- a list of all documents needed for the community roll-out.

 [Toolkit 10](#)

Helpful hints:

- Prepare the **documents in boxes** for each session to make it easier for the facilitators (see below for more details).
- Print all facilitator manuals and participant handbooks as **spiral-bound booklets with a clear plastic front cover and a hard back cover**.

 [Toolkit 11](#) is a checklist on how to print training materials.

Pre-prepared boxes of materials

We recommend preparing in advance boxes of training materials for the roll-out of the training modules at the community level. The boxes should contain all the printed materials a community facilitator will need to roll out the training.

Each session for each module should have its own cardboard folder. The folder will be clearly labelled with the title of the session and contain all the relevant materials (handouts, pictures, etc) for that session.

On the last day of the ToT, the community facilitators will be preparing for rolling out the training in their communities. They should spend time familiarising themselves with the contents of the boxes and folders so they understand where everything they need is filed.

Coach the lead facilitators

The lead facilitators need to be coached and mentored before and during the ToT for each module, to ensure they understand the module content and feel confident with the training methodology. The options for coaching include (but are not limited to):

- face-to-face meetings;
- Zoom/Teams/Skype sessions;
- ad hoc WhatsApp and text messaging;
- emails.

Plan for **half a day of coaching per day of training**. Feedback suggests it can be too intense to coach the week before the training delivery. Lead facilitators found it difficult to fit this in with their own workloads. Ensure you plan well in advance and spread out the coaching to suit the lead facilitators.

During the coaching sessions, agree with the lead facilitators how you (as the programme manager/co-ordinator or technical adviser) will support the training delivery. During the testing phase in Uganda and Somalia we supported the lead facilitators in these ways:

- Join the ToT right at the beginning via Zoom/Teams to introduce yourself and the overall training.
- Join daily Q&A sessions after lunch by Zoom/Teams so the lead facilitators can ask any questions that arise.
- Join daily debrief sessions with the lead facilitators to discuss how it is going and address any challenges.
- Hold a final debrief session at the end of the ToT. This helps to gather more detailed reflections on the training materials and content, community facilitators' capacity and engagement, suggested changes to the module, and recommendations for roll-out and development of future trainings.



[Toolkit 12](#) contains more guidance on coaching.

The information gathered during the coaching and debriefing sessions will feed into the final report (see [Step 6](#)). It can be challenging to do this final debrief as the lead facilitators will be tired, but it is an important part of building their capacity as 'reflective practitioners'.

You will devise your own ways of coaching, so do not forget to write these into your adapted materials!



Remember!

Brief the local cameraperson prior to the training so they are clear what they should be filming/taking photos of.

Observe the community facilitators

Ask the lead facilitators to observe the community facilitators during the ToT workshops and make notes about their level of engagement, understanding of the key messages, and potential capacity as a lead facilitator.



[Toolkit 13](#) is an observation sheet.

It will be clear after delivering the foundational module whether any community facilitators are not committed, do not have the time and availability to roll out the training modules, or lack the competency and skills to become a good facilitator.

If this is the case, re-visit the criteria for being a community facilitator. Use this to support a decision about replacing any of the facilitators.



[Toolkit 4](#) guides the selection of community facilitators.

Step 4: Skills for inclusive facilitation

The ILA Inclusive Advocacy Component includes an additional ‘Skills for inclusive facilitation’ training. Most of the community facilitators (unlike teachers) are not educationalists and do not have a background in pedagogy, so they are not necessarily experienced in supporting the learning process. The facilitation skills training covers the basics of good facilitation and participatory methodology and helps facilitators to support participants with disabilities and a range of learning styles. The training focuses on the different skills of the facilitator and the range of roles they can play.

“Facilitators act as guides, mediators, and advocates for participants, helping participants 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 participants’ actions in a collaborative and enabling way, guiding but not controlling the outcomes”. **Skills for inclusive facilitation training**

The training includes the following topics:

- Preparation and arranging the space;
- Strategies for creating a positive, inclusive learning environment;
- Five key active listening techniques;
- Facilitation strategies to make connections and support adult learning;
- Facilitate rather than lecture;
- Think about timings.

A short film has been developed to accompany and support this training and extracts of the film are shown throughout the training. Make sure you have shared and gone through the film with the lead facilitators ahead of the training.

[Video: ‘Skills for inclusive facilitation’](#)

The ‘Skills for inclusive facilitation’ training should be delivered **together** with the foundational Module 1. This gives the community facilitators an opportunity to practise their facilitation skills before they roll out the training. The facilitation skills training takes approximately 2.5 days (including the practice tasks described below) and consists of a manual, PowerPoint slides

and handouts. It can be re-visited on Day 5 of every ToT module, so that community facilitators review the key facilitation skills for that module. They can also watch the film again.

In the final two sessions of the ‘Skills for inclusive facilitation’ training, community facilitators do practice tasks that can be adapted to whatever module they are planning to deliver. The practice tasks are an opportunity to try out an activity in the ‘safety’ of the familiar training room, using their peers as participants. They give each other constructive feedback and reflect on their own facilitation skills.

The practice tasks allow the lead facilitators to gauge the community facilitators’ potential and main areas for improvement. Lead facilitators identify areas to follow up when they support the community facilitators to roll out the training.



[**Toolkit 13**](#) is an observation sheet the lead facilitators can use when observing the community facilitators during practice tasks.

Step 5: Community training roll-out

During the critical roll-out stage, the training is delivered within the community where it will be put into practice.



[**Toolkit 14**](#) is a checklist of activities for the roll-out phase.

Tips for the roll-out phase:

- The community facilitators should work in teams of two or three to deliver the training. They can support each other, and stronger facilitators can work alongside less experienced ones. The lead facilitators need to identify these pairings/groupings. It should become clear during the training which community facilitators are stronger and weaker and there should be balanced pairing, so the weaker ones are not placed together.
- Encourage the community facilitation teams to organise the training roll-out as soon as possible after they have been trained, so the information is fresh and they feel confident.
- Make sure the lead facilitators are available to support and supervise the training roll-out in person, especially for the first module. They can help address problems that arise and ensure the quality of the training.
- As project coordinator/adviser you may also want to set up a virtual meeting with each community facilitation team before the training (where internet connectivity allows) to support their preparations and answer any remaining questions about content and methodology.
- In some communities where there is no electricity, you may need to budget for fuel and a generator and ensure that a PowerPoint projector is available that you can move from one community to the next. It is also a good idea to print out the slides so they can be written up on flipcharts in case the technology or electricity fail (see [**FAQs**](#)).
- Each facilitation team will need to prepare a simple report after the training.



[**Toolkit 15**](#) is a template for the training report.

- Arrange a debrief with each community facilitation team (virtual or face-to-face, whatever is possible) to help them reflect on what went well, challenges and learning. This will enable them to prepare their report (see [**Step 6**](#)).

Step 6: Build advocacy capacity

Overview of the advocacy activity stages

In-between each module the OPDs carry out an advocacy activity with support from their community facilitators.

These advocacy activities are an opportunity for the OPDs to put their learning from the training modules into practice. Each advocacy activity links to the topics covered in the modules. It is important to emphasise that the training is not an end in itself. The real work is for OPDs to apply the training and use the knowledge and skills they gain to advocate for inclusive education in their communities.

The OPDs should reflect on the advocacy activity in preparation for the next module. A detailed reflection session is held on the first day of the next training.

The suggested advocacy activities are listed below. Decide, with the lead facilitators, whether the OPDs are ready to do these tasks or whether you need to adapt the tasks to align with their skills and knowledge. You may also want to adjust based on particular contextual issues.

- 1. After Module 1:** Information gathering on community understanding and attitudes to inclusive education;
- 2. After Module 2:** Running a ‘Collaboration in Action’ workshop. Building partnerships and planning for awareness raising activities in the community;
- 3. After Module 3:** Continue to raise awareness and map out-of-school learners in the community;
- 4. After Module 4:** Integrating inclusive education into strategic planning and planning for sustainability in inclusive education advocacy.

On the last day of each training workshop (Day 5: Planning), use half a day to help the community facilitators understand and prepare for the advocacy activity. For each advocacy activity listed above there is guidance available (see below) and PowerPoint slides to support the planning process.

A ‘planning table’ like the one below may help the lead facilitators understand what they need to do once they leave the training venue and what they are expected to do before the next module.

What	Who	When
Prepare for the delivery of foundational Module 1	Community facilitation teams	
Deliver foundational Module 1	Community facilitation teams	
Information gathering for raising awareness of inclusive education in the community	Community facilitation teams (with support from wider OPD)	
Prepare for Module 2 training	Lead facilitation teams	

Each advocacy stage in detail

After Module 1 training: Information gathering on community understanding and attitudes to inclusive education

On Day 5 of Module 1 training, the lead facilitators should plan the ‘information gathering’ task with the community facilitators using the relevant PowerPoint slides and guidance documents.

This activity recognises the importance of understanding what people in the community know and think about inclusive education before starting any awareness raising. It helps to ensure that awareness raising activities are appropriate and relevant.

Community facilitators will learn about how to use action research to gather information in the community. They will **LOOK** and **THINK** about people’s attitudes to inclusive education before they **ACT** to raise awareness. The information gathering task is the looking and thinking part of the cycle.

Remind the community facilitators that the information gathering process **builds the capacity and skillset of the OPD to use action research**. This is just as valuable as the information they gather. This activity is not meant to be a big piece of research, but an exercise in *how* to find out what people in the community think and know about inclusive education.



[**Toolkit 16**](#) provides a brief overview of the information gathering process, covering:

- background;
- preparing and planning for information gathering;
- implementing the information gathering process;
- reflecting on the information gathering and preparing for Module 2.

The OPDs may need support to go through the guidance to plan for the information gathering activities. The following detailed guidance documents are available:

-  [**Toolkit 17**](#) Guidelines for information gathering
-  [**Toolkit 18**](#) Good questions you can ask about inclusive education
-  [**Toolkit 19**](#) Detailed plan for information gathering in the community

After completing the information gathering process the community facilitators should organise a meeting to discuss what they found and what they learned from the process. They should fill in the following document:

-  [**Toolkit 20**](#) Summary sheet for information gathered

Community facilitators should prepare to present their main findings and thoughts about what they learned from the process at the Module 2 training.

After Module 2 training: Running a ‘Collaboration in Action’ workshop. Building partnerships and planning for awareness raising activities in the community.

Module 2 focuses on collaboration for inclusive education. It introduces the idea of School Inclusion Teams (SITs) and the importance of working together to achieve inclusive education in schools. Part of the training is about identifying important forms of support in the community (community assets) that can help OPDs to build and sustain inclusive education. The second advocacy activity is therefore about reaching out to these ‘assets’, connecting with them and linking them to the SITs. It is about beginning to plan awareness raising activities with the help of these assets/partners.

On Day 5 of Module 2 training, the lead facilitators should plan the ‘Collaboration in Action’ workshop with the community facilitators using the relevant PowerPoint slides and the guidance documents.

It is important for everyone to understand what the aims of the workshop are, how it links to their previous advocacy activities, and how the workshop is the ‘next step’ towards beginning to raise awareness for inclusive education. Share the following points:

- We want to begin the process of raising awareness about inclusive education in our communities – we are now going to start to **ACT** to raise awareness.

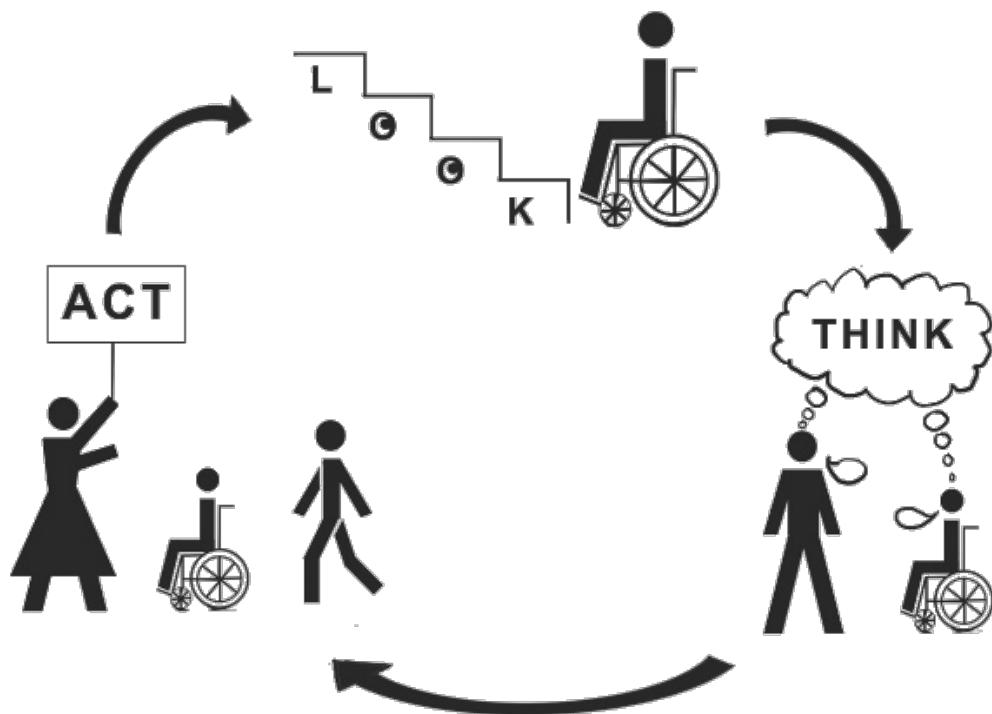


Fig.3. Look-think-act cycle diagram used in the training

- We want to do this in collaboration with other important stakeholders in the project and the community.
- We want to make sure everyone who is going to be involved in raising awareness knows what we found out from the information gathering process.
- We want to think about other assets in our community who can help us to raise awareness.
- We want to decide together with the other stakeholders what the priorities are for raising awareness in our community.
- We want to work together to plan our first activity to begin to raise awareness.

The following tools and guidance documents support the ‘Collaboration in Action’ activities after Module 2:

 [**Toolkit 21**](#) Guidelines for the ‘Collaboration in Action’ workshop



[**Toolkit 22**](#) ‘Collaboration in Action’ workshop plan



[**Toolkit 23**](#) Planning template for community awareness raising activity on inclusive education



[**Toolkit 24**](#) Reporting template for the ‘Collaboration in Action’ workshop

After Module 3: Conducting awareness raising activities and mapping out-of-school learners in the community

Module 3 focuses on identifying out-of-school learners and supporting inclusive transitions. By now, the OPDs should have met and be familiar with the SITs. Some OPD members may also be SIT members. They should have begun to connect with other people in the community and have undertaken (or have plans in place for) an awareness raising activity. Ideally the advocacy activities conducted after Module 3 should be implemented in collaboration with the SITs. This phase of the advocacy capacity building is about the OPDs beginning to think more broadly about the advocacy roles they can play. Activities they could think about for this phase include:

- activities to continue to raise awareness of inclusive education in the community;
- identifying and mapping out-of-school learners in the community;
- working with the SIT to come up with strategies to support inclusive transitions.

On Day 5 of Module 3 training, again time should be spent preparing for the advocacy activities. Ensure that any chosen activities link to the priorities identified during the Collaboration in Action workshop. OPDs should also think about how they will play the five roles for OPDs they learned about in Module 3. The lead facilitators can ask the OPDs/community facilitators the following questions:

- Thinking back to what we discussed in the Collaboration in Action workshop – what are the most important things we need to focus on in our awareness raising activities (the priorities)?
- Who can we collaborate with to help implement the activities well?
- Which of the five roles for OPDs we learned about will we be playing in the activities we will be doing?

There is no specific guidance for these advocacy activities. However, the Module 3 training contains suggestions on mapping out-of-school learners and the following templates can be used for any awareness raising activities conducted:



[**Toolkit 23**](#) Planning template for community awareness raising activity on inclusive education



[**Toolkit 25**](#) Reporting template for awareness raising activities

The OPDs can use the **Advocacy Manual** here to help think through the different advocacy roles and how to use them well.

After Module 4: Integrating inclusive education into strategic planning and planning for sustainability in inclusive education advocacy

Module 4 on ‘sustainability strategies for inclusive education advocacy’ is the last module in the ILA Inclusive Advocacy Component. In this module OPDs are encouraged to think about four areas where long-term change is most important, and what advocacy activities and strategies will best bring about these long-term changes. The four areas are:

1. The education system – by strengthening policies for inclusive education and developing inclusive practices;
2. The community – by strengthening partnerships and building positive attitudes;
3. Our organisations – by strengthening our capacity as OPDs to continue to advocate for inclusive education;
4. Resources – by ensuring that the human resources (e.g., teachers) and financial resources (e.g., budgets) are in place to support inclusive education.

More details on these strategies can be found in the **Advocacy Manual**.

After Module 4, the focus should be on consolidating what has been learned about advocacy and putting into practice the five OPD advocacy roles. It should be about strengthening capacity for ongoing advocacy about inclusive education – so knowing that building inclusive education involves ongoing

advocacy work. There are several different ways that OPDs could apply their learning and continue building their capacity. These include:

- Think about how to integrate inclusive education into OPD strategic planning processes and the development of longer-term advocacy plans.
- Continue to conduct awareness raising activities and building partnerships within the community and between the community and the SITs.
- Identify where the OPD may require further support and capacity building and ways that this could happen (e.g., through ‘mini-modules’ on specific topics or learning exchanges between OPDs).

There are different ways that the OPDs can think about and plan these next steps. Allocate time on the last day of the training to do this. Questions to guide the discussion include:

Think about how to integrate inclusive education into OPD strategic planning processes

- What is your vision for inclusive education in your district/local area/country over the next five years?
- What are the achievable steps for moving towards that vision?
- Building on these steps, how will you integrate inclusive education into your strategic plans?
- What other key areas are you integrating into your strategic plans, e.g., economic empowerment for persons with disabilities, and how does inclusive education link to these?

Where do we require further support and capacity building?

This discussion and planning will be strongly influenced by the context and what is needed by the OPDs in that context.

Some examples of gaps or areas for further support identified in Uganda were:

- strengthening skills on mobilising resources to support inclusive education;
- strengthening capacity for evidence-based advocacy (data collection and using this data for advocating with local government);
- working with parents (formation of parent support groups, etc).

The following guidance and activities could be used to review OPDs’ current strategic plans in terms of how well inclusive education is integrated into the

plans and reflect on resourcing and implementation of the plans. It is important, however, to consider where each OPD is currently at. Perhaps they do not have a strategic plan or it is very weak, in which case a simple visioning exercise to start the process of developing a strategic plan may be sufficient. Ensure that the OPD leadership participates in these discussions so any recommendations can be taken forward.



[**Toolkit 26**](#) Reviewing OPD strategic plans – facilitator's workplan

An important resource to support the OPDs' advocacy work is the **Advocacy Manual**. The manual summarises the main learning about advocacy in the modules and provides additional resources to support the OPDs' work. It includes the following sections:

1. What is advocacy for inclusive education – explains what advocacy is and what it means to be an advocate for inclusive education;
2. The role of OPDs in inclusive education advocacy – explains each of the roles OPDs can play, the skills and knowledge they need for these roles, tools that can be used to help, and when it is best to use these roles;
3. Key messages for inclusive education advocacy – important messages to help build awareness;
4. Sustaining change through inclusive education advocacy – goes through the strategies that are important to sustaining inclusive education advocacy;
5. Useful resources – lists of useful policies relevant to the context and other resources on inclusive education that could be helpful.

Step 7: Support the ongoing reflection and learning process

When delivering each of the training modules, include the following opportunities for reflection and learning for both the participants and the facilitators:

Daily reflection (for participants)

At the end of each day of training, show participants this PowerPoint:



Toolkit 27

Invite them to share:

1. Something you learned/found interesting;
2. Something you found challenging;
3. A question you still have.

Daily de-brief (for facilitators)

At the end of each day the facilitators (the lead facilitators in the ToT and the community facilitators during training roll-out) should sit together for 30 minutes to discuss what went well, any challenges or questions that came up, and preparation for the following day.

End-of-module evaluation (for participants)

On the last day of the training module each participant should be given an evaluation form to complete. Participants with lower literacy levels should be assisted in completing this form.



Toolkit 28 is an example of an evaluation form.

End-of-module de-brief (for facilitators)

After delivering the module the whole facilitation team (the lead facilitators in the ToT and the community facilitators during training roll-out) should sit together for 2-3 hours to discuss the module delivery in detail.

At the ToT level, lead facilitators should go through each session and activity to see if any adaptations are needed, focusing especially on any changes that may be needed for roll-out at community level.



Toolkit 29 is an example of a facilitator's workshop plan for Module 2 in Uganda adapted and used to record any reflections and recommendations for the sessions/activities.

The facilitation teams should discuss in detail the following questions:

- What went well (overall)?
- What challenges did you have?
- What did the participants think about the training?
- Lessons learned and recommendations for future trainings.

Responses to these questions help inform changes for subsequent trainings and feed directly into the reporting process (see section below).

Critically reflect on the approach overall

As well as the daily and end-of-module reflections that focus on the trainings, as project coordinators/advisers you will want to reflect on the ILA Inclusive Advocacy Component as a whole.

Key questions to consider include:

- How much has the lead facilitators' capacity grown?
- Are they more independent than when we started? How much?
- Is there more we can do to make the project coordinator's/adviser's presence and oversight 'redundant'?

Reflect on how and how much your role has changed over the four modules. Are you still coaching every session? Are the lead facilitators now contributing more to developing the content or process based on their experiences? (Note: you are not expecting them to have the capacity to write a module; you are thinking about whether they suggest ways of changing and adding to the sessions.)

- If you are still too much 'in charge', reflect on how you can devolve more responsibility to the lead facilitators.



Remember!

Capacity building is a long-term process. Incremental signs of growing confidence, improved facilitation, and less 'lecturing' from lead facilitators is an indication of their growing capacity.

In turn, the lead facilitators can ask similar questions of themselves in relation to the community facilitators they are training. Together you can all ask:

1. Are the community/parents more engaged in inclusive education and supporting children in schools?
2. Do the OPDs have more of a presence and voice in government initiatives (strategic plans, policies)? Are they being consulted more than before?
3. Are OPDs able to identify and include more marginalised children in schools?
4. Are the SITs more effective?
5. What more still needs to be done? What needs to be done differently?
6. What process will we use to do it?

Reporting and making recommendations

A report should be written after each module workshop to understand what went well, the challenges and achievements, and ways to improve future training sessions.



[Toolkit 30](#) is an example of a ToT workshop report



[Toolkit 15](#) is a report template for training roll-out at community level

Amend the reports/templates as needed. Guide the lead facilitators and community facilitators to complete certain sections if needed. Ask them to include photos where they can.

The ToT report should draw on the following:

- notes made during the daily debriefs;
- end-of-module facilitator debrief;
- lunchtime Q&A sessions (see [Step 3](#));
- participant evaluations (summarised at the end of the report).

Building the capacity of OPDs to capture and document their learning in the form of simple reports is an important part of building their overall capacity. Some OPDs may not be used to writing reports and will need extra support and encouragement to enable them to do this. It is important that they understand that good reporting is not just an extractive process of reporting to the donor. It is an opportunity to **reflect** on learning and **improve** implementation of activities going forward.

Make sure the recommendations are followed-up before the next training.

Reflection and planning days

After the foundational Module 1 each subsequent ToT delivery will last 5 days and follow this pattern:

- Day 1: Reflection;
- Days 2-4: Core content of module;
- Day 5: Planning.

The reflection day is an opportunity to look at the roll-out of the previous module at community level; what went well, challenges and recommendations, a review of key messages, and the implementation of advocacy activities.

The planning day is an opportunity to plan for the roll-out of the current module, review ‘skills for inclusive facilitation’, and plan for the advocacy activities.

There are no reflection and planning days when the community facilitators roll out the training in the community. Reflection and planning days are only for building the capacity of the community facilitators during the ToT workshops.



[**Toolkit 29**](#) is an example of the facilitator’s workshop plan and contains an example of what the reflection and planning days could look like.

3. FAQs

1. How do we use this set of modules with other marginalised groups?

The training is generic. With adaptation it can be used for all marginalised and excluded groups. Examples, activities or case studies can be swapped with ones that meet the specific needs of the marginalised groups you are working with. Or you may simply want to add to them to reach a broader group of grassroots organisations.

2. Can we mix marginalised groups for this training?

Yes, with the adaptations suggested above.

3. How can we support the groups' work in between modules?

Plan regular check-ins to review how the groups are getting on with their advocacy activities. These could be done by phone or online platform if face-to-face is not possible.

Stay in contact with the groups and explore:

- any new issues that arise;
- any fresh success stories that they may want to share.
- guidance on strategically planning advocacy activities (organisations may find this hard to do and to do collectively);
- plans for any special days such as 'disability days' which countries observe;
- sharing organisations' strategies with other OPDs for peer support;
- guidance on the action research activities in between each module.

4. What should we do when some participants cannot read or write?

There are several ways to support participants who cannot read or write. For example:

- Mix participants who can read and write with those who cannot.
- Change activities so they do not involve writing. For example, groups can report back orally rather than writing on flipchart.

- Use more visuals. These do not have to be perfect pictures so long as they are clear. A sequence of images helps to get the point across.
- Use more recordings and videos to explain concepts and ideas.

5. What can we do if poor internet connections mean we cannot remotely support the lead facilitators during the workshops?

If you have spent time coaching the lead facilitators, they should be well prepared and not need your direct support when facilitating the ToT workshops. However, you can offer additional support, such as:

- Use WhatsApp messages or calls to check how the sessions are going and be on hand to provide advice.
- Ask the lead facilitators to take pictures of (and if necessary, translate) presentations/flipcharts made by the participants so you can see whether any issues need more attention.
- Ask the lead facilitators to make audio/video recordings of sessions, plenary discussions and/or sharing activities so you can advise where needed. Use a mobile phone camera, if other camera equipment is not available. Make sure they seek verbal consent from the group before recording them.

6. What can we do when there is no computer or relevant technology for displaying PowerPoints and videos?

If you cannot show the PowerPoints and videos during the training, print out the slides and the video transcripts and add them to the participant folders and/or write up key points on a flipchart.

7. Do we need to do all the advocacy activities in between the modules as they are suggested?

The idea of the advocacy activities is to provide an opportunity for the OPDs to put their learning into practice. The training is a means to an end. It will make little difference to the capacity of OPDs to advocate for inclusive education unless they also have opportunities to put their learning into practice in between modules. The suggested advocacy activities are described in [Step 6](#).

If you feel the OPDs are not ready for a particular activity:

- Ask the lead facilitators to supervise the activity.

- Ask the OPDs to conduct the activity as part of their daily work (this is good practice anyway and will help them understand how the activity can support or compliment their regular work).
- Do a 'pilot' activity in one small area or district to see if the OPDs are ready or not. Address any process issues that emerge.
- Delay the activities until after subsequent module if you feel the team is not ready.

8. How many participants should there be in each workshop?

This depends on how many types of community groupings are included. For example, the roll-out is likely to involve community leaders in the local area, religious leaders, parents, grandparents, health workers and other stakeholders. Ideally a roll-out training should not have more than 30 participants unless the facilitation team is very strong and can manage more.

Toolkit

Toolkit 1: OPD capacity building ‘scoping’ questions

What we need to find out before we start developing the capacity building modules

Area for discussion	Detailed questions
Identifying/mapping the OPDs	<p>Identifying who the OPDs are</p> <ol style="list-style-type: none">1. Who are the key OPDs you will be working with in the local area? Where are they?2. What role do they play?3. Who are the relevant people you need to talk to from the OPDs and/or the local area?4. Can you establish connection with these individuals remotely before having an in-person scoping visit?5. Can they be involved in discussing some of the following questions? <p>Understanding the scope of the OPDs work</p> <ol style="list-style-type: none">6. Is there a list of OPDs that will be supported within the project, which would include:<ul style="list-style-type: none">- their area of focus, e.g., impairment specific, working with parents etc;- geographical focus;- brief background if possible (when established, scope of work etc).7. What are the different levels of engagement of the OPDs:<ul style="list-style-type: none">- Schools: Does the OPD engage directly with schools already and if so how?- School community: Does the OPD engage directly with the school community (including parents) already and if so how?- Local area: How do OPDs engage with local networks/ committees on education? What mechanisms already exist?

Establishing a shared inclusive education ‘vision’ for OPDs and their role (generally and in relation to the project)	<p>Broad understanding of inclusive education</p> <ol style="list-style-type: none"> 1. What are the OPDs’ understanding of inclusive education? Do you see your role only in relation to disability or do you see yourselves building inclusivity more broadly? What about intersectionality of disability with other areas of exclusion? 2. How do OPDs perceive their own role currently in relation to inclusive education? <p>Project expectations</p> <ol style="list-style-type: none"> 3. What comments/reflections do the OPDs have on the objectives and methodology for the OPD capacity building as stated in the concept note? 4. What are the expectations of the role of OPDs within the project? 5. Are you clear about the project’s aims and objectives at different levels? E.g. what is the capacity that you aim to build at organisational/leadership level and individual level?
Inclusive education capacity building needs assessment for OPDs	<ol style="list-style-type: none"> 1. Who are the intended participants of the OPD capacity building? (organisational/leadership level, individual level, etc) 2. Can you design a ‘needs assessment’ process that will be led by OPDs to ascertain the capacity building needs of these intended participants over the next 4-6 weeks? This would involve: <ul style="list-style-type: none"> - focus group discussions (FGDs) with sample groups of end recipients at district level; - identifying facilitators/OPDs to lead the FGDs; - designing appropriate questions and facilitation guidance for the FGDs. <p>Questions formulated along the lines of the following areas</p> <ul style="list-style-type: none"> • What is their understanding of inclusive education? • What perceptions and attitudes towards inclusive education do the OPDs have? • What is their prior experience of inclusive education? • What knowledge and skills do the OPDs currently have/need to have to fulfill their roles? • What are their self-identified capacity needs/gaps in relation to inclusive education?

Sharing initial ideas for OPD capacity building module content	<p>Analysing the needs assessment</p> <ol style="list-style-type: none"> 1. What are the outcomes of the needs assessment? What does an analysis of the documented FGDs tell us in terms of the capacity building needs at different levels? 2. Are these needs aligned with expectations or are there any surprises? 3. Are there needs that sit outside the project scope and if so how can these be responded to? <p>Learning from the literature review</p> <ol style="list-style-type: none"> 4. What are the key messages and the process/methodological insights you can learn from the good practice of others (from the literature review/scoping process)? <p>Mapping core content areas for capacity building modules</p> <ol style="list-style-type: none"> 5. Can you start to map out core areas for capacity building content based on the above?
Initial ideas for OPD capacity building roll-out in the local area	<ol style="list-style-type: none"> 1. How do the OPDs envisage the OPD training will be rolled out in the local area? 2. What plans, if any, do the OPDs have for identification and selection of community facilitators? 3. What do they understand the role of the community facilitators to be? 4. How will the intended participants be reached? Any logistical/practical issues to consider? 5. How will the 'increased capacity' be monitored? What role will the OPDs have in this?

[Take me back to Step 1.](#)

Toolkit 2: Key questions to inform strategic mapping of organised disability sector in your country

(These questions can be used and/or adapted for any country context.)

These questions have been developed to guide the discussion. They will help to build on and deepen the information that has already been shared with us.

1. Can you explain how your organisation started? What have been the most important developments that have brought it to where it is today? Although we have all the key documents it would be nice to get your reflections and insights into this. Think about:
 - milestones in the organisation's development;
 - key political, economic or social issues in your country that have influenced the organisation's development;
 - any important debates about how it is organised and functions.
2. How has your organisation attempted to overcome some of the existing inequalities between people with disabilities in your country and ensure that it represents all people with disabilities?
3. What are your organisation's main priorities in relation to people with disabilities in your country right now?
 - Have these priorities changed over time? If yes, how and why have they changed?
 - If no, why do you think they have not changed?
 - Is there a common understanding among the membership about what these priorities are?
4. What key initiatives around the rights of people with disabilities have your organisation been involved in over the last ten years
 - Which key stakeholders/organisations have you worked with (e.g., government, NGOs, etc)?
 - How successful were these initiatives?
 - What challenges did the organisation face?
 - What gains were made; what achievements were realised?

5. Considering each of your member organisations, in what ways can each of them contribute to or support the building of inclusive education in your country?

No.	Organisation (see examples below)	In what ways can the organisation contribute to/support inclusive education in the country?
1.	Mental Health Uganda	
2.	Little Persons Uganda	
3.	Uganda Parents of Persons with Intellectual Disabilities	
4.	Uganda National Association of the Deaf	
5.	Uganda National Association of the Blind	
6.	Source of Nile Union of Persons with Albinism	
7.	Uganda Albinos Association	
8.	National Association of the Deaf Blind in Uganda	
9.	Epilepsy support Association Uganda	
10.	Uganda National Action on Physical Disability	

6. Do you know of any other OPDs operating at national, district or parish level that may be able to contribute to the capacity building in some way? If yes, can you share what you know about them and how you think they could contribute?

[Take me back to Step 1.](#)

Toolkit 3: Telephone interviews

This sheet includes tips and reflection questions for conducting telephone interviews during the needs assessment.

1. Interviewing someone over the phone

When you interview someone over the phone, with lots of outside noises and distractions, it can be difficult to keep focus. These tips may help:

- Find a **quiet place** to do the interview where you can minimise any background noises or distractions.
- If you are making calls from a room at home or in the office, ask the people around you **not to disturb you**.
- It is likely that the person you are interviewing may be **distracted and interrupted from time to time**. Be patient. If the conversation gets broken, take them back to what they were saying so that you keep the interview on track.
- If you are struggling to hear the other person clearly, **ask if they can find another place to speak** to you or ask them to suggest another time when they can talk to you from a quieter place.

2. Managing open-ended questions about complex issues within a time frame

Many of the questions you are asking require thinking and reflection. There are no right or wrong answers – you want to get their insights. These tips may help you get the best possible inputs from respondents in the short time available.

- If the person you are interviewing is someone you know, make sure that they understand at the beginning of the interview that you are reaching out to them as a researcher for the project.
- Try to make them feel confident by emphasising that there are no right or wrong answers.
- Give the interviewee time to think about their answer before you start to prompt them in any way, but keep track of time. Try not to exceed 4 minutes of discussion per question.
- It is likely that the interviewee may ask you something that suggests they want to know what you think they should say. Try not to give your opinion. Instead, emphasise that you are interested in *their* opinion and insights.

- The issues you are exploring may bring up painful memories for the interviewee (e.g., they were discriminated against at school) or memories that they feel strongly about (e.g., this is what inclusive education is and this is what it is not!). It is important to give the person space to talk about themselves but try to keep the discussion focused on the questions.
- It may be that the interviewee wants to take the opportunity to talk to you about concerns they have. Do not let the discussion move in this direction, but if it does, you could suggest other opportunities to discuss and resolve their concerns.

3. Capturing what the person is saying and conducting the interview

It is never easy to listen carefully to and capture what someone is saying as well as manage your time. These tips may help:

- **Before you start the interview** make sure you have everything you need to make capturing the information easy for you. Each person prefers different ways of doing this.
- **Record the interview** if you can, so that you can listen to it again later. This may not always be possible as not everyone has a phone that can audio record. You may be able to find another way to record the interview. Make sure the interviewee knows you are recording and check that they are happy for you to do this.
- **Take notes** while the interviewee is talking. Try to capture their words as accurately as you can.
- **After the interview**, as soon as you can, write the interviewee's answers on the answer sheet. Even if you have recorded the interview, the answers need to be captured on the answer sheet.

4. Reflection questions

1. What is your general impression from having conducted the interviews?
2. What do you feel are the top emerging trends or messages?
3. Do you have any insights to share that were not captured directly in the responses to the questions?
4. Did any responses surprise you? Why?

Are there any interviewees who you think have the potential to take on a more active role in their local area for the ILA Advocacy Component or general capacity building going forward? What kind of role could they take on?

[Take me back to Step 1.](#)

Toolkit 4: Criteria for identifying community facilitators

The community facilitators deliver inclusive education capacity building training to people with whom the OPDs work, especially persons with disabilities and parents of children with disabilities within their communities. The community-level training should be rolled out in areas where the ILA Inclusive Teaching Component pilot schools are located.

Use the following criteria to guide the selection of the community facilitators.

The person:

- has some experience of inclusive education or expresses commitment and enthusiasm for learning more about inclusive education;
- has facilitation experience or has taken on a training role in the past;
- has time to commit to engage in a capacity building process over the next year or two;
- has good literacy skills – can read, write and speak well the language used in the training – so they will be able to follow the facilitator's training manual and use the training resources. Having a good level of English literacy is a bonus. (The training will be delivered in the local language so all core training materials should be translated);
- is confident to be a trainer and play a leadership role in rolling out the training modules;
- is in a position/role to influence and engage with schools and communities. (The kind of individuals you are looking for may include social workers and/or youth and community workers as they will have the experience of working at community level and understand the local challenges and barriers to inclusive education.)

Community facilitators must include some people with disabilities who can act as role models and draw on their own experiences. Where a facilitator needs additional support, such as a guide for a person with a visual impairment or a sign language interpreter, ensure these support personnel can read English and are committed to learning and collaborating with others around inclusive education.

[Take me back to Step 1.](#)

Toolkit 5: Checklist to support the accessibility needs and participation of all

In general

- ✓ Consult participants before a training to assess everyone's needs.
- ✓ Create an open, honest and enabling atmosphere where everyone can express their accessibility needs and feel comfortable when communicating.
- ✓ Provide preparation time and support for participants/facilitators so they can prepare for/engage in sessions, presentations and plenary feedback.
- ✓ Provide information and guidance on accessible communication.
- ✓ Continuously remind and encourage all participants to be inclusive in their communication.
- ✓ Provide a range of communication formats so everyone gets a chance to communicate (for example, verbal and written, pictures and diagrams, large print, etc).
- ✓ Think about the speed, clarity, and volume of your speech.
- ✓ Avoid jargon, complex sentences, and long words – keep your style of language simple.
- ✓ Write clearly and neatly on the flipchart using black or blue coloured pens.
- ✓ Think about room layout, seating, lighting, and background noise.
- ✓ Think about the physical environment/accessible facilities.

For participants/facilitators with visual impairments

- ✓ Find out if participants would prefer training documents in large print or in braille and make sure these can be produced in time.
- ✓ For training facilitators with visual impairments, ensure that all the documents they need as a facilitator are accessible (including the PowerPoint presentations clearly numbered in order).
- ✓ Remember that reading braille takes longer than reading regular text, so allow participants extra time if needed.
- ✓ If you are using pictures or diagrams as part of the training, write 'image descriptions' for them. These should be objective, not attempting to interpret the images. Image descriptions will need to be transcribed into braille.

- ✓ Consider producing an audio version of training materials if possible.
- ✓ Training facilitators with visual impairments may want to work with a personal assistant or alongside another facilitator who assists with things like presenting PowerPoints, describing diagrams, or handing out documents to participants.

For participants/facilitators with hearing impairments

- ✓ Most communication during the training is spoken, so sign language interpretation is essential to enable participants who are deaf and hard of hearing participate fully.
- ✓ Employ qualified sign language interpreters and language interpreters. Do not rely on participants to interpret for each other. Two interpreters are needed to share the workload during the event.
- ✓ Some participants may prefer to bring their own sign language interpreter with them, who could be a family or community member. Check that the interpreter is literate and able to provide sufficient support during the training.
- ✓ Provide interpreters with training materials and data before the event so they can prepare.
- ✓ Participants and their sign language interpreters should sit in the most suitable place, ensuring the interpreter can hear the presenter and the participants can see the interpreter and the presenter if they want to lip-read and look at flipcharts and PowerPoints.
- ✓ The presenter/trainer should:
 - face the people they are talking to;
 - stand where the light falls on their face (not in the shadows);
 - make sure their mouth is not hidden behind a microphone or hand;
 - speak not too quickly and pause regularly;
 - not shout or exaggerate lip movements;
 - use a range of other communication techniques such as gestures and visual aids;
 - try to keep background noise to a minimum.

[Take me back to Step 2.](#)

Toolkit 6: Checklist for adapting the training modules (including illustrations)

Encourage the lead facilitator team to critically engage with the **content** of the module, the **methodology** and the **illustrations**. You may need to ask questions to encourage them to look at specific activities, case studies or illustrations to get feedback for adaptations.

The trainings need to include context-specific examples, but these do not necessarily all need to be written into the training manual. Some examples may only become apparent during the coaching sessions. The facilitator's manual may say 'facilitator should use local examples' and at that point you can encourage the facilitators to bring in their own examples.

Adapting the text

Content

- Change obvious things like partners' names, place names, and people's names.
- Change recognisable terminology for particular organisations, processes, Ministry of Education departments, etc.
- Check all examples and case studies are culturally appropriate and contextually relevant. You may have to probe quite deeply. For example, girls dropping out of school due to pregnancy during the COVID-19 school closures was highlighted an issue in Uganda but not in Somalia.

Methodology

- Instructions should be easy to follow.
- The aims of sessions and individual activities should be clear.
- Use activities that the facilitators feel are appropriate in their context. They can suggest additional/alternative activities that they feel will better achieve the aims of the session.

Adapting the illustrations

Explain to the lead facilitators how the illustrations will be used as part of the training – what is the intention behind each illustration. This will enable them to critique the illustrations properly. The illustrations are used in several ways

in the training. For instance, they may illustrate a story, example or concept, as part of groupwork discussions, (e.g., what problems within the education system do you think this illustration shows?). Illustrations may also show the sequencing of events within a story (e.g., shifting of power dynamics).

All illustrations should:

- have a good representation of persons with disabilities;
- show persons with disabilities in empowered roles, such as people with disabilities leading and doing (unless you are deliberately illustrating oppression or disempowerment);
- have a good representation of women and men in different roles, gently challenging gender stereotypes;
- be contextually relevant (for example, the Somali team chose to illustrate 'boys shining shoes' as an income-earning activity that young boys might engage in if they drop out of school, but this would not necessarily be relevant elsewhere);
- resonate with issues that the participants of the training are familiar with;
- be easy to understand. Sometimes illustrations show a concept and are therefore not a literal representation. Training participants may not be used to 'interpreting' illustrations (visual literacy) and may struggle to understand what is being conveyed. Ask the lead facilitators 'what do you understand by this illustration?' (before you tell them) to gauge how easily the image can be understood.

You may want to:

- translate any text in the images (for example, shop, school or building names);
- change colours, clothing and other details from the local context that would make the images more recognisable;
- share photos with the illustrator, to show them what you want in the illustrations.

If possible, get feedback from the lead facilitators on the initial sketches before the illustrations are coloured and finalised.

Prepare image descriptions for all new illustrations that you add into the training documents.



Remember!

Make sure the same text and illustration changes are made consistently across all the training documents and resources:

- facilitator's manual;
- resources and handouts;
- PowerPoint presentations;
- participant's handbook;
- introductory videos.

[Take me back to Step 2.](#)

Toolkit 7: Working with translators

Here is a brief checklist and guidance on translating the ILA Advocacy Component training materials.

✓ **Allow sufficient time for the translation process.**

It can take up to **2 months** to get all the manuals and materials for a module translated, especially if you are translating into multiple languages. You can only start translating once all your training materials – text and images – have been adapted and finalised. It can become very complicated if you try to make adaptations after you have translated!

✓ **Identify a good translator and do a quality check of their work early on.**

Experienced, professional translators for some languages can be hard to find. When there is limited choice, quality is sometimes compromised. In both Zambia and Somalia, the initially selected translators did not produce sufficient quality translations and the work had to start again with new translators. It is important that the translators understand that many of the materials (e.g., the participant's handbook) will be used at the community level, for instance by parents who have lower levels of literacy, so they need to use simple language in the translation.

✓ **Identify which language(s) the training materials need to be translated into.**

This depends on the language(s) used in the communities participating in the training. Make sure you understand the different options. For example, in Zambia, 'high Nyanja' was initially used in the translation of a previous resource. But this is a more academic form of the language, not easily understood at community level, so the translation had to be re-done.

✓ **Agree standardised forms of the language to be used. Consider different dialects that may be used in different parts of the country.**

For example, Uganda has a recently standardised orthography of the six selected languages in the ILA project areas. However, these versions of the languages were not always recognised by the training participants. For example, the standardised written form of Acholi language combines three spoken local languages from one of the project areas. Some participants suggested it was not accurate, but they were able to follow the meaning. In

Somalia, participants from different parts of the country have had different preferences for how parts of the materials should be translated.

✓ **Discuss with the team which documents need to be translated.**

In Uganda we translated the participant's handbook, the PowerPoint slides and the handouts. In Somalia, the team also chose to translate the facilitator's manual and the guidance documents for the information gathering, to support community facilitators who had more limited English.

✓ **Translate the subtitles used in videos that are 'core content' for the training module.**

This includes the videos used from EENET's [Inclusive Day](#) series for example.

✓ **Provide the translator with a glossary of words commonly used in the training materials).**

Collectively agree (with the lead facilitators and translators) how key terminology will be translated. This list can be amended and added to as needed. Refer to the glossary when doing quality checks of the translations and checking for consistency across documents.



[Toolkit 8](#) is a sample glossary.

✓ **Check whether one or multiple translators will be used.**

There is a lot to translate. Translation companies may suggest that multiple translators work on the documents, especially if the deadline is tight. However, it can be problematic if different translators work on the documents as that often leads to inconsistencies in the terminology and style. If multiple translators have worked on the materials, you may need to allow time and budget for further proofreading to ensure consistency.

✓ **Ask the translator to type the translated text into the English document.**

If they type each paragraph of translation below the original English paragraph, this makes it easier for you to cross-check whether any piece of text has been missed from the translation. The English text can be removed once all checks have been done.

✓ **Decide who will do a quality check of the translation.**

This should be one or two of the lead facilitators. They will check each translated document. This is an opportunity for them to become more familiar with the training documents and ensure that the key messages and concepts of can be understood at the community level. You and/or they will liaise with the translator about corrections, if needed.

✓ **Allow sufficient time for cross-checking and finalising the translations.**

Checking for missing bits of translation and consistency across documents, and formatting the final documents can take much longer than you expect!

✓ **If possible, use the translated materials during when coaching lead facilitators and training community facilitators.**

If all lead facilitators and community facilitators are fluent in the same language, then the ToT workshops can be delivered in that language (rather than English) using the translated materials. This helps the community facilitators to become familiar with the translated materials early on, so they will be more confident to use them during the roll-out stage.

✓ **Encourage the lead facilitators to check the translated PowerPoint slides themselves.**

The slides are not usually printed so it does not matter so much if changes are made to these later on. If the lead facilitators go through the slides carefully they will feel more confident when presenting them.

[Take me back to Step 2.](#)

Toolkit 8: Glossary of inclusive education terms

The following glossary of inclusive education and training methodology terms need to remain consistent with clear translation into the local language. They are presented in English in alphabetical order.

English word/term	Local language(s) word/term	Explanation
Access/accessibility		This could include understanding information, entering and using school buildings and/or following the school curriculum.
Action research/ action research cycle		This means looking at a situation, analysing any problems, suggesting solutions and taking action; it is a 'look-think-act cycle'.
Activity		An exercise or task to practise or learn something within a training session or programme.
Additional needs		Such as behavioural, emotional and social difficulties, health issues, speech and communication difficulties, special educational needs and/or disabilities.
Advocacy		An activity by an individual or group that aims to bring about change by influencing attitudes and decisions within families and communities or within political and social institutions. Acts of advocacy can be small or big.
Appreciative enquiry		This is an action research-type approach. It focuses on positive aspects of our lives or work, rather than only focusing on the problems.
Assistive devices and technologies		These support learners living with special educational needs and/or disabilities to access facilities, participate in learning activities, etc.
Attitudes and beliefs		What we think and believe (our attitudes and beliefs) is influenced by what we have experienced and learnt in our own lives.

English word/term	Local language(s) word/term	Explanation
Awareness-raising		This refers to organised efforts, campaigns or training to create awareness in the community or school that can lead to attitudinal and behavioural change.
Barriers to inclusion in education		These are obstacles that get in the way of, and/or prevent, learners' presence, participation and achievement in school.
Case study		A short story or example of a person or situation that is used to illustrate an idea or concept and bring it to life.
Cognitive or learning impairments		Cognitive or learning impairments can cause difficulties in certain areas of life, such as language, learning, self-help, and independent living.
Collaboration		Working with other individuals or organisations to achieve a common goal.
Community assets		Things within our communities – people, organisations, resources – that can be used to support inclusive education.
Community asset mapping		A tool or strategy for identifying the assets within our communities that can be used to support inclusive education – this could be a map drawn on a piece of paper.
Competency		The ability to do something well or effectively. There are different areas of competency that the OPDs are working towards as part of this capacity building training.
Disability		When a person with an impairment faces physical barriers in the environment, or other barriers such as negative attitudes or policies, they are disabled by those barriers.

English word/term	Local language(s) word/term	Explanation
Organisations of persons with disabilities (OPDs)		OPDs are organisations of persons with disabilities set up and operated by persons with disabilities, for the purpose and benefits of persons with disabilities.
Discrimination		Discrimination is the mistreatment of certain people or groups of people to deny them equal access to rights and resources.
Diversity		Awareness of diversity enables the recognition of different cultures, religions and languages, of different social and economic status, of learners with additional needs, of girls as well as boys, etc.
Early years		The term 'early years' refers to pre-primary years, or children under five years. It is sometimes used to refer to children under seven years.
Early childhood care and education (ECCE)		Children may receive early care and education in a range of places or settings, such as nursery schools, kindergartens, or reception in primary schools, pre-schools, playgroups and child-minders.
Education transition		This usually refers to learners who are leaving, arriving or newly arrived in education. It refers to learners moving between different educational levels, e.g., from primary to secondary.
Equality		Where everyone is guaranteed access to the same educational opportunities.
Equity		Where all learners have the opportunity to gain access to and participate in education. Sometimes additional support may be needed to make sure they are able to participate fully.

English word/term	Local language(s) word/term	Explanation
Exclusion		Learners not being allowed, or being prevented in other ways, from attending, participating and achieving in school. It also refers to people being socially excluded from fully participating in society.
Facilitator/facilitation		A facilitator is a person who helps a group of people to work and learn together better, to understand their common objectives and plan how to achieve these objectives, during meetings, training or discussions.
Focus group discussions		A discussion in which a selected group of stakeholders raise and discuss issues, usually guided or motivated by a facilitator or researcher.
Group-work		Working together in groups to share different ideas, skills and knowledge.
Handout/resource		A document given to the participants during the training as a summary or to support them in carrying out an activity.
Hearing impairment		A hearing impairment can vary from mild loss of hearing to full deafness.
Image/illustration		A picture that helps participants to understand the word or concept.
Impairment		An impairment is a physical, sensory or intellectual limitation or loss of function. For instance, a person has a visual impairment if they cannot see well.
Indicator		A description of a state or change that shows (indicates) or gives an example of what that change could look like.

English word/term	Local language(s) word/term	Explanation
Inclusive education		Inclusive education (or inclusion, inclusive schooling or educational inclusion) is used to describe the process of ensuring equitable learning opportunities for all learners , whatever their context. ‘Regular’ schools must change or adjust their policies and practices for all learners to be included and have their needs met and potential realised.
Inclusive facilitation		Putting inclusion into practice as part of a training. The facilitator ensures that every participant is actively engaged, learning and using activities and strategies.
Induction		This refers to the process by which a school supports the adjustment, settling in and early progress of new learners.
(Training) instructions		Directions within a training manual for the facilitator, guiding them on what to do at each stage of the training.
Integrated education		Learners with special educational needs and/or disabilities are taught in ‘regular’ classes and schools, but the education system and teaching and learning practices stay the same. Therefore, the learner must adapt to ‘fit in’, or fail.
Language of instruction		The language the learners are taught in. This may be the learners’ first language, which they speak at home, or it may be the official or national language of the country. Sometimes it is another language such as English.
Learners		This is a general term used for children, pupils, students, teenagers, young people and adults who are enrolled in an education setting.

English word/term	Local language(s) word/term	Explanation
Learner-centred approach		This approach acknowledges learners as active agents who bring their prior learning, life experiences, and ideas to the classroom. This is different from a traditional teacher-centred approach, which assumes that learners do not know anything and teachers are the experts who impart the knowledge the learner requires.
Learners with additional needs		These are learners who experience barriers to learning that can only be overcome if the school provides appropriate support and adapts its teaching methods.
Learning styles		This refers to the different ways people learn. Not everyone learns in the same way and sometimes children need different forms of support to be able to learn effectively.
'Look-Think Act' cycle		This is a tool that can be useful in advocacy. It uses the principles of action research. When change is needed, we need to first look at what is happening and the problems, then think about where these problems come from and possible solutions, and then we act to bring about the change that is needed.
Medical model of disability		This contrasts with the social model of disability. The medical model views learners with additional needs as in need of medical help because they have a 'health problem'. This means that learners with additional needs need to be "fixed" or "cured" before they can be allowed into the 'regular' system.

English word/term	Local language(s) word/term	Explanation
Multiple impairments		Childhood diseases or birth difficulties may cause impairments. For instance, a learner can be both deaf and blind; having a hearing impairment can also cause speech problems.
Observation		Observing the environment around us for both positive and negative issues, such as example of inclusion and exclusion in school.
Out-of-school learners		These are learners who have never been to school, or have dropped out, or have irregular attendance.
Parental/caregiver involvement		This refers to the involvement of parents/caregivers in the work of their child's school.
Participation		'Learner participation' can mean learners being present in school; actively engaging in their lessons in; learning together and contributing to their learning.
Participant		A participant in a training workshop means someone who is taking part in the training and actively joining in and contributing to the learning process.
Participant's handbook		This is the booklet that all participants receive at the end of each module summarising the key learning and concepts from that module.
Peer support		This describes a wide range of support that learners give to their peers. They may be guided or supported to provide this peer support.
Persons with disabilities, children with disabilities		This is used to apply to all persons with disabilities or children with disabilities. These may include learners with long-term physical, mental, intellectual or sensory impairments.

English word/term	Local language(s) word/term	Explanation
Physical impairment		This term can cover a wide range of difficulties with body functions. A person or child with a physical impairment may require an assistive device to be able to participate equitably in society or in the classroom.
Plenary		Bringing the whole group together during a training session to get feedback from an activity, summarise key points and/or go over any questions.
Policies and practices		A set of working principles, strategies or laws and the process or act of implementing these principles, strategies or laws.
Power relations		Exploring power relations is about looking at perceptions of who is most powerful in relationships between people and/or how these different individuals or groups relate to each other and treat each other within society.
Reasonable adjustments		Reasonable accommodations are changes that schools need to make to remove or reduce barriers to learning. The accommodations respond to learners' needs and are carried out through creatively using the human, material and financial resources currently available to the school.
Reflection		In a training context this means thinking about what we have done or learnt so that we can improve. For example, we can reflect on what went well, challenges we faced and what we have learnt.
Refugee		A refugee is a person who is seeking refuge from persecution because of his/her nationality, race or ethnic origin, political opinion, religion or social group.

English word/term	Local language(s) word/term	Explanation
Self-assessment		Looking at our own progress or learning and assessing how well we are doing and where we can improve. We can carry out self-assessment as individuals or organisations.
School inclusion team (SIT)		A school inclusion team (SIT) brings together people who have a stake in education or in their local school and who share a common goal – to make their school more inclusive.
School inclusive education coordinator (IECo)		The school IECo performs a co-ordinating role for the school's development of inclusive education policy and practice. This means organising and managing collaboration with people and organisations that can support the school to become more inclusive.
Screening		This refers to looking at or observing a child learning or undertaking other activities to better identify their learning needs.
(Training) session		A session is a part of a training programme.
Social model of inclusion		This locates the 'problem' of exclusion firmly within the system, not within the person. It recognises that society disables people when their impairment or condition is not accommodated (e.g., when a child using a wheelchair cannot get into a classroom because it does not have a ramp). The social model helps us to understand the differences between special, integrated and inclusive education.

English word/term	Local language(s) word/term	Explanation
Special education		A system of education for learners with special educational needs and/or disabilities where they are usually taught in 'special' classes or special schools, separate from their peers. This form of education has been influenced by the medical model and does not require changes to the mainstream system.
Special educational needs (SEN)		The term 'special educational needs' refers to a learner who has been identified as having some form of educational need as a result of learning difficulty or a disability.
Sustainability		In the context of this training sustainability means how we can continue doing the work of advocating for inclusive education effectively in the long term, beyond the timeframe of the project.
Twin-track approach		Inclusive education focuses on changing the system, not on changing the learner. But a focus on system-level change does not mean we should ignore the specific learning needs of individual learners. We need to tackle education exclusion on two levels: by promoting systemic change and by giving specific support to learners' individual learning needs. This is the twin-track approach to inclusion.
Visual impairments		The term visual impairment includes a wide range of visual difficulties, from mild to severe loss of vision through to total blindness. A person is considered to be visually impaired if they cannot see well even when wearing prescribed glasses.

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Toolkit 9: Table of documents to print for trainings

This table is an example of printing instructions for a training module. The handouts listed, numbers of pages and numbers of copies will of course need to be **reviewed and changed for each training module**.

Foundational module (Module 1) documents needed	Number of pages	Number of copies	Comments
Foundational module facilitator's manual (translated version plus English version where needed)	130	5 copies – one for each co-facilitator	Spiral-bound booklets with plastic cover and hard back cover
Foundational module facilitator's workplan (translated version plus English version where needed)	14	5 copies – one for each co-facilitator	
7-day training participant's programme – to include the 'skills for inclusive facilitation' training (translated version plus English version where needed)	8	32 copies – one per participant plus two extras for reference	
Participant's handbook (Translated version plus English version where needed)	61	32 copies – one per participant plus two extras for reference	Spiral-bound booklets with plastic cover and hard back cover
Handouts for foundational module <ul style="list-style-type: none"> • Handout 2.3: teaching and learning transcript • Handout 7.1: getting to school transcript • Handout 7.2: roleplay 	2 2 2	32 copies – one per participant plus two extras for reference	

<ul style="list-style-type: none"> • Handout 3.2: cycle of discrimination • Resources 5.3: case studies 	1 2	10 copies – one per group of participants plus 2 extra for reference	
Picture resources (See foundational module handouts and resource folder) <ul style="list-style-type: none"> • Resource 2.1: pictures – what does learning look like? 	8	6 sets of 8 pictures	Pictures each printed on A4 paper with the image description on the back and laminated so they can be used again
<ul style="list-style-type: none"> • Resource 4.1a: elements of an education system 	10	1 set of 10 pictures (these could each be on A5 paper)	
<ul style="list-style-type: none"> • Resource 5.2: problems and barriers pictures 	12	6 sets of 12 pictures	
<ul style="list-style-type: none"> • Resource 6.2: barriers photos 	6	6 sets of 6 photos	
14 transcripts for foundational training videos	18	35 copies of each of the 14 transcripts (one per participant plus one for each co-facilitator)	
Skills for inclusive facilitation (SIF) training documents needed	Number of pages	Number of copies	Comments
SIF facilitator's manual	32	5 copies – one for each co-facilitator	Spiral-bound booklets with plastic cover and hard back cover
SIF facilitator's workplan	7	5 copies – one for each co-facilitator	

Handouts SIF training (See SIF training handouts folder)			
<ul style="list-style-type: none"> • Handout 1: Overview of the capacity building approach • Handout 1.3: Preparation and arranging the space • Handout 2.2: Strategies for creating a positive, inclusive learning environment • Handout 3.1: Five key active listening techniques • Handout 3.2: Strategies to make connections and support adult learning • Handout 3.3: Facilitate rather than lecture 	1 1 1 1 1 1	35 copies of each of the 6 handouts – one per participant plus one each for the co-facilitators	
Day 7 (Planning and next steps):	Number of pages	Number of copies	Comments
Day 7 facilitator's manual	8	5 copies – one for each co-facilitator	
Day 7 facilitator's workplan	4	5 copies – one for each co-facilitator	
Handouts for day 7: <ul style="list-style-type: none">• Guidelines for information gathering	12	35 copies (one per participant plus one for each co-facilitator)	
Evaluation form final	1	32 copies – one per participant	

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Toolkit 10: A list of all documents needed to roll-out

We suggest preparing these documents in boxes for each session to make it easy for the lead facilitators. We advise labelling each box with the name of the district.

This table is an example of a box for Module 2 (25 participants). The documents listed, numbers of pages and numbers of copies and languages needed will of course need to be **reviewed and changed for each training module**.

(Module 2) box should include	Number of copies	Comments
Module 2 facilitator's manual	2	
Module 2 facilitator's workshop plan	2	
Module 2 participant's programme	10	
Participant's Handbook	25	Printed in the local language - spiral bound with plastic cover.
Evaluation forms	25	A set of 25 per day of workshop if completing them daily.
Morning recap and afternoon energiser	1	
Daily reflection PPT	1	
Session 1 folder: What is a school inclusion team (SIT)?	1	
PPT slides (one slide per A4 page - stapled together)	1	English
PPT slides (one slide per A4 page - stapled together)	1	Local language
Session 1 introductory video transcript	1	
Resource 1.2: Video transcript on reflections on the role of the SIT	10	
Resource 1.3a: Case studies – what are school inclusion teams?	10	English

Resource 1.3a: Case studies – what are school inclusion teams ?	10	Local language
Handout 1.3b Summary of what a school inclusion team is.	25	English
Handout 1.3b Summary of what a school inclusion team is.	25	Local language
Handout 1.4a Joseph's story – a summary	10	English
Handout 1.4a Joseph's story – a summary	10	Local language
Handout 1.4b Joseph's full story	25	English
Handout 1.4b Joseph's full story	25	Local language
Handout 1.4c The twin-track approach	25	English
Handout 1.4c The twin-track approach	25	Local language
Session 2 folder: How can a school inclusion team help a school to become more inclusive?	1	
Session 2 PPT slides (one slide per A4 page - stapled together)	1	English
Session 2 PPT slides (one slide per A4 page - stapled together)	1	Local language
Introductory video transcript	1	
Session 3 folder: Understanding power relations	1	
PPT slides (one slide per A4 page) stapled together	1	English
PPT slides (one slide per A4 page) stapled together	1	Local language
Introductory video transcript	1	
Resource 3.2a Shifting the power relations - set of 3 pictures with descriptors on back (laminated)	10	English

Handout 3.2b Understanding power relations	25	English
Handout 3.2b Understanding power relations	25	Local language
Session 4 folder: Collaborating with the school inclusion team:	1	
PPT slides (one slide per A4 page) stapled together	1	English
PPT slides (one slide per A4 page) stapled together	1	Local language
Introductory video transcript	1	
Session 5 folder: The role of a school inclusive education coordinator (IECo)	1	
PPT slides (one slide per A4 page) stapled together	1	English
PPT slides (one slide per A4 page) stapled together	1	Local language
Introductory video transcript x 1	1	English
Resource 5.2 Video transcript_ An IECo reflects on her role	10	
Handout 5.3 Activities an IECo could take part in	25	English
Handout 5.3 Activities an IECo could take part in	25	Local language
Session 6 folder: Opportunities for collaboration in our communities	1	
Session 6 PPT slides (one slide per A4 page) stapled together	1	English
Session 6 PPT slides (one slide per A4 page) stapled together	1	Local language
Session 6 introductory video transcript	1	
Resource 6.1 Pictures of communities – set of 3 pictures with descriptors on back (laminated)	10	English

Resource 6.2 Detailed community picture – A4 with descriptor on the back (laminated)	10	English
Resource 6.3 scenarios for role-plays	25	English
Resource 6.3 scenarios for role-plays	25	Local language

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Toolkit 11: Checklist for preparing and printing training materials

✓ **Identify a good, reliable printing service provider.**

Get them to print a sample document (e.g. a participant's handbook) so you can check the quality.

✓ **Provide a clear list and instructions.**

Give the chosen printing service details of everything that needs printing and the quality specifications. Make it clear which are the priority documents.

✓ **Divide the printing and instructions into two lots.**

1. printing materials for the community facilitators' training;
2. printing boxes of training materials for community roll-out.

The **materials for training community facilitators** should generally contain the following:

- participant's handbooks – one for each participant (community facilitator);
- facilitator's manuals – one for each of the lead facilitators;
- participant's programmes – one for each participant;
- facilitator's workplans – one for each of the lead facilitators;
- all handouts and resources for each activity in each session, including materials cut-up where needed and laminated pictures organised for groupwork;
- transcripts for introductory videos that are part of the module core content.

The **boxes of training materials for community roll-out** should generally contain the following. Make one box for each roll-out location and label it with the name of the location:

- participant's handbooks – one for each participant;
- facilitator's manuals – for each of the community facilitators;
- participant's programmes;
- facilitator's workplans;

- session folders for each of the sessions in the module clearly labelled and containing all the materials (handouts, resources, video transcripts, PowerPoint slides) needed to deliver the activities in that session.



Remember!

The participant's programmes and the facilitator's workplans are different for the training of the lead facilitators and the roll-out at community level. The lead facilitator training includes reflection and planning days and skills for inclusive facilitation training which are not included during the community roll-out.

Make sure the right copies of the participant's programmes and facilitator's workplans are given to the right people!

✓ **Include printed hard copies of the PowerPoint slides.**

Put English and translated printed slides into the session folders in the boxes for community roll-out. If the PowerPoint technology fails (as sometimes happens!) the facilitators can use hard copies of the slides, which they can copy onto flipchart paper.

✓ **Give the printing service clear instructions about which documents should be:**

- in colour (all pictures);
- laminated (it is a good to laminate pictures that are used in groupwork sessions so they can be wiped clean and used repeatedly);
- printed on normal (A4) or larger (A3) size paper;
- cut-up (some handouts need cutting up for certain activities and the pieces of paper put in an envelope and labelled);
- spiral-bound as a booklet with a clear plastic cover and hard back (participant's handbook, facilitator's manual).

✓ **Give clear instructions about how many copies of each document are needed.**

If you are printing translated materials, make it clear how many copies are needed in each language. If there are various different languages, you may need to specify which languages go in which boxes for which local area.

✓ **Provide materials on USB flash drives.**

All the facilitators should receive a USB flash drive with the core module training documents on them. It is vital that they have the following materials in soft copy:

- PowerPoint slides (English and/or translated);
- session introductory videos;
- other videos that are used as part of the module core content.

✓ **Provide large print materials if needed.**

Find out if any participants need documents in large print. Prepare the documents in this format (font size 18 is usually sufficient) and include the printing in the instructions for the printing service provider.

✓ **Provide braille materials if needed.**

The above guidance applies to the creation of braille materials.

- Identify a good reliable braille service provider. Provide clear instructions as to which documents are needed in braille and how many copies of each, for the ToT and community roll-out stages.
- Check with lead facilitators whether you need to braille the English and/or translated documents.
- For pictures printed for activities, make sure there are image descriptions on the back of each picture so they can be put in braille.

If you or your lead facilitators have access to a braille machine, you may be able to create notes or labels in braille during the training as the need arises to support the inclusion of everyone.

[Take me back to Step 3.](#)

Toolkit 12: Coaching lead facilitators

A variety of approaches are used when coaching the lead facilitators, including:

1. Discuss key terminology and concepts in depth. For example, add to the power discussion (Module 2, Session 3) by asking them to think about what power children may have (peer support or peer pressure/bullying power) and remind them that power can be used for good or ill purposes.
2. Ask them how they would deliver an activity or session.
3. Engage them in doing the activities they will later ask the participants to do (e.g., perform a radio programme or role play; write open-ended questions; draw pictures of an incident when they got into trouble, etc). This helps them experience the training from the participants' viewpoint. They will better understand how much thinking goes into doing an activity.
4. Challenge their thinking by role playing some difficult or awkward situations such as a negative attitudes to inclusion (Module 1, Session 8 is good for this) and give them feedback on their responses.
5. Remind them that the coaching you are doing with them, they may later want to do with the community facilitators. Ask them to take notes of what is useful from the coaching sessions.
6. Check that the lead facilitators have read the module before the coaching sessions. Their work pressures mean you cannot assume they will have read it.
7. Steadily reduce the time you coach for each module so that the lead facilitators take increasing responsibility.
8. Encourage them to contact you individually if they have any problems while preparing for workshops.

Reflections and debriefing (daily and end-of-module)

Daily reflections help to gauge how the training is being received and what needs re-visiting, clarifying, simplifying, or dropping for the moment. You collectively need to think about:

- What went well and why?
- What did not go well and why? (Was it the idea/concept itself that was problematic, or the form of delivery, or something else?)
- What was unusual or unexpected and how should we engage with it the next day?

- What was interesting?
- What was challenging?

Use the reflections to adjust the planning for the following day. Note anything that will need attention later, through additional support between modules.

[Take me back to Step 3.](#)

Toolkit 13: Observing community facilitators

Questions to consider

- How engaged were they throughout the training?
- How do you rate their understanding and grasp of the issues and content on inclusive education discussed throughout the training?
- Do you think they would make a good facilitator at community/district/local area level? If not, why not? If yes, what evidence do you have of this?

No	Name	Position/role	Comments and observations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

[Take me back to Step 3.](#)

Toolkit 14: Planning for the foundational module training community roll-out

The following question and answer checklist is based on key learning from training roll-out in communities in Uganda.

When should the foundational module roll-out take place?

- It is better if the community facilitators can roll out the training as soon as possible after they have been trained. The information and methodologies will be fresh, and they will be more confident.
- If there is a gap of a month or more, they will need more support and may require a 'refresher' day with the lead facilitators before they deliver the training.

Who should the community facilitators train?

- In Uganda, the community facilitators delivered two training workshops; the first to the local leadership level committee of the OPD, and the second to the wider OPD membership including parents of children with and without disabilities in the catchment areas of the local schools.
- The head teachers of the ILA pilot schools should join part of the training.
- Local councillors or district or community leaders (individuals who are in influential positions) could also join the training.

How many training workshops should the community facilitators deliver in their areas?

- Two training workshops for the initial training roll-out is sufficient (see above) with a maximum of 30 participants in each workshop.

How should the roll-out be organised?

- Facilitators should work in pairs or groups of three to deliver the training. Stronger facilitators can work alongside less experienced ones, so they can support each other.
- Throughout the roll-out of the foundational module the facilitation teams are likely to need more hands-on support than in later module roll-outs.

Where will the foundational module training take place?

- The training venue must be accessible for people with disabilities. It should also have electricity and facilities such as a projector and screen so PowerPoint slides and short videos can be shown.
- In some communities where there is no electricity, fuel and generator need to be budgeted for and a projector made available to move from community to community for sharing the PowerPoint slides. (See FAQs)

[Take me back to Step 5.](#)

Toolkit 15: Roll-out report template

Lead facilitators: Please use this form to reflect on and learn from each training workshop you deliver. Please share the completed form with your OPD(s).

Changes to the foundational module

Did you make any changes/adaptations to any of the sessions or activities in the foundational module either before or during delivery? Describe the change in the table below and explain why you made the change. Extend the table if you need to.

What went well?

Please reflect on and make notes about any of the following:

- preparation for delivering the training;
- your capacity as a facilitation team;
- the training materials – content and resources;
- participants' engagement in the training;
- participants' ability to understand and follow the training;
- practical/logistical matters – the training venue, the equipment, etc.

What challenges did you have?

Please reflect on and make notes about any of the following:

- preparation for delivering the training;
- your capacity as a facilitation team;
- the training materials – content and resources;
- participants' engagement in the training;
- participants' ability to understand and follow the training;
- practical/logistical matters – the training venue, the equipment, etc.

What did the participants think about the training?

Please add notes and comments from the following:

- questions asked during the training;
- participants' comments during daily reflections;
- your general observations of participants;
- participants' comments in their evaluations of the training.

Lessons learned and recommendations for future trainings

Please add any learning and reasonable recommendations that you think would improve the quality of the training and/or understanding and engagement of the participants.

1. The training			
Organisation			
District/local area and training venue			
Facilitation team	1.		
	2.		
	3.		
	4.		
Dates of training			
2. The participants			
Name	Role/organisation	Male/female	Disability
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
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27.			
28.			
29.			
30.			

3. Changes to the foundational module

Session/activity	Change made	Why?

4. What went well?

5. What challenges did you have?

6. What did the participants think about the training?

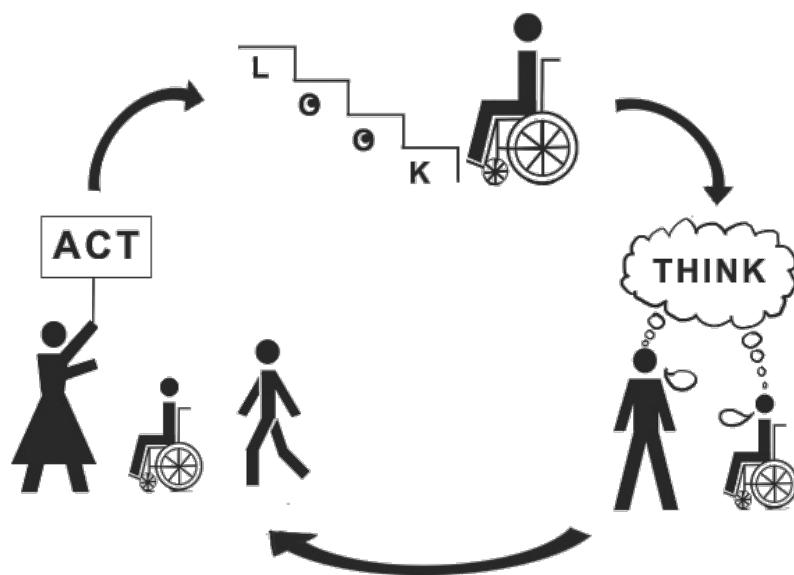
7. Lessons learnt and recommendations for future trainings:

[Take me back to Step 5.](#)

Toolkit 16: Overview for gathering information on attitudes to inclusive education

Background

In the foundational training we learnt that – as good advocates – before we can raise awareness about inclusive education in the community, we need to gather information about what people in the community know and understand about inclusive education. We may think that we know, but we can't be sure. We also learnt about the action research cycle and how we can use this to be effective advocates for inclusive education.



So, the **first step** is to go out and gather information from people in the community about what they think and understand about inclusive education. Gathering this information will help us to effectively build awareness about inclusive education because it will show us what we need to focus on when we begin to raise awareness.

Planning and preparing for our information gathering

Gathering information about the attitudes and beliefs of people in the community involves careful planning. Think about what actions you/your organisation would like to take to gather information. Remember that some actions may be better for some communities than others. Think carefully about how best you can gather information in the selected community. Once you have done this, look and read carefully through the [Guidelines for Information Gathering \(Toolkit 17\)](#). These will help you to think through the process and prepare well. Next complete the [Detailed Plan for Information Gathering](#)

[**\(Toolkit 19\)**](#) so everyone is clear about their role. It is a good idea to have one person who can **co-ordinate** the information gathering process.

Implementing the information gathering process

An important part of gathering good information is asking the right questions and listening carefully to what people tell you. Look carefully at the document [**Questions you can ask about inclusive education \(Toolkit 18\)**](#) and the [**Guidelines for Information Gathering \(Toolkit 17\)**](#). These suggest the kinds of questions you should ask and skills for careful listening. Make sure:

- everyone feels confident about their role;
- all the practical arrangements and good communication systems (e.g., a WhatsApp group) are in place;
- you have some way of recording or capturing the information you gather.

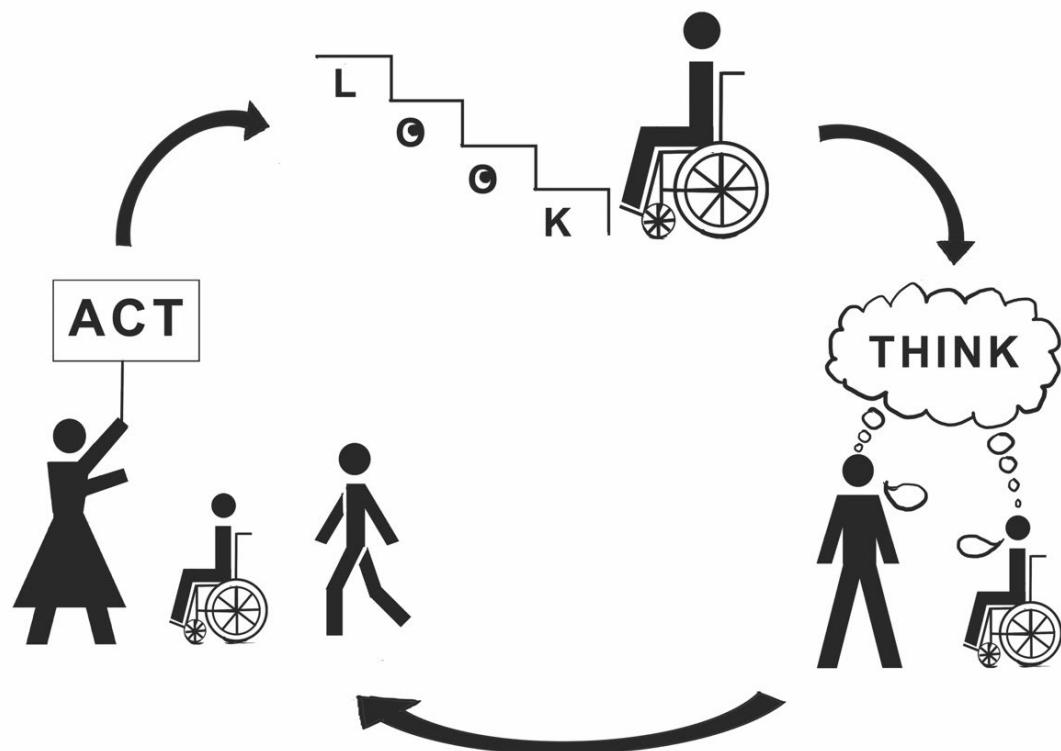
Reflecting on what you have found and preparing for Module 2

Once you have collected the information, organise a meeting to discuss what you have learnt from this information. Then complete the [**Summary Sheet for Information Gathered \(Toolkit 20\)**](#). The co-ordinator for the information gathering process should then prepare to present the summary sheet at the next workshop for Module 2.

[**Take me back to Step 6.**](#)

Toolkit 17. Guidelines for information gathering

We are going to be using the action research cycle we learnt about in the training workshop to gather information. Here is the picture of the cycle to remind you.



- Remember that we need to **look** and **think** about people's attitudes to inclusive education **before** we can act to raise awareness.
- So, the **first step** is to go out and **gather information** from people in the community about what they think and understand about inclusive education.
- So, these guidelines are to help the core team to implement their **look and think plan**.

Prepare to gather information

- Before you start to gather information, complete the **template** for the detailed planning about your information gathering activity.
- Make sure that **everyone in the information gathering team understands the plan** and what their role will be.

- Make sure that all the **practical arrangements** have been put in place so the activity will take place smoothly. Some important ones are:
 - transport;
 - equipment to record the information/capture what people say.
- Make sure that whoever is going to be gathering the information **feels confident** to do this and has gone through the guidelines for ‘gathering good information’ (see below).
- It is always a good idea for **people to work together to gather information** – in pairs or in a small group.
- Make sure that the core group has each other’s phone numbers so they can **contact each other** if they need to (maybe set up a WhatsApp group).

Gather good information

- Remember that we want to find out what different people in the community know about inclusive education because that will help us to raise awareness effectively – we may think we know but we don’t really.
- So, the first thing is that we need to ask the right questions – here are some guidelines.

What are the right questions to ask?

- We need to ask questions that make people feel comfortable to open up about what they think. We call these open questions.
- Here is an example of an **open** question:

What does inclusive education mean to you?

- The interviewee can then think about it and give their own ideas – they use their own words and share their own knowledge.
- We can then look at what they shared with us and begin to get a picture of what people think and know about inclusive education.
- This will help us to work out what we want to focus on in our awareness raising activities and what are the key messages we want to use.
- In comparison, **closed** questions do not help us to know what people think about inclusive education.

- Here is an example of a closed question:

Do you think that inclusive education is about giving all children the opportunity to learn?

- The person can answer 'yes' or 'no'. But we only know whether they agree or disagree. When we ask this closed question:
 - we are telling them what we think inclusive education is and asking them if they agree;
 - it does not help us to know what they know or think about inclusive education.

- We need to know that we are listening carefully. How can we do this?

Listening carefully to what people tell us

- Switch your phone off before you start to listen to the person you are gathering information from.
- Focus on the person you are listening to and show them you are interested in what they say.
- Sit or stand so that you are facing the person and try not to get distracted by other noises or things going on around you.
- Do not interrupt while the person is speaking. When they have finished you can ask follow-up questions to check if you understood them or to get them to explain more about something they said.
- Make sure that the person does not feel judged, so do not give your own opinion. Let the person tell you what they think – even if you do not agree.

- Remember that when we are gathering information from people we are researching not advocating.

Bring all your information together and keep it safe.

- Make sure that you have some way to **record all the information you gather** from members of the community. Options include:
 - If you are going to interview people in the community, **work in pairs** – one person to ask the questions and one person to write down what the interviewee says.

- If you are having a meeting with many people in the community, make sure you have a **note taker** who can write down what people say.
- Use a **recording device** and record what the interviewee is saying (if anyone has a smart phone you can usually record on this).
- When you have finished collecting information make sure that you **bring all the information together carefully** and organise it so that you can find everything easily.

Tips for keeping your information safe and well organised

- If you have interviewed someone and taken notes, make sure that you write the **date and name of the person** you interviewed at the top of each page. It is fine if someone does not want to give their name – you can just write who they are, e.g. headteacher, parent of a child with disability, etc.
- If you have had a meeting and taken notes, make sure that you write the **date of the meeting, location, and who was present** at the meeting. You do not need to get everyone's names – you can just say, for example, “parents of children with disabilities, youth workers, local community members”.
- If you have digitally recorded the interview/meeting (e.g., as an mp3 file), make sure that you **save the recording in a safe place**. It is a good idea to save the recording in two different places just in case something goes wrong.
- If you have recorded the interview/meeting, remember to **keep a note of the details of the interview/meeting** (date, time, who) and the file name. Here is an example:

Date: 12 August 2021

Name: Mrs Nagawa, head teacher local primary school

File name: Nagawa_12_8_2021.mp3

Remember public health protocols^[1]

Circumstances can arise when the health of the population may be at risk to varying levels because groups of individuals are exposed, or at risk of being exposed to infectious diseases/health pandemics (such as Covid-19, Ebola etc.)

^[1] Please refer to the latest rules, laws and protocols in your country.

These are situations in which we must take action to protect public health. Check the most up to date information from your government before planning any activity/information gathering session.

- If organised, please ensure everyone involved on the day feels comfortable and ask them if there is anything you can do to make them feel more comfortable. If they would rather not participate, then thank them for their time and find other members of the community who are willing to talk to you.
- If any member of the information gathering team feels unwell and/or shows any symptoms of ill-health, they should immediately isolate themselves from the rest of the team and should not continue with the information gathering activities.
- If deemed necessary use hand sanitiser, masks, ensure social distancing, limit participants and utilise outside space.

[Take me back to Step 6.](#)

Toolkit 18: Questions for gathering information on attitudes to inclusive education (Look-and-Think Plan)

1. What does inclusive education mean to you?

Guide for information gatherer:

- It is important that we do not explain to people what inclusive education is – we want to hear what *they* think.
- But if the person says “I don’t know what it is, or what do you mean?”, explain that there is no right or wrong answer. You are just interested to find out if they know anything about inclusive education, or if they don’t, what they think it *might* mean.

2. Have you experienced anything in your life that has influenced how you see inclusive education?

Guide for information gatherer:

- This question is about people's experiences and if these have influenced how they understand inclusive education.
 - If they say YES, ask them what these experiences were and why they have been important.
 - If they say NO or seem unsure how to answer the question, you can prompt them by asking:
 - What were your experiences of education?
 - Do you think it was inclusive? Why/why not?
 - What about your children's education (if they are a parent) – do you think it is inclusive? Why/why not?

3. Are you aware of any children in your community who are not going to school?

Guide for information gatherer:

- If they say YES, ask them why they think these children are not going to school.
- If they say NO, that's fine, go to the next question.

4. What kinds of challenges do the schools in your community face?

Guide for information gatherer:

- Give the person a little bit of time to think about this question.
- Let them first say any challenges they can think of.
- If they struggle to think of any challenges, ask them if they can think of any challenges related to:
 - resources (e.g., many parents are very poor and they cannot afford school fees and the school does not get enough resources from the government);
 - the relationship between parents and the schools (e.g., parents are not very involved in the schools);
 - teachers (e.g., teachers have too many things to do).

Interviewer's reflections on the interview

Think about the interview you just completed. Did anything come up that could be important for your district/local area to think about in planning activities to raise awareness about inclusive education in the community?

Did the interviewee say or share anything with you that made you concerned about the wellbeing of a child, anything that may require some intervention (i.e., a child protection issue)?

If yes, please explain what action you took on this matter and the date you took this action (e.g. made a child protection intervention).

[Take me back to Step 6.](#)

Toolkit 19: Detailed plan for information gathering on community attitudes on inclusive education

The person responsible for leading the information gathering activities in your district should fill in this template. When they have completed it, they should send it to the programme coordinator.

District:

Name of person responsible for information gathering:

Please explain how your OPD will gather information from members of the community about their attitudes and beliefs about inclusive education?

Who from the OPD is going to be involved in gathering the information and what will be their roles?

How are you going to reach out to people in the community to gather the information (Please explain how you will try to reach out to different groups in the community and different areas of the district.)

What resources do you think that you will need to complete your information gathering activities?

Explain below what support you will need to do your information gathering.

[Take me back to Step 6.](#)

Toolkit 20: Summary sheet for information gathered

Process to complete this summary sheet

1. You should only fill in this sheet when you have **completed all your information gathering activities**.
2. Make sure that the Information Co-ordinator has **access to all the information** that you have gathered (this could be the notes that were taken in response to the questions or any recordings that were made).
3. The Information Co-ordinator should **read through all the notes or listen to all the recordings**.
4. The Information Co-ordinator should then **summarise the main findings by completing a draft summary sheet** (this sheet).
5. When they have done this, **organise a meeting** where everyone who has been involved in gathering the information can attend.
6. At the meeting, the Information Co-ordinator should **share with the group their draft summary sheet**.
7. Go through each of the sections and **discuss** among yourselves what the Information Co-ordinator has written.
 - Does everyone agree with their summary? If anyone disagrees, discuss and reach agreement on what you want to say in the summary
 - Are there any gaps in the summary? Discuss these and add them to the summary.
8. Get one person in the group to **take notes or capture the discussion on a flip chart**.
9. When the group has discussed the draft summary, the Information Co-ordinator should use the notes from the meeting to **finalise the summary sheet**.
10. The Information Co-ordinator should send their final Summary Sheet to:
 - their community facilitator.

1. How do people understand inclusive education?

- What did people say when you asked what inclusive education means to them (Question 1)?
- Write down the **four main things** that people said.

- Are there any words that people used to describe their understanding that you feel are important?

2. How have people's experiences influenced how they understand inclusive education?

- What did people say when you asked them about their experiences and how these may have influenced their understanding of inclusive education (Question 2)?
- Write down **four experiences that people shared** that you feel have been important to how they understand inclusive education. Explain **why you think they are important** (remember these can be positive or negative experiences).

3. How aware are members of the community about children who are not going to school?

- When you asked about out-of-school children (Question 3), did most people you interviewed seem to be aware of out-of-school children in their community?
 - Yes, most of the people are aware.
 - No, most of the people are not aware.
 - Some people are aware, but some are not.
 - It is difficult to tell.
- Among those people who were aware (if there were any), please write down **three reasons** why they think the children are not going to school.

4. What kinds of challenges do schools in the community face?

- What did people say when you asked them to tell you what kinds of challenges the schools in their community face?
- Write down **five challenges** that people said the schools in their community face.

5. Reflections on the information gathering process

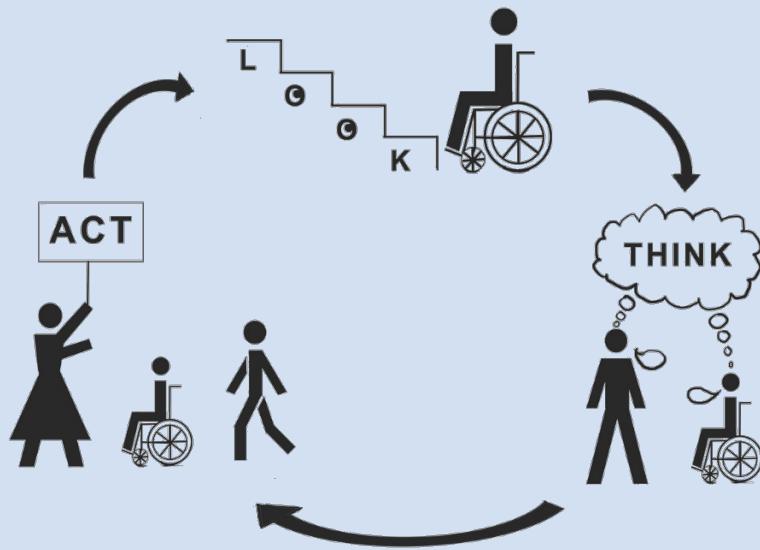
- Think back to the process of information gathering.
- Did anything come up that will be important for the OPD to think about when they plan activities to raise awareness about inclusive education in the community?
- Has this process helped you to understand better what people in the community know about inclusive education?
- If yes, how has it been helpful?
- If no, why do you think it was not a helpful process
- As a team, do you have any other thoughts you would like to share about the information gathering process?

[Take me back to Step 6.](#)

Toolkit 21: Guidelines for 'Collaboration in Action' workshop

Remember why this workshop is important

- We want to begin the process of raising awareness about inclusive education in our communities – we are now going to start to **act** to raise awareness.



- We want to do this in collaboration with other important role players in the project and the community.
- We want to make sure that everyone who is going to be involved in raising awareness knows what we found out from the information gathering process.
- We want to think about other assets in our community who can help us to raise awareness.
- We want to decide, together with the other role players, what the priorities are for raising awareness in our community.
- We want to work together to plan our first activity to begin to raise awareness.

Aims of the workshop

- to share the **main findings** from the information gathering process;
- to look and think about **assets in our community** who can help us to raise awareness about inclusive education in the community;
- to agree on the **priority issues** to address through raising awareness in the community;
- to plan the **first action** we want to take to begin to raise awareness in the community

Who needs to be invited to the workshop?

- members of the OPD;
- local councillors/political leaders representing people with disabilities;
- Local leaders/ representatives from the community
- chairperson of parent teachers' association or chairperson of the school board
- chairperson of school management committee;
- camp/refugee settlement heads
- parents of children with disabilities;
- project co-ordinators/ CBR/CBID officers (e.g., project partners).
- Probation officers/police officers in charge of children affairs at District/parish level

Planning for the workshop – things to remember

Roles and responsibilities

- Make sure that everyone in the OPD is clear about their role and what they are responsible for around:
 - organising the workshop;
 - running the workshop.
- Look at the **Workshop Plan** carefully and discuss who will be responsible for:
 - facilitating each session;
 - taking notes/capturing discussion and decisions;

- any logistical issues such as making sure there is flipchart paper and pens.

Inviting the participants

- Send out the invitations to the people you want to invite as soon as possible.
- Remember to put all the details for the meeting into the invitation – venue, time and date
- Remember to include a contact number in case anyone has any questions or problems

Preparing to facilitate the workshop

- Before the workshop go through the Workshop Plan and discuss with each other any questions you have about the programme.
 - Can you foresee any problems?
 - How will you deal with these if they arise?
- Look again at the material from the **Skills for Inclusive Facilitation training workshop** to remember how to make sure everyone is able to participate fully in the workshop. Look especially at:
 - Handout 1.3 Preparation and arranging the space;
 - Handout 2.2 Strategies for creating a positive, inclusive learning environment;
 - Handout 3.1 Active listening techniques.
- Think about what you have just learnt about **good practices for collaboration**. Discuss with each other what practices you want to try and use in the workshop to facilitate good discussion and clear planning.

Getting the venue ready

- Make sure you have organised the venue in the way you want it before the participants start to arrive.
- Make sure that any equipment you want to use is working.
- Make sure you have all the materials you will need for the workshop.
- Make sure your phones are charged and the contact number you gave to people is working.

- Remember to make sure that all the arrangements for making the workshop COVID-19 safe (or Ebola safe etc.) are in place.

Respecting and valuing diversity

Remember what we discussed at the training around attitudes and beliefs and where they come from. There are likely to be people at the workshop that will have different attitudes and beliefs to you and to each other. This is a good thing because it helps to think about how to raise awareness in the community where people will also have different attitudes and beliefs. So, make sure that no one in the workshop feels judged and encourage people to value the differences that exist between people in the community. Remind everyone that building inclusive education involves everyone working together, even if we have different beliefs and opinions about things.

[Take me back to Step 6.](#)

Toolkit 22: 'Collaboration in Action' workshop plan

Time	Session	Details	Materials needed	Notes
8.30–9.00	Arrival	- Participants arrive and meet each other		
9.00–9.30	Welcome	- Welcome and introductions - Explaining the aims of the workshop		
9.30–10.30	Reflecting on the findings from the information gathering process	- Present and discuss the findings from the information gathering process	Flip chart paper Marker pens	- Two useful resources to help you present the findings are: o The summary sheet from your district o The Word cloud from the workshop - Give the participants time to discuss and ask questions
10.30–11.00	TEA			
11.00–12.30	Identifying the priority issues for awareness raising	- What did the information gathering process tell us about the priority issues to raise awareness about in the community? - Decide on and finalise the priority issues	Flip chart paper Marker pens	- Group work would work well here - The groups can each discuss the priorities - You can then facilitate a report back and decide together what the priorities are for your district

12.30 – 13.30	LUNCH			
13.30 – 14.30	Thinking about important assets in the community for awareness raising	<ul style="list-style-type: none"> - Think about <u>other assets that exist in the community</u> that can help us to raise awareness? 	The asset map you developed in the training Flip chart paper Marker pens	<ul style="list-style-type: none"> - You can use the Asset Map that you drew in the training and then ask the participants to comment and add anything
14.30 – 16.00	Planning for first awareness raising activity	Step 1: Share ideas about what awareness raising activities you could do	Flip chart paper Marker pens	<ul style="list-style-type: none"> - Group work would work well here so everyone can share their ideas
		Step 2: Discuss and reach consensus on what the first awareness raising activity is going to be!	Flip chart paper Marker pens	<ul style="list-style-type: none"> - People may disagree so think of processes you could use to reach consensus. - Some participatory processes that you could use to reach consensus are: <ul style="list-style-type: none"> ○ Getting people to vote on the activity they think is best ○ Getting people to rank the activities from the one they feel is best to the one that they feel would be the least effective ○ Set up a debate where different people motivate for their choice

		Step 3: Plan the awareness raising activity (fill in the Planning Template)	Planning Template copied onto the flip chart	- Remember to think about <ul style="list-style-type: none"> ○ Logistical arrangements ○ Roles and responsibilities ○ Next steps
16.00 – 16.30	Closure and thanks			

NOTE: If you do not have a full day available for the workshop, you can adjust this plan for the time that is available. Remember that the most important activities are reaching consensus about the priority issues for awareness raising and planning your first awareness raising activity.

[Take me back to Step 6.](#)

Toolkit 23: Planning template for community awareness raising activity on inclusive education

	What will we do?	Who will be responsible?	By when will we do this?
Step 1: Finalise our plans			
Step 2: Reaching out to other key role players in the community to support the activity			
Step 3: Preparing for our awareness raising activity			
Step 4: Conducting the awareness raising activity			
Step 5: Reflecting and reporting on the activity in preparation for the module 3 training			

[Take me back to Step 6.](#)

Toolkit 24: Reporting template for the ‘Collaboration in Action’ workshop

3. What went well?

4. What challenges did you have?

5. Lessons learnt and recommendations for future collaborative workshops?

[Take me back to Step 6.](#)

Toolkit 25: Reporting template for awareness raising activities

What went well?

What challenges were there?

What lessons did we learn?

Recommendations for the future

[Take me back to Step 6.](#)

Toolkit 26: Reviewing OPD strategic plans – facilitator's workplan

Session	Details	Materials needed
Reviewing OPD strategic plans	<p>Reviewing OPD strategic plans</p> <ul style="list-style-type: none"> • Tell the OPDs we are going to review their strategic plans and reflect on how well inclusive education is integrated into the plans. • Ask someone to present the key elements of the OPD strategic plan focusing on the questions below. Have paper copies of the plan available to share with participants if helpful. You could highlight the inclusive education activities on the plan – if any. • You could show these questions on a <u>PPT slide</u>: <ul style="list-style-type: none"> – What activities do you have planned in support of inclusive education? – When do you plan to implement these activities? (which are during the next year (short-term) and which are during years 2-5 (longer-term)? – Who do you plan to collaborate with to implement these activities? – How do the inclusive education activities support and relate to economic empowerment or human rights advocacy activities? (e.g. they might be conducted in the same place at the same time or one activity might lead into another) • Invite other participants to ask clarification questions so they understand what is being planned. • Finally ask the group: <ul style="list-style-type: none"> – Is there enough flexibility on the strategic plan to respond to 'emerging advocacy issues'? (Give an example of an 'emerging issue' here - something that may have come up at national level, that requires a local level response - engagement with local government or awareness raising activity) • Remind the participants that this last question is important as the context is changing all the time and new issues are emerging all the time and therefore there need to be some flexibility in the plan to be able to respond to this. 	<ul style="list-style-type: none"> • Printed copies of the OPD strategic plan – at least 1 for every 4 participants • PPT slides

Resource mobilisation	<ul style="list-style-type: none"> • Next ask the whole group the following: <ul style="list-style-type: none"> – Which of these activities is low-cost/no cost? – Which of these activities require funds to be raised/resources to be mobilised? • Encourage some discussion here as many OPD members may automatically assume that all activities require funds and therefore can't be implemented without external help. But actually, there are often ways of conducting the same activities but at a lower cost or through being more resourceful. • In small groups (2-3 participants) ask the participants to discuss the following: (Show <u>PPT slides</u>) <ul style="list-style-type: none"> – What examples can you share of resources being mobilised or funds being raised within the community in support of a particular activity? (These could be real examples from your district or another district or ideas you have that you haven't yet implemented) – Could any of these examples be applied to the activities in your strategic plans that require funds? • Remind participants to think back to the 'community asset mapping' as they do this activity. (Show <u>PPT slides –community asset map</u>) • After the groups have discussed for a while ask them to come back together and in plenary and write up their ideas on flipchart. • Ensure that the following ideas have been covered in the list and make sure you use <u>real examples</u> that the participants may be familiar with. <ul style="list-style-type: none"> ✓ Using local resources to create innovative solutions to inclusion (ramps, toilets etc) ✓ Asking for local donations from individuals or organisations for a particular project (e.g. construction of a building – this could be actual materials (wood) or money) ✓ Applying for grants – including government grants (e.g. government grant available to schools with a certain number of children with disabilities enrolled) ✓ Identifying community members who can support running an event (donating their time) – (e.g. preparing food, leading activities) ✓ Identifying local businesses to sponsor an inclusive education project 	<ul style="list-style-type: none"> • PPT slides • Flipchart and pens
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Energiser	Ask a participant to lead an energiser	
Developing an implementation plan	<ul style="list-style-type: none"> • Tell participants that they are now going to start creating their implementation plan through making some more detailed plans for one or two of the activities on their strategic plan • Ask participants what the key questions we need to ask when creating an activity implementation plan. These could include: <ul style="list-style-type: none"> ✓ What do we want to do? ✓ Who is responsible? ✓ Who will we collaborate with? ✓ When will we do it? ✓ How will we resource it? • It doesn't matter if they don't get exactly the same questions or even if they think of additional questions if everyone agrees they are important questions to ask as part of a planning process • Ask the whole group to agree on the 2 or 3 most important activities from their strategic plan that they would like to turn into the start of an implementation plan today – write these activities on flipchart • Divide the participants into 2 or 3 groups depending on how many activities you have agreed on and show the <u>PPT slide</u> with the template for the activity implementation plan on it • Remind participants that one of the most important things to consider is making the implementation plan realistic and achievable with the time and resources available. It is also important to build in time for reflection as a OPD (this could be part on an annual reflection) • In their groups given participants at least 45 minutes to discuss the questions and complete their activity plan on flipchart • After they have finished ask each group to present back their plan to the rest of the group. Invite questions and comments. • Make sure you take photos of their activity plans and/or someone is tasked with taking them away and typing them up. • Tell the OPD leadership that this is the start of their overall implementation plan and as a OPD they have a responsibility to complete the implementation plan for all activities. 	<ul style="list-style-type: none"> • Day 3: PPT slides • Flipchart and pens • Copies of the 'activity implementation plan'

Daily Reflection

On a piece of paper, write down 3 things:

- 1. Best thing you learnt/found interesting**
- 2. Something you found challenging**
- 3. A question you still have**

Try to add more information by explaining why you found it interesting or challenging.

Hand the paper in before you leave the training room.

[Take me back to Step 7.](#)

Toolkit 28: End of module evaluation template

OPD Inclusive Education workshop evaluation and feedback

Date:

District.....

(Please tick the most appropriate box and briefly explain your answer)

	A lot 	Some 	A little 	None 	Explanations
Enjoyment: I enjoyed the training...					Because:
New knowledge and ideas: I learned what I needed to learn and I got some new ideas					Especially:
Applying the learning: I will use the information and ideas					How?
Effect on my work: The ideas and information will improve my professional effectiveness and results					Because:

Thinking about the workshop over the last three days, what could we have done differently?

Are there other issues you would like us to cover in future?

[Take me back to Step 7.](#)

Toolkit 29: Example facilitator workshop plan

Uganda OPD IE Module 2 Workshop with reflection and planning days: Facilitator's workshop plan

Time	Session	Details	Materials needed	Facilitator
Day 1 - Reflection				
08:00 – 08:30	Registration	Participants, arrive, register and settle in		
08:30-09:00	Formalities and welcome, housekeeping and important recaps	<ul style="list-style-type: none"> • Hello and welcome from co-facilitators • <u>Show PPT Day 1 Introductions (slide 1).</u> • <u>Show PPT Day 1 (slide 2).</u> Go through the training itinerary • <u>Show PPT Day 1 (slides 3-4).</u> Remind the participants that the training uses inclusive training methodology as this helps us all learn better • Encourage the participants to share their own ideas about keeping Covid-19 safe, ground rules for working together and communication skills - and note their ideas down on separate flipcharts before showing the following slides and comparing with their ideas • <u>Show PPT Day 1 (slides 5-7).</u> Covid-19 safety including during group work, ground rules and communication skills recap • Give out Handout 1 so participants can see the programme for the next few days • <u>Show: Film 1: Welcome back</u> 	PPT Day 1 Introductions Handout 1 (programme) – one for each participant Film 1: welcome back	Dianah

Time	Session	Details	Materials needed	Facilitator
09:00 - 10:30	Reflection on foundational module training roll-out	<ul style="list-style-type: none"> • <u>Show PPT Day 1 Reflection training roll-out</u>, and present the summary of key findings/ recommendations from the OPD roll-out reports (slides 1-7) • Dianah, Ronald and Moureen add their own brief observations • <u>Show slide 8</u> and ask participants to reflect on the questions for 5 minutes on their own • Ask participants to share their ideas in groups – mix participants up across districts • In plenary, ask a few groups to share their ideas. • Make note of common recommended changes in response to the question: What are the key changes you plan/hope to make when delivering the module 2 training? • Write ideas up on flipchart (these will be referred to again on Day 5) 	PPT Day 1 Reflection on training roll-out Flipchart paper Marker pens Pens and paper for participants	Ronald
10:30 – 11:00	Tea break			
11:00 - 13:00	Reflection on gathering information about people's attitudes	<ul style="list-style-type: none"> • <u>Show PPT Day 1: Reflections on information gathering</u> about people's attitudes • <u>Show Slide 2</u> and go through the objectives (5 mins) • Put up <u>Slide 3</u> (Word Cloud) – explain that this is a word cloud of all the words captured on their summary that were used to describe IE 	PPT Day 1 Reflections on information gathering Flipchart paper Marker pens	Dianah

Time	Session	Details	Materials needed	Facilitator
		<ul style="list-style-type: none"> • Read out all the words and ask if anyone wants to comment • <u>Show Slide 4</u> and ask the pairs to discuss the questions • When the pairs have had a chance to discuss these questions ask them to share their discussion with the bigger group • Capture any important things that come up on flipchart • Ask the participants from two districts to now go into a group together • <u>Show Slide 5</u> and explain that we are now going to think about the process and how well it went - ask them to discuss the questions on Slide 5. • Say that each group should try to capture the main things from their discussion on flip chart paper (about 30 mins). <ul style="list-style-type: none"> • Did the process help us to understand better what people know about inclusive education? How? • What worked well? • What didn't work so well and what could we do better next time? • After they have discussed the questions ask them to share what they discussed. Capture on the flip chart any important issues about: <ul style="list-style-type: none"> • What worked? 	A4 paper in colours for participants	

Time	Session	Details	Materials needed	Facilitator
		<ul style="list-style-type: none"> • What didn't work? • How useful was the process? • Now show Slide 6 and remind the participants about the LOOK, THINK, ACT cycle • Give each person has an A4 piece of coloured paper • Remind them that about why we needed to first look and think about people's attitudes before we could begin to raise awareness • Ask them to now think about everything that they have learnt from the information gathering process • Ask each person to write down on their A4 paper the most important thing they learnt that they feel will help to raise awareness about inclusive education in the community • Explain that this could be something they learnt from what people said (content) or it could be something they learnt from the information gathering process (process) • When they have written their learning on the A4 ask them to place their A4 papers on the wall. Keep these on the wall for the whole training and return to them at the end of the week. 		
13.00 – 14.00	LUNCH			

Time	Session	Details	Materials needed	Facilitator
14:00 – 15:00	Re-cap on what inclusive education is	<ul style="list-style-type: none"> Ask the participants to work in pairs. Tell them they will do a role play: one person is an OPD member and the other is a parent from the local community. The parent wants to know what inclusive education is and has questions for the OPD member. <u>Show PPT Day 1 recap on inclusive education</u> (slide 1 – instructions for role-play activity) Tell participants to take a few minutes to prepare on their own (think about what questions to ask or how to explain what inclusive education is) then tell them to have the ‘role-play’ conversation together In plenary, after the role-play invite participants to reflect on the role-play conversations using the questions on the PPT slide. If helpful capture some of the ‘top tips’ for explaining inclusive education to community members and parents Show PPT Day 1 Recap on inclusive education (slide 2): Tell participants that the slide shows one definition of inclusive education and is useful but for parents to understand they will probably need more examples of inclusive education in practice <u>Show: Film 2: Inclusive education re-cap</u> Address any questions that come up after watching the video 	PPT Day 1: recap on what inclusive education is Film 2: Inclusive education re-cap	Ronald

Time	Session	Details	Materials needed	Facilitator
15.00-16.30	Assessing learning about inclusive education	<ul style="list-style-type: none"> • Tell community facilitators that as they continue to build their capacity as facilitators of learning and advocates of inclusive education it is important for us as OPDs to assess our learning progress both as individuals and as organisations (OPDs) • <u>Show PPT Day 1 Assessing learning on inclusive education (slide 1)</u> • Explain that the competency areas cover the skills and knowledge that they are developing as individuals and organisations throughout the project. (Please note these are not directly aligned with the three OPD IE modules as the competencies cut across all three modules as the skills and knowledge base is slowly built up). • <u>Show PPT Day 1 Assessing learning on inclusive education (slides 2-4)</u>: Present the three areas and explain how they have been further broken down into 6 competencies (2 per competency area). Each competency describes a level of understanding (knowledge) or ability to do something (skills). • Check everyone understands the competencies and provide further explanation as needed • Give every participant a copy of Handout 2 (the OPD IE capacity building self-assessment learning tool with the descriptor scale). Explain to the participants how the 	PPT Day 1: Assessing learning on inclusive education Copies of Handout 2: OPD IE self-assessment learning tool, for all participants Flipchart and marker pens	Dianah

Time	Session	Details	Materials needed	Facilitator
		<p>descriptor scale works. Do one example together as a whole group so they understand how it works.</p> <ul style="list-style-type: none"> • <u>Show PPT Day 1 Assessing learning on inclusive education (slide 5)</u> • Give the participants 15 mins on their own to read through the descriptors and then ask the participants to discuss the following questions in pairs/small groups (3-4): <ul style="list-style-type: none"> ➢ Is there anything that isn't clear for you on the tool? ➢ What do you think about the OPD IE learning assessment tool? (What do you like about it and what don't you like?) ➢ Are there any changes you would suggest making to the tool? ➢ How would you suggest using it to help monitor/assess learning at OPD organisational level? • Remind the participants that you don't want them to 'assess themselves' at this stage just discuss what they think about the tool. • Take feedback in plenary and note down their ideas on flipchart. Tell participants to continue reflecting on the OPD IE competencies throughout the week and on Friday (Day 5) we will re-visit the tool and participants will be invited to assess themselves on their own (they will not have to share their assessments with others). 		

Time	Session	Details	Materials needed	Facilitator
16:30		TEA and END OF DAY		

Time	Session	Details	Materials needed	Facilitator
Day 2 – Introducing school inclusion teams (SIT)				
08.30-09.00	Introduction to module 2	<ul style="list-style-type: none"> • <u>Show Film 3: Intro to module 2</u> • <u>Show PPT module 2 aims and expectations</u> (slide 1): and go over the aims. • <u>Show PPT module 2 aims and expectations</u> (slide 2): and hand out four small pieces of paper to each participant (two of one colour and two of another colour) • Ask participants to write two expectations they have (about the module) on two pieces of paper of the same colour and two questions they have (about the module) on the pieces of paper of the other colour • When they have finished gather them in or ask participants to come and stick them on two pieces of flipchart on the wall, one labelled ‘expectations’ and the another labelled ‘questions’. These will be re-visited on the last day 	Film 3: Intro to module 2 PPT module 2 aims and expectations 20 pieces of paper in one colour and 20 in another colour two pieces of flipchart, each labelled ‘expectations’ and ‘questions’ sticky tape	Moureen
09.00-09.30	Session 1: What is a School	Activity 1.1: Drawing a SIT <ul style="list-style-type: none"> • Show Film 4: Intro to session 1 	Film 4: Session 1 PPT Session 1	Moureen

Time	Session	Details	Materials needed	Facilitator
	Inclusion Team (SIT)?	<ul style="list-style-type: none"> • Show PPT Session 1 (slide 1). On their own, ask participants to draw a picture of what they think a school inclusion team is and does. This is not a test of knowledge, just a way of capturing their ideas. (10 mins) • Each participant shares their ideas in pairs. Pairs then complete this sentence: “We think a school inclusion team is...” • Facilitate plenary feedback from volunteers and write key points on a flipchart. Sentences and pictures can be stuck on wall for viewing. • Show <u>PPT Session 1 (slide 2)</u>. An illustration of a SIT. 	Flipchart paper Marker pens A4 drawing paper Colours/pens Sticky tape	
09.30-10.30	Session 1 (continued): What is a School Inclusion Team (SIT)	<p>Activity 1.2: Reflections on inclusive schools and SITs from Zambia</p> <ul style="list-style-type: none"> • Show PPT Session 1 (slide 3). Divide the participants into 4 groups. Hand out one question to each group (written on separate pieces of paper) • Tell participants that they are going to watch a video from Zambia with individuals sharing their reflections on inclusive schools and SITs • Give out copies of Resource 1.2 (transcript of the videos) as needed • Show Zambia Video: Reflections on an inclusive school and the role of the SIT 	PPT Session 1 (slides 2-4) Video: Reflections on an inclusive school and the role of the SIT Resource 1.2 video transcript as needed	Dianah

Time	Session	Details	Materials needed	Facilitator	
		<ul style="list-style-type: none"> • Show PPT Session 1 (slides 4-5) with mind-map examples • Groups record their responses in a mind-maps • Discussion and feedback (refer to handout 1.4b summarising what a SIT is if needed, but don't give out copies of the handout yet). 	Questions cut up Flipchart paper Marker pens Blue tac		
10.30-11.00	Tea break				
11.00-11.45	Session 1 (continued): School Inclusion Team case studies	<p>Activity 1.3: School inclusion team case studies</p> <ul style="list-style-type: none"> • Give out copies of Handout 1.3a to each group • Ask participants to work in groups of 4-6 people and decide if each case describes a SIT or not • Take feedback (follow guidance notes in the manual for answers - each answer needs explaining/ discussing before it can be decided if they represent a SIT or not) 	Copies of handout 1.3a - one per group Copies of	Dianah	
11.45-13.00	Session 1 (continued): The twin-track approach	<p>Activity 1.4: The twin-track approach: Joseph's story</p> <ul style="list-style-type: none"> • Tell Joseph's story - a summary (handout 1.4a) or hand out copies of 1.4a participants/groups read the story for themselves • Groups brainstorm the changes/interventions that may have helped Joseph go to school • Groups divide interventions into those that focus on 'changing the system' and those that 'provide support to the individual learner' 	Film 5: The twin-track approach PPT Session 1 (slides 5-8) Copies of handout 1.4a – one per group	Moureen	

Time	Session	Details	Materials needed	Facilitator
		<ul style="list-style-type: none"> • Show PPT Session 1 (slide 6) and participants reflect on the questions in groups • Share and discuss ideas in plenary • Show Film 5: The twin-track approach • Show PPT Session 1 (slides 7-8) and present the ‘twin-track’ approach • Give out Handout 1.4c to each participant and invite any questions/discussion points from participants • If time, either share Joseph’s full story (handout 1.4b) OR • Invite participants to reflect back on their drawings (Activity 1.1), and the mind-maps created (Activity 1.2) created earlier in the session and discuss if participants would like to make any changes based on what they have learnt 	Copies of handout 1.4b and 1.4c – one for each participant	
13.00 – 14.00	LUNCH			
14.00- 14.15	Afternoon energiser	Invite a participant/facilitation team to lead an afternoon energiser		
14.15- 15.00	Session 2: How a SIT helps a school become more inclusive	<p>Activity 2.1 – What problems could a school inclusion team help to solve?</p> <ul style="list-style-type: none"> • Show Film 6: Intro to session 2 • <u>Show PPT Session 2 (slides 1-7).</u> 	<ul style="list-style-type: none"> • Video 6: Session 2 • PPT (11 slides) 	Dianah

Time	Session	Details	Materials needed	Facilitator
		<ul style="list-style-type: none"> • In groups, participants think about what problems exist in their communities with regards to all learners <i>attending</i> school, <i>participating</i> in learning, and <i>achieving</i> to the best of their ability? (PPA.) • <u>Show PPT Session 2 (slides 8-9)</u> illustrating the 'learner as the problem' vs 'education system as the problem' to help remind participants to focus on barriers in the system. • <u>Show PPT Session 2 (slides 10-11)</u> instructions: groups write each barrier they have identified on separate pieces of plain A4 paper – as 'bricks'. • Participants create a wall with the bricks (see example in PPT 11), displayed for other groups to see • Invite discussion and feedback 	<ul style="list-style-type: none"> • Flipchart paper • Marker pens • A4 plain paper • Pencils • Colours/pens • Blue tac 	
15.00-16.00	Session 2 (continued): How a SIT helps a school become more inclusive	<p>Activity 2.2 – How can a school inclusion team help to solve challenges to inclusion?</p> <ul style="list-style-type: none"> • <u>Show PPT Session 2 (slide 12).</u> Groups select a few of the 'bricks' (barriers) from the wall and discuss how the SIT can help address the barrier using the questions (on PPT). • <u>Show PPT Session 2 (slide 13).</u> The groups then write their answers as a Table, created from flipchart paper (landscape profile). Do one example together if helpful. Ask participants to think about any commonalities between their answers for 	PPT Session 2 (slides 12-15) Flipchart paper Marker pens A4 paper Colours/pens Pencils Blue tac A4 paper	Dianah

Time	Session	Details	Materials needed	Facilitator
		<p><u>each barrier (e.g., a solution that would help tackle more than one barrier).</u></p> <ul style="list-style-type: none"> • <u>In plenary ask each group to explain one of their examples.</u> • <u>Show PPT Session 2 (slides 14-15) examples from Zambia</u> • <u>Groups display their tables on the wall</u> 		
16.00-16.15	Daily reflection	<p>Participants record three things: Best thing you learnt/found interesting Something you found challenging A question you still have</p>	Pieces of paper	
16.15	TEA and END OF DAY			

Time	Session	Details	Materials needed	Facilitator
Day 3 - School Inclusion Teams in practice and the role of the IECo				
0830-0845	Morning recap	Invite a facilitation team to lead the morning recap to review the core messages and learning from the previous day		
0845-0930	Session 3: Understanding power relations	<p>Activity 3.1: Power lines</p> <ul style="list-style-type: none"> • Show Video 7: Intro to session 3: The importance of equal relationships in a SIT – as the team should not be dominated by the co-ordinator. • Display 'Powerful' and 'powerless' signs at opposite ends of room and leave space for people to line up 	Video 7: Session 3 'Powerful' and 'Powerless' signs	Ronald

		<ul style="list-style-type: none"> Give out 'occupation labels' to ALL participants. Stress that in the first instance, they are all MALE Participants stand on the 'power line' depending on whether they think a person of that occupation/ status is powerful or powerless (in their own society). Participants debate and encourage each other to change positions. Change the 'power' of some people by changing their gender – give out post-its to people labelled 'female', and then change positions if they feel their position in the line consequently changes Change 'power' depending on impairment, health or wealth by giving out different labels/pieces of paper with instructions to some people Discussion and feedback - why are some people perceived as more powerful than others, and what impact this might have on efforts to make education more inclusive? 	Occupation sticky notes/pieces of paper (<i>chosen from list in facilitator's manual</i>) Labels saying 'female' Labels with different 'impairment, health or wealth' indicated	
0930-1030	Session 3: Understanding power relations (continued)	Activity 3.2: Power plays <ul style="list-style-type: none"> <u>Show PPT Session 3 (slides 1)</u> with activity instructions. In small groups participants prepare short 'power plays' (2-3 mins long) After 10 mins select a few groups to perform their plays <u>Show PPT Session 3 (slides 2)</u> After each play discuss the following in plenary: <ul style="list-style-type: none"> ➤ who had power, ➤ who lacked power, 	PPT Session 3 (11 slides) Flipchart paper and pens Resource 3.2a – 1 set of 3 pictures per group	Ronald

	<ul style="list-style-type: none"> ➤ how was the power shown? • Ask participants for definitions of power and note them down on flipchart • <u>Show PPT Session 3 (slides 3-5)</u> including the definitions of power as 'personal' or 'collective' and the three categories: <ul style="list-style-type: none"> ➤ Power over ➤ Power with ➤ Power within • Ask the participants what type of power they think their plays illustrated • Ask participants to compare their definitions of power (written up on flipchart) with the ones presented on the PPT slides. • Give out copies of Resource 3.2a three 'power images' to each group and ask them to discuss the questions on the PPT slide 6 and put them in order to 'tell the story' • <u>Show PPT Session 3 (slide 6)</u> instructions for activity • Take plenary, discuss and show the PPT slides 7-9 with the three images in order • Finally, present the points (PPT slides 10-11) about power not being a finite resource and the need for us to change the way we perceive power in order to start to address the power imbalance • Give out copies of <u>Handout 3.2b</u> to each of the participants. 	<p>Handout 3.2b – one per participant</p>
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10.30- 11.00		Tea break		
11.00- 11.45	Session 4: Collaborating with the school inclusion team	<p>Activity 4.1: Reflecting on the development of the SITs</p> <ul style="list-style-type: none"> • Show Video 8: Intro to session 4: • <u>Show PPT Session 4 (slide 1)</u> • Present the key points on slide 1 outlining the importance of collaboration for achieving inclusive education • Present the progress towards development of the SITs on PPT, in response to the following questions: <ul style="list-style-type: none"> ➢ Which pilot schools have developed SITs already? ➢ Who are involved in the SITs? ➢ What have been the activities of the SITs so far? • Invite questions and comments • Invite OPD members and/or Head teachers (when rolling-out at district level) to share their experiences of developing and engaging with the SITs so far 	<ul style="list-style-type: none"> • Video 8: Session 4 • PPT Session 4 (The facilitator needs to prepare this summary information in advance) <p>(The OPD members and/or HTs will need to be asked to share in advance)</p>	Dianah
11.45- 13.00	Session 4: Collaborating with the school inclusion team (continued)	<p>Activity 4.2: OPD collaboration with the SIT</p> <ul style="list-style-type: none"> • <u>Show PPT Session 4 (slide 3)</u> • Remind participants that even if you are not directly in a SIT you have a responsibility as a OPD member/parent/community member to support and 	PPT Session 4 Flipchart paper and pens	Dianah

		<p>collaborate with the SIT to help your school become inclusive.</p> <ul style="list-style-type: none"> Ask participants to discuss the following question in pairs: How can an OPD add value/contribute to a school inclusion team? Encourage participants look back at the barriers identified the previous day when discussing 'how could a school inclusion team help you to solve barriers to inclusion' Take feedback in plenary and notes ideas down on flipchart <u>Show PPT Session 4 (slide 4)</u> ask participants to discuss in small groups the question on the PPT What opportunities are there for you to engage with and support the SITs in your district? What specific barriers to inclusive education do you think your OPD can help address? Ask small groups to join with another group to compare their ideas. Take brief plenary feedback from a few groups. 		
13.00 – 14.00		LUNCH		
14.00- 14.15	Afternoon energiser	Invite a participant/facilitation team to lead an afternoon energiser		
14.15- 15.00	Session 5: The school	Activity 5.1: The role of a school inclusive education coordinator	Video 9: Session 5	Moureen

	Inclusive Education Co-ordinator (IECo)	<ul style="list-style-type: none"> • <u>Show Video 9: Intro to session 5:</u> • <u>Show PPT Session 5 (slide 1).</u> • In pairs participants discuss what they think an inclusive education co-ordinator is? After a few minutes they should share their ideas with another pair. • In plenary, take feedback and flipchart ideas. • Display flipchart with statements defining an IECO (this is also on the PPT Session 5 slide 2) – keep this displayed throughout the training • Invite feedback and discuss • Give each participant a red and green card. • <u>Show PPT Session 5 (instructions).</u> Read out a sentence from the list of statements and ask participants to think about the statement and then hold up a green card (agree) or red card (disagree) • Allow time for discussion and change of views. • Repeat with the rest of the statements 	PPT Session 5 (9 slides) Flipchart with IECO statements Flipchart paper Marker pens Red and green cards to each participant	
15:00-15.30	Session 5: The school Inclusive Education Co-ordinator (IECo)	<p>Activity 5.2: Video: An IECO shares her experience from Zambia</p> <ul style="list-style-type: none"> • Ask participants if they can remember the name of the IECO from Shungu school, Zambia that they saw on a video earlier? • Tell participants that they will watch another part of the interview with Ms Mubi talking about her role as an IECO 	Video: An IECO shares her experience from Zambia Copies of Video transcript -	Moureen

		<ul style="list-style-type: none"> Handout copies of the video transcript Resource 5.2 as needed <u>Show PPT Session 5 (slide 4)</u> and ask participants to think about the questions as they watch the video Play the video of Ms Mubi talking about her role Ask participants to briefly discuss their responses to the questions before conducting plenary and sharing ideas as a whole group (refer to facilitator's notes if needed) 	Resource 5.2 (as needed)	
15.30-16.15	Session 5: The role of a school Inclusive Education Co-ordinator (IECo)	<p>Activity 5.3: How a school IECo works at school, community, and ministry/policy level</p> <ul style="list-style-type: none"> The school IECo is the main link between learners, families, communities, schools and other professionals. Session 6 aims to create an understanding of the pivotal role of the school IECo. Try to ensure participants are in groups with a mixture of experience and knowledge (ie community, school and policy levels). <u>Show PPT Session 5 (slides 5-6)</u> Allocate one of 'school', 'community', 'ministry of education' to each group. Groups discuss and prepare 'a poster' showing how a school IECo would work at that level. For example: if a group is allocated 'community', their poster must show how the school IECo could work with the community and the benefits of school-community partnership. 	PPT Session 5 Flipchart paper Marker pens Copies of handout 5.3 for each participant	Moureen

		<ul style="list-style-type: none"> Groups present their 'posters', including Q&As. Finish group presentations, including Q&As <u>Show PPT Session 5 (slides 7-9)</u>, checking to see if participants made any additional points, or had left any points out Give out handout 5.3 to each participant. 		
16.15-16.30	Daily reflection	<p>Participants record three things:</p> <p>Best thing you learnt/found interesting</p> <p>Something you found challenging</p> <p>A question you still have</p>	Pieces of paper	
16:30	TEA and END OF DAY			

Time	Session	Details	Materials needed	Facilitator
Day 4 – Opportunities for collaboration in our communities				
0830-0845	Morning recap	Invite a facilitation team to lead the morning recap to review the core messages and learning from the previous day		
0845-0945	Session 6: Opportunities for collaboration in our communities	<ul style="list-style-type: none"> <u>Show Video 10: Intro to session 6</u> Activity 6.1: What do we see when we look at our community? Hand out strips of A4 paper and yellow and blue post-its (sticky paper of two different colours) to each person <u>Show PPT Session 6 (Slide 1)</u> of three community scenes or hand out three photos 	Video 10: Intro to session 6 Resource 6.1: One set of 3 A4 photos per 5 participants	Dianah

		<ul style="list-style-type: none"> • <u>Show PPT Session 6 (Slide 2)</u> with question on what do they see • Ask each person to write one word they thought about for each photos and write each word on a strip of paper • Ask people to paste their words on the wall • Ask everyone to walk around and look at the words and paste a yellow post-it on a negative word and a blue post-it on a positive word • When everyone has gone back to their seats re-organise the words on the wall so that all the positive ones are pasted together and all the negative ones are together. • Lead discussion on what they see • <u>Show PPT Session 6 (Slide 3)</u> and go through the points on moving from problems to assets 	PPT Session 6 slides Strips of A4 paper torn in half Yellow and blue post-its (or two different colours of sticky paper)	
9.45-10.30	Session 6: Opportunities for collaboration in our communities	<p>Activity 6.2: What kinds of assets are there?</p> <ul style="list-style-type: none"> • Start session by asking if anyone can share an example of a community asset and why they think it could be an asset • Explain that asset can be a person/people, a physical resource or an organisation • Organise the participants into groups • Give each group a copy of the detailed drawing of a community (Resource 6.2) • <u>Show PPT Session 6 (Slide 4)</u> and ask them to look at the drawing answer the questions on the slide 	PPT Session 6 slides Resource 6.2 (detailed community picture) – one per group Flip chart Marker pens	Dianah

		<ul style="list-style-type: none"> • Get the groups to share what assets they could see and how these could potentially support the SITs and help build IE • Write the main assets on the flipchart. • Return to slide 1 (three photos) or ask them to look again and see if they can see any “assets”— add anything that comes up to the flipchart. • <u>Show PPT Session 6 (Slide 6)</u> on different kinds of assets • Ask if there are any questions and what you have presented 		
10.30-11.00	BREAK			
11.00-13.00	Session 6. Opportunities for collaboration in our communities (cont.)	<p>Activity 6.3: Developing an asset map of the community</p> <ul style="list-style-type: none"> • Organise the participants into their districts and explain that we are now going to draw an asset map of our communities • <u>Show PPT Session 6 (Slide 7) how to do a community asset map</u> • <u>Show PPT Session 6 (Slide 8) which shows some ideas to help them think about the assets in their communities</u> • <u>Show PPT Session 6 (Slide 9) that shows an example of a community asset map</u> • Once the groups get started walk around the room while everyone is working on their maps to answer any questions • Get them to paste their maps on the wall once they are done • Ask two districts (groups) to come together and share with each other their maps 	PPT Session 6 slides Flip chart paper for drawing Flip chart Marker pens	Dianah

		<ul style="list-style-type: none"> Once they have discussed their maps bring everyone together and reflect on what they did and how they found the activity 		
13.00 – 14.00	LUNCH			
14.00-14.15	Afternoon energiser	Invite a participant/facilitation team to lead an afternoon energiser		
14.15-15.15	Session 6. Opportunities for collaboration in our communities (cont.)	<p>Activity 6.4: Strengthening community assets through effective collaboration</p> <ul style="list-style-type: none"> Introduce the session by linking what they have been doing on identifying assets with thinking about collaboration Ask people why they think collaboration is important and introduce the role play Divide everyone into groups with 4 or 5 people Give each group one of the role play scenarios (Handout 6.3) Show PPT Session 6 (Slide 10) with the two faces and ask each person to draw the faces on two sheets of paper. They keep these for later. Give them 15 mins to plan their role play Prepare the room for the role plays so there is a stage area and chairs for the audience Before the role plays begin explain to everyone how they should hold up the sad face for bad practices they see and the happy face for good practices they see Divide the flip chart into three columns – positive, negative and unsure 	PPT Session 6 slides Handout 6.3 – role play scenarios – one copy per group Flip chart Marker pens	Dianah (and Moureen)

		<ul style="list-style-type: none"> • Get each group to present their role-play • While the role play is happening capture on the flipchart people's responses • After the role play lead discussion on the role play and the behaviours captured on the flip chart 		
15.15-16h00	Session 6. Opportunities for collaboration in our communities (cont.)	<p>Activity 6.5: Sustaining a strong network of community assets</p> <ul style="list-style-type: none"> • Start the session by asking if anyone can share an example where people collaborated effectively to bring about change • Have some discussion on this and then explain that in this session we are going to think about how to sustain good collaboration for IE • Remind them of the videos from Zambia and the challenges of keeping the SITs going after the project ended • Ask them to go back into their role-play groups • <u>Show PPT Session 6 (Slide 11)</u> and ask groups to discuss the questions • Bring everyone back and ask them to share what they discussed • Write up on the flip chart the challenges and solutions that came up • Bring the discussion to a close with any last questions or comments about sustainability 	PPT Session 6 slides Flip chart Marker pens	Moureen

16.00-16.15	Daily reflection	Participants record three things: Best thing you learnt/found interesting Something you found challenging A question you still have	Pieces of paper	
16:15	TEA and END OF DAY			

Time	Session	Details	Materials needed	Facilitator
Day 5 - Planning and next steps				
0830-0845	Morning recap	Invite a facilitation team to lead the morning recap to review the core messages and learning from the previous day		
0845-0930	Recap on skills for inclusive facilitation	<ul style="list-style-type: none"> • <u>Show: Video 11: Next steps</u> • Tell the DUFs that they now need to start thinking about preparing to deliver/roll-out module 2 in their districts • Before they think about the practical and logistical arrangements we are going to review the key skills for being an inclusive facilitator • <u>Show PPT Day 5: Recap on inclusive facilitation skills (slide 1)</u> • Ask participants to work in pairs to reflect on each of the following key aspects of facilitation (slide 1) <ul style="list-style-type: none"> ➤ Preparation ➤ Arranging the space ➤ Creating and inclusive environment ➤ Making connections/Supporting adult learning ➤ Facilitating rather than lecturing 	Video 11: next steps PPT Day 5: Recap on inclusive facilitation skills Skills for inclusive facilitation film	Dianah

		<ul style="list-style-type: none"> ➤ Timings • <u>Show PPT Day 5: Recap on inclusive facilitation skills (slide 2)</u> • <u>Show Skills for inclusive facilitation film again to review facilitation skills</u> • In plenary ask pairs to share any key bits of advice from the film that they missed in their pair work discussion • Ask participants if there are other bits of advice that they would add based on their experiences of facilitating the foundational module 		
0930-1100	Preparation for module 2 training roll-out	<ul style="list-style-type: none"> • Put the participants into their 'facilitation teams' groups (the local councillors should join their relevant district groups) • Ask the participants if they can remember the titles of each of the six sessions in module 2 • Show PPT Day 5: Preparation for module 2 training roll-out (slides 1-2) • Hand out a set of Module 2 resources and handouts to each of the OPD facilitation pairs • Remind OPD facilitators that while there are six sessions, the facilitator's workshop plan also includes the following brief activities on Day 1: <ul style="list-style-type: none"> ➤ Aims and expectations ➤ Re-cap on inclusive education ➤ And the following brief activities on the last day, Day 3: <ul style="list-style-type: none"> ➤ Revisiting the expectations ➤ Evaluation and closing 		Dianah

		<ul style="list-style-type: none"> • These activities are NOT described in detail in the facilitator's manual, but instructions can be found on the workshop plan • Encourage groups to look through their resources as they discuss the questions on slide 2. They will need about an hour to discuss these questions (10 minutes per session). Monitor the groupwork and answer questions • Take brief plenary and only focus on specific questions/concerns relating to sessions that may have come up across 2 or more groups • <u>Show PPT Day 5: Preparation for module 2 training roll-out (slides 3-4)</u> • Go over any questions relating to participants, and other logistical matters in plenary. If time allows, participants in their facilitation teams can continue discussing preparations for module 2 roll-out 		
11.00-11.30	BREAK			
11.30-13.00	Preparation for 'Collaboration in Action' workshop	<ul style="list-style-type: none"> • <u>Show PPT Day 5: Collaboration in Action Workshop</u> • <u>Show Slide 2 (LOOK, THINK, ACT cycle)</u> and remind everyone that the information gathering exercise was about looking and thinking about what people in our communities know and understand about inclusive education • Explain that we are now going to plan for our first ACTION to begin the process of raising awareness about inclusive education in our communities 	PPT Day 5: Collaboration in Action Workshop Flip chart Marker pens	Dianah

	<ul style="list-style-type: none"> • Say that the first stage of this ACTION is going to be a collaboration workshop. <u>Show Slide 3</u> and go through the points that explain why the workshop is important. • Then show Slide 4. Read through the aims of the workshop and who needs to be invited to attend • Ask if anyone has any questions about the workshop (going through the slides carefully and allowing for discussion should take about 15 mins) • Ask the participants to go back into their “facilitation teams” • Explain that they are now going to plan their collaboration workshop. Put up <u>Slide 5</u> and read through the instructions for this discussion. • Each group should write up the main points on the flip chart or have a scribe that can take notes • The groups should spend about 50 mins planning their workshop • After 50 mins bring everyone back to the plenary and ask if anyone has any questions or points that they want to raise (5 mins) • <u>Show Slide 6</u> and ask everyone to think back to the “learning” from the information gathering process that they wrote up on Day 1 • Ask everyone to discuss in pairs the two questions on Slide 5 • Give them 10 mins to discuss the two questions 	
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		<ul style="list-style-type: none"> When they have done this ask if anyone would like to say anything about what they discussed (5 mins) Remind everyone that there are two important things that are going to happen after the workshop The roll-out of Module 2 Organising the Collaboration in Action Workshop where they are going to plan their first awareness raising activity 		
13.00 – 14.00	Self-assessment learning tool, evaluation and closing remarks	<ul style="list-style-type: none"> First ask all participants to go and look back at the expectations and question they shared at the beginning of the workshop on Day 1. Give them 5 minutes to do this. Ask them to reflect briefly in pairs whether their expectations have been met and their questions have been answered. Take a few brief comments from the group. Next ask each participant to look back at the OPD IE self-assessment learning tool. For each of the 6 competencies on the tool ask participants to assess themselves as being ‘beginning’, ‘developing’, ‘proficient’ or ‘advanced’ on the scale. Give the participants 15-20 minutes to do this. Tell the participants they don’t need to share their assessments with anyone, however if a participant would like to share an assessment and comment on why they have placed themselves then they are welcome to do so. 	OPD IE Self-assessment learning tool Evaluation forms – one per participant	Moureen

		<ul style="list-style-type: none"> • Next hand out one evaluation form for each participant. Make sure they complete the forms and hand them in before they leave the training. • Finally, conduct closing remarks 		
14.00- 15.00		LUNCH		

[Take me back to Step 7.](#)

Toolkit 30: Training-of-trainers example report

Module 3: Identifying Out-Of-School Children and Supporting Education Transitions, Uganda

Section A: Report and findings

1. Introduction
 - Purpose of the OPD IE module 3 workshop, Uganda
2. Workshop methodology
3. Overview of the workshop: Days 1 - 5
4. Overall reflection on module 3 delivery
 - What worked well
 - Challenges
5. OPD IE module 3 roll-out
6. Recommendations

Section B: Annexes

Annex 1: Participant list

Annex 2: Workshop schedule

Annex 3: Module 3 workshop summary of participants' final evaluation forms

Annex 4: Schedule for rolling out module 3 at district level

Section A: Report and findings

1. Introduction

This report provides an overview of the module 3 training workshop which was delivered to 23 District Union Facilitator (DUFs) and 10 Local Councillors from across 10 districts, in Kampala, from 4th to 8th April 2022. It pulls together the aims and overall content of the workshop, the reflections of the facilitators delivering the training, the daily reflections and evaluations of the participants themselves and other observations during the workshop

The workshop was facilitated by Dianah Leah Seera (NUDIPU), Ronald Luyima (NUDIPU) and Moureen Kekirunga (NAD).

The OPD IE module 3 training workshop content and resources were developed by Polly Kirby and Colleen Howell (EENET) with input and feedback from

NUDIPU and NAD Uganda. The content of the training builds on the OPD IE foundational module, the Skills for Inclusive Facilitation training and module 2 which were delivered to the same group of DUFs in October 2020, May 2021 and Oct 2021 respectively.

Purpose of the OPD inclusive education module 3 training in Kampala, Uganda

The aims of module 3 are:

1. To provide OPDs with an overview of the issue of out-of-school learners. It looks at the barriers and issues around why some learners are out of school, and the chain of causes and effects that result in them being absent from school.
2. To promote ways for schools to ensure out-of-school learners, and all other learners receive the support they need for a smooth and effective transition into school or between schools.

Education transition usually refers to learners who are leaving, arriving or newly arrived in education. Many learners move to or from education settings outside these planned times. These include:

- Out-of-school learners who have never attended school or have dropped out
- Learners whose families are migrating
- Learners who have been forced to move
- Learners who cannot go to school because of high levels of conflict affecting their communities
- Learners who have been excluded from their school.

Inclusive transition starts at home and in the community and continues on the journey to school, arrival at school and into the classroom. Module 3 encourages OPDs to reflect on the key role they can play in identifying out of school learners and in facilitating inclusive transition.

As with Module 1 'An Introduction to Inclusive Education for OPDs', and module 2 'Collaboration for inclusive education', this module offers a specific focus on inclusion for all learners, including learners with special educational needs and/or disabilities (SEND), who are often the most disadvantaged and marginalised. Ideas for raising awareness on inclusive education at school and community level are suggested, with guidance for replicating and adapting the training to enable skill-sharing on inclusive education at both school and community level.

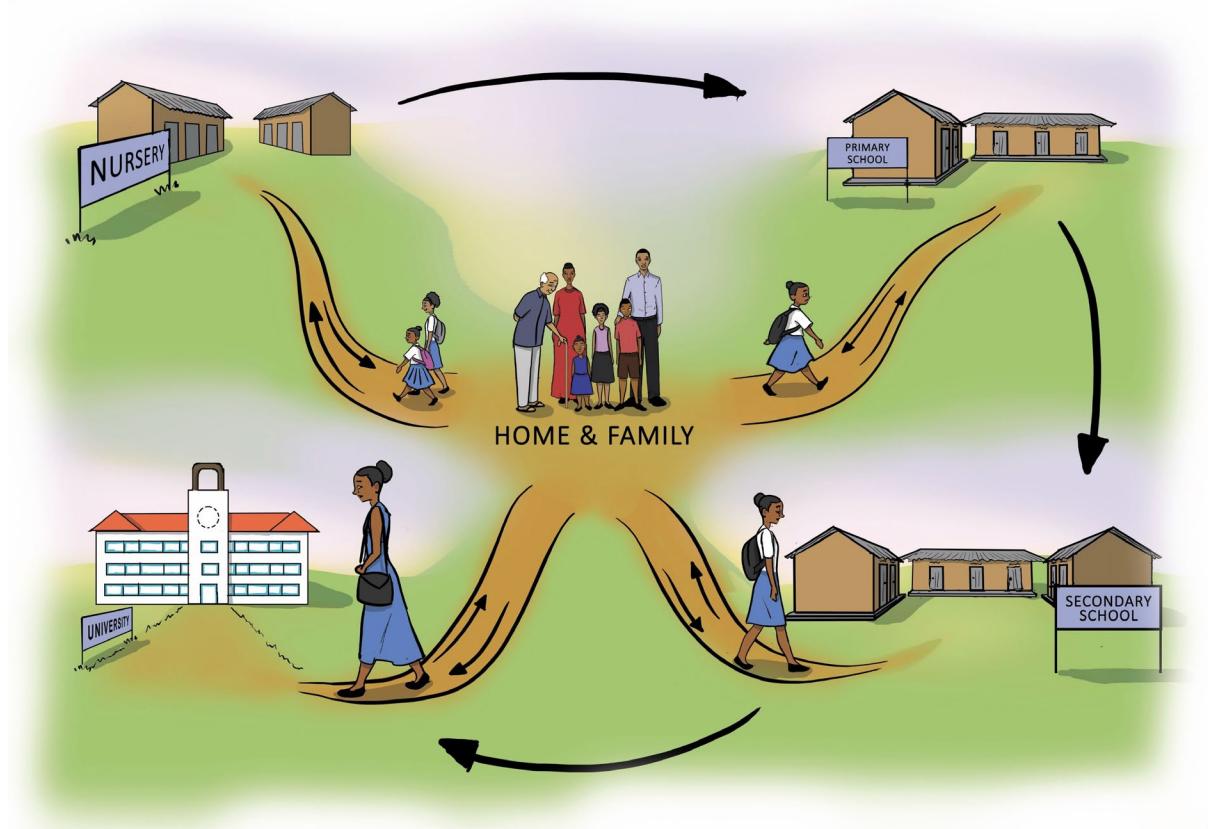
2. Workshop methodology

As with the previous modules the workshop methodology was interactive and participatory throughout, involving lots of group-work and pair-work and supporting different learning styles.

The use of video to support learning has proved very effective in previous OPD IE trainings, therefore extracts from two additional videos were included. These were videos already produced by EENET that supported the content of module 3:

- EENET video: Inclusive transition (selected extracts)
- EENET video: An Inclusive Day: Programme 1 'Before school'

A new set of illustrations were also produced to bring the training to life and help the participants better engage with and understand the core content and concepts.



An illustration from module 3 showing the concept of transition through different educational levels

[Image description: The picture shows a family group in the middle and four buildings in each corner, with pathways and arrows joining the buildings and

the family. The family includes a young girl, an older girl and an older boy, an old man with a walking stick, a woman and a man. The words 'family and home' and underneath the family group. In the top left corner, there is a building labelled 'nursery'. The little girl holding the hand of the older girl are walking on the pathway towards the 'nursery'. There is a curved arrow from the nursery to the top right corner where there is a building labelled 'primary school'. A bigger version of the little girl is walking on the pathway from the family towards the primary school. There is a curved arrow from the primary school to the bottom right corner where there is a building labelled 'secondary school'. A bigger version of the same girl is walking on the pathway from the family towards the secondary school. Finally, there is a curved arrow to the bottom left corner where there is a building labelled 'university'. A young woman is walking on the pathway from the family towards the university.]

As with the previous modules attention was paid to ensuring that all communication and resources were fully accessible, especially for participants with visual and hearing impairments. This included using two sign language interpreters throughout, ensuring that all visual materials including the new illustrations had clear descriptors and creating transcripts for all videos, using buddies or guides for participants with visual impairments and providing materials in Braille.



3. Overview of the workshop

The workshop ran for 5 days. The facilitators used a detailed Facilitators Manual to guide them through the training process. See Annex 2 for the workshop schedule and content. EENET consultants Polly Kirby and Colleen Howell joined the workshop daily, using zoom for lunch-time check-ins with all participants and end of day de-briefs with the facilitators.

The 5 days were broken down as follows:

- **Day 1:** Reflection Day: Module 2 roll-out and Collaboration in Action workshops
- **Days 2-4:** Module 3: Identifying Out-Of-School Children and Supporting Education Transitions
 - Day 2: Out of School learners
 - Day 3: Education transitions
 - Day 4: Strategies for inclusive transition
- **Day 5:** Planning and next steps

3.1. Day one: Reflection Day

As with module 2, the first day provided an opportunity for participants to reflect inclusive education activities that they had been conducting in their districts over the previous 2-3 months. Participants shared reflections on and reviewed the following:

- Module 2 roll-out in their districts
- The implementation of the ‘Collaboration in Action’ workshop and awareness-raising activities
- Key messages on inclusive education from modules 1 and 2
- Individual learning progress on inclusive education - using the ‘self-assessment learning tool’

Module 2 roll-out at district level

Key outcomes from the module 2 training roll-out workshops from across all districts (compiled from their district level module 2 roll-out reports) were presented back to the participants. These outcomes, achievements and challenges and learning/observations are summarised below:

Achievements/what went well

- Rolling out module 2 soon after the national level training (so the content was still fresh and memorable for the DUFs)
- DUFs were more confident, their facilitation skills had improved, they worked well as teams and shared the workload
- DUFs consistently met to de-brief each day of the training
- Time was managed well, and content was covered within the three days
- Inviting key stakeholders, including School Inclusion Team members and the Inclusive Education Coordinator provided good networking opportunities
- Sharing of experiences in relation to SITs and IECos from Zambia (through the videos) was especially engaging for the participants
- The timing was good as in some districts the SIT was recently formed
- Conducting the modules with the same participants who attended the 1st training as members already had some knowledge to build on
- Participants were engaged in and motivated by the training: They felt it reflected the needs of the community members
- The methodology of the training was appreciated for being participatory, in particular, the role plays and group work activities.
- The community asset mapping was well received: It opened participant's eyes about opportunities in their communities for collaboration.
- The twin-track approach was generally well-understood – this was helped by using 'Joseph's story' to illustrate the concept.
- The use of the local languages and the translation of the training materials was greatly appreciated

Challenges

- Kamwenge and Sheema districts had not yet been able to deliver module 2 due to delays in transfer of funds¹⁰ Putting them behind other districts
- Participants' commute from home to the training each day affected the timely start and end of the workshop programme.

¹⁰ The OPD IE module 2 has since been delivered in both these districts

- Some participants including some SIT members who joined the training had not participated in module 1 (either IETT or OPD IE) and therefore it was difficult to bring them up to speed.
- Some translated handouts had some errors and not enough handouts had been printed for the participants in some districts
- Some challenges with technology (e.g. power cuts) when delivering the training meant they couldn't show the Zambia videos but hard copies of the video transcripts were available where needed
- Varied literacy and educational level of some participants may have affected the uptake of some content during the training

Other learning/observations

- The inclusion of local counsellors and the other key individuals within government agencies is needed for sustainability of inclusive education interventions.
- District Union members are starting to recognise the pivotal role they can play in inclusive education implementation and monitoring
- DU members realized that LOOK and THINK is a key stage in achieving IE for example, looking at the assets around the school-community
- Participatory, audio-visual activities and methodology, e.g. the use of videos, illustrations and story-telling are effective and should continue.
- Participants requested a Participants' handbook for Module 2 similar to the one they received for module 1 to enable them to review key content.

Review of key messages from modules 1 and 2

This session involved participants reviewing key concepts from across both modules 1 and 2 and sharing these with the rest of the group through role-play. Concepts included:

- Presence, Participation and Achievement
- Collaboration with the School Inclusion Team
- Barriers to inclusive education
- IECo role linking the community and the school
- Education system as the problem
- The twin-track approach

- LOOK and THINK before we ACT
- From problems to assets
- A special school versus an inclusive school

Participants found the activity useful and enlightening, and it particularly enabled those local councillors and chairpersons new to the group to catch-up. The DUFs also noted that they can use the same activity at roll-out.



Copies of the participants' handbook for module 2 were also shared at the end of this session as this was something that had been requested during Module 2 delivery and roll-out by all participants.

Reflection on Collaboration in Action workshops and awareness-raising activities

This session started by reminding the participants of the main aims of the Collaboration in Action workshop which formed the main advocacy activity they were expected to implement after Module 2. The workshops had been held following the roll-out of Module 2 in each district. The participants broke into groups to discuss the main reflections and learnings from the workshops, which the DUs had captured in their workshop reports. The reports showed that the following things had worked well:

- Good organization and delivery of workshop by facilitation teams/District Union members
- Active participation from range of stakeholders
- Positive attitude towards inclusive education in community

- Awareness that many resources and forms of support that are needed to build and promote inclusive education are available in the local community
 - lots of potential assets identified
- Good collaboration and what priorities are around raising awareness in the community
- Using training resources like the video from Zambia worked really well as people were able to see how inclusive education can work in low resource contexts.

The reports also noted the following challenges and things that had worked well:

- Still need to do a lot of awareness raising in the community to build understanding around what inclusive education is and address negative attitudes and beliefs
- Strengthen working relationship with TOFI partner organisations in the district
- Reaching out and facilitating active involvement of important district role players (e.g. district education officers, religious leaders)
- District role players have a very important role to play in supporting schools and monitoring implementation of inclusive education
- Reaching out to people at the sub-county level

From their reflections the participants were asked to think about the most important thing they learnt from the workshop that will help them with their advocacy work in the future. Overall, there was a strong sense from the participants that the workshops had helped to show how valuable it was to make other people in the districts aware of what they are trying to do, even if there were some challenges.

There was also evidence of strong partnerships developing in the districts in the presentations that each DU did on an awareness raising activity they had undertaken in their district since Module 2. It was clear that lots had been happening and participants had a lot of information about what the SIT and other organisations in their districts are doing on inclusive education. This was good evidence of interaction and collaboration with schools and the implementing partners. The DUs gave some good presentations on the awareness raising and collaboration activities they have been involved in. The presentations were all filmed.

Re-visiting the self-assessment learning tool

During this session participants were asked to reflect on:

- What is the most significant thing you have learnt about inclusive education advocacy in the last few months?
- How has this knowledge/learning impacted you or your work? (Is there anything you have done differently as a result of this knowledge?)

This was to encourage them to think about how they have applied their learning through their work.

An updated version of the OPD IE self-assessment learning tool was shared with the participants, which included a new competency area and indicators that better reflect the practical work the DUs have been doing to advocate for inclusive education in their districts.

Competency area 3: Advocating for inclusive education

- An understanding of what advocacy is and why it is important for building and sustaining inclusive education
- An ability to apply key skills, tools and roles to advocate for inclusive education
- Ongoing capacity to plan, implement and learn from advocacy activities to support the building of inclusive education

The session went on to invite participants to look at examples of 'evidence' of activities and change that match the indicators, for example 'meeting with the school inclusion team' or 'conducting a specific IE awareness raising activity'

The DUFs appreciated using the self-assessment learning tool and grasped how to use it quickly through rating themselves and providing evidence and examples. They were able to be honest in their reflections and the tool reflected their levels of confidence in inclusive education. It was noted that the competencies are a good way of summarising what is expected from the DUs – how they are doing and how they can improve further.

NUDIPU's M&E lead was present during the session, and she wanted to look at each indicator and probe more, but time didn't allow for this during the workshop. There were discussions on the possibilities of simplifying the tool

further so it can be introduced to the wider governing committee and/or other members and linked to their DU reporting mechanisms.

3.2. Day two: Out of School learners

Day two was the first full day of module 3 and included the following sessions:

- Session 1: Introduction to OOS learners
- Session 2: Addressing the problem of being out-of-school through rights-based policies
- Session 3: Why are children out of school in Uganda?

Session 1: Introduction to OOS learners

The first activity reviewed some of the key barriers to learners being in school and the second activity the ‘but why’ game, enabled participants to probe deeper into the underlying problems behind each barrier. Participants found the ‘But why’ game particularly interesting and engaging; they recognise the importance of investigating the root causes of learners being out of school and observed that sometimes what we think are the barriers are not the actual barriers.

It also helped them to understand that barriers are often interconnected, with one leafing to another and it’s important to try and understand what the ‘real issue’ is. These activities generated a lot of discussion.

The final activity in this session asked participants to group the barriers into three different (but familiar) categories:

- Environment and resources,
- Attitudes and beliefs,
- Policies and practices

Again, feedback was positive, with one participant commenting, ‘We cannot address these barriers unless we know where they fall and therefore who we need to approach and collaborate with to address the barriers’

The following illustration was shared as part of the session to illustrate how barriers are interconnected.



A shortage of teachers with proper training



A few poorly trained teachers and very large classes



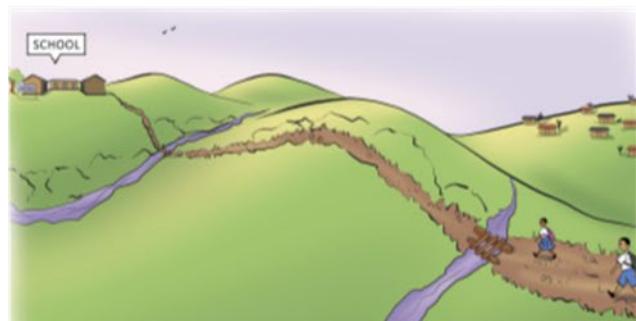
Learners receiving a poor-quality education



Learners dropping out of school because they are not learning



Parents or caregivers don't feel it is worth sending their children to school



The school is very far from the learners' homes

and

Session 2: Addressing the problem of being out-of-school through rights-based policies

This session was aimed at introducing the participants to the importance of using policy as an advocacy tool. This included thinking and learning about what policy is, which was the focus of this session.

In the first part of the session participants were given the cover of three very different kinds of Ugandan policies and asked to say which one was a policy – this generated a lot of discussion and debate. In the second part of the session the participants worked in groups to ‘analyse’ key policies around children’s right to education in Uganda. Important to this exercise was looking carefully at what policies say and thinking about the challenges around their implementation.

This session showed that there is strong interest and support within the DUs for using important policies in Uganda, like the Constitution, to advocate for inclusive education, with everyone seeing them as very important advocacy tools. But there were also some challenges raised around how to make the policies accessible to people in the community, such as parents, so they know their rights. The participants felt that they had an important responsibility to improve their knowledge about the existing policies and it was agreed that making sure everyone has access to the policies in an important priority. This would enable them to help people to understand what the policies are saying and enable DU members to feel confident to use the policies to raise awareness, especially with district officials.

There was also good discussion about the challenges of policy implementation. Many of the participants emphasised that in their districts the policies are not really being implemented in the districts and there are lots of challenges. So ongoing advocacy work must focus on making people aware of the policies and addressing the challenges to implementing them.

Session 3: Why are children out of school in Uganda?

This session involved doing a ranking activity to discuss the reasons for children being out of school in Uganda. The activity was conducted in the district groups, so the barriers were specific to their context/local area. The groups came up with evidence and examples from their own communities, and the ranking generated a lot of discussion, e.g. debating between poverty and health.

The second activity involved discussing case studies of out of school learners and exploring the reasons for them being out of school. Participants found they could easily 'recognise' the case studies as the challenges were real and familiar. This took more than the allocated time and so there was no time for them to create their own case study but since the case studies already shared reflected reality this was not considered a problem.

3.3. Day three: Education transitions

Day 3 started with the final activity of Session 3 'Strategies and solutions for identifying out-of-school learners' and then proceeded to the following sessions:

- Session 4: What is education transition and why is it important?
- Session 5: Inclusive transition starts at home

In the final activity for session 3, participants came up with various innovative strategies for addressing the barriers to learners being in school. This included discussing collaboration and who they can work with to identify the out of school learners.

Session 4: What is education transition and why is it important?

Participants watched an extract from EENET's video 'Inclusive Transition' which really helped aid their understanding of what education transition is and some of the key issues that can lead to learners dropping out if transition is not supported. Specifically, as members of OPDs they were able to grasp that supporting the transition of children with disabilities requires more than just giving them an assistive device.

During the second activity, many participants were able to share their own education transition experiences enabling them to empathise with the challenges children may face.

The final activity in this session focused on how education transition affects learners, both positively and negatively. While participants remained engaged throughout this activity, there was some discussion during the final overall reflection as to whether this activity could be omitted at roll-out stage, particularly as time was very tight and the DUFs were concerned about fitting everything in when it comes to rolling out module 3. One of the co-facilitators, Dianah commented that many activities on transition seemed similar and

“there is a thin line between activities” that may not translate clearly at roll-out stage.

Session 5: Inclusive transition starts at home

The first activity in this session invited participants to draw pictures of different education settings; one home setting, one early childhood development and education setting, and one school setting. This was revealing in that the groups drew different and expressive pictures (Dianah described them as ‘talking pictures’) and overall, they demonstrated the participants understanding that learning happens at every stage. Gulu’s picture clearly showed how learning starts at home.

Participants observed that most people supporting learners in the videos were women and asked, ‘where are the fathers?’ This initiated a debate about who in the family do we expect to support children’s learning, leading to the conclusion that we mean everyone – including fathers. Dianah shared a story of her own experience of her father supporting her education and how important this was.

Participants discussed some concerns that parents may have around transition and then looked back at the case studies out of school learners and shared strategies for addressing parents’ concerns and encouraging their active involvement in the transition process.

3.4. Day four: Strategies for inclusive transition

Day 4 started with the final activity of Session 5 ‘Challenges learners face before school’ and then proceeded to the following session:

- Session 6: The role of OPDs in identifying out of school learners and supporting inclusive transition

Activity 5.3 involved watching the EENET video ‘Before school’ from the Inclusive Day series exploring some of the challenges that learners face daily before they transition to school including challenges relating to **sleep**, **breakfast** and **household chores**. Participants found the topics stimulating and shared many of their own experiences. All the issues were relevant and enabled participants to go deeper into some of the barriers some important issues to address with parents.

Session 6 started with a role-play to practice using policy to influence change. The role-play required a lot of time (around 40 mins to prepare) and each group wanted a long time to present as well. The participants were passionate about referring to the policies and using them as evidence and therefore found this a very useful activity.

The next activity 'Collaborating with families and schools' involved looking at longer 'transition' case studies and discussing 'what would you do?' in groups. There was some discussion in the reflection de-brief with the co-facilitator about whether to keep this activity or not given the length of the case studies and amount of time required for other more engaging activities.

Activity 6.3: Strategies for inclusive transition involved matching strategies and challenges on pieces of paper (problems and solutions), many of which were specific strategies that could be undertaken by the DU. There were a lot of challenges and strategies to go through as part of this activity however and the co-facilitators suggested that the activity could be simplified by prioritising and reducing the overall number of strategies to look at.

The final activity in this session explored the role that the OPDs can play in supporting the schools **to identify out of school children and support inclusive transition**. As part of this each DU provided an update on what schools/SITs have been doing so far to identify out of school learners and support inclusive transitions.

In one or two districts it was noted that there isn't much collaboration with SITs; the SIT members had already been decided, and some SITs had no DU members or people with disabilities. Other SITs and DUs however appeared to be collaborating well. It was agreed that this is an issue that needs to be handled at consortium level and that implementing partners need to be made aware of the activities that the DUs are engaging in and where there are challenges with collaboration at local level.

Different roles that OPDs can play in advocating for inclusive education were explored and these covered some of the strategies that had been looked at in the previous activity. The participants shared lots of examples of activities that they have carried out in their advocacy role including community sensitisation meetings, home visits and radio shows etc. The sessions ended with a summary of the 'types of roles' that OPDs can play being shared on PowerPoint:

- Using policy to influence change
- Looking, gathering and sharing information
- Facilitating collaboration between families (parents and learners), the school/SIT and organisations within the community
- Raising awareness about key issues within the community
- Supporting and monitoring

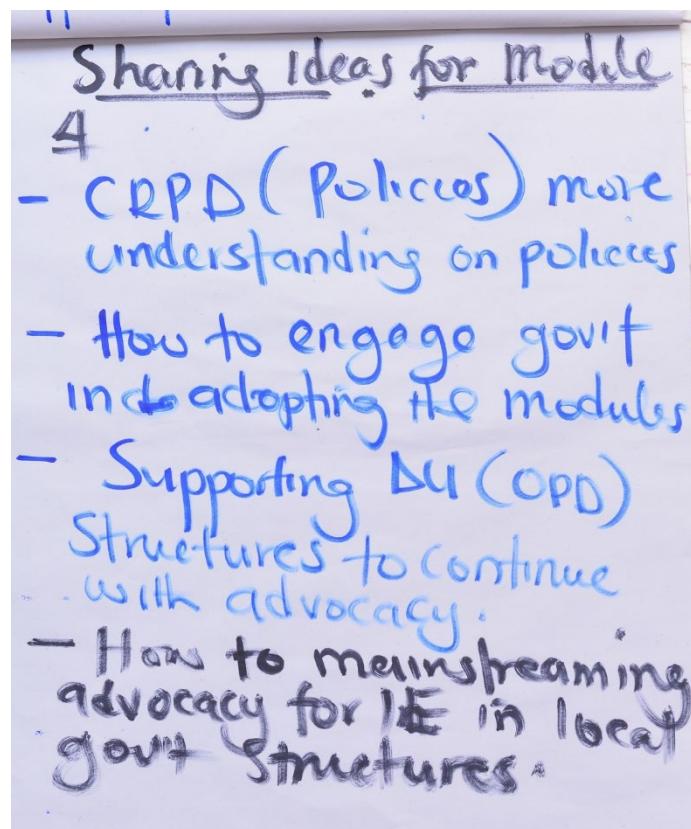
3.5. Day five: Planning Day: module 2 roll-out and building advocacy capacity

Day five was the final day of the training and focused on preparing the DUFs for rolling-out the training in their own districts. It was broken down as follows:

- Re-cap on skills for inclusive facilitation/Planning for module 3 training roll-out
- Continuing to build and strengthen our advocacy capacity
- Sharing ideas on the advocacy manual
- Sharing data from TOFI baseline
- Sharing ideas for module 4

Day 5 was shortened with all sessions being completed before lunchtime partly due to one of the lead co-facilitators being absent. Despite this the following was achieved on Day 5:

- The DUFs felt confident and well-prepared for delivering module 3
- DUFs agreed to follow-up on their advocacy plans and reflect on the different roles that OPDs can play in advocating for inclusive education
- Many ideas were shared for module 4 (the planned final module for the OPD capacity building focusing on sustainability) and the advocacy manual but it was agreed that these ideas would be followed up as part of a more detailed consultation process with the DUs at a later stage
- The DUFs were enthusiastic about hosting delegates from OPDs in Somalia. They all wanted the delegates to visit their districts and had many suggestions of learning activities to include in their visit
- The NUDIPU M&E lead (Sandra) presented data from the TOFI baseline and facilitated a discussion on how it can be used as part of evidence for DU work. There is a report that will be shared, and it was agreed that EENET would follow-up with Sandra to explore how the OPD IE self-assessment learning tool could be further embedded into NUDIPU's M&E structures



Flipchart of ideas captured from discussions around module 4

4. Overall reflection

The following reflections came out of a combination of the daily de-briefing discussions with the facilitators as well as an analysis of the comments on participants' final evaluation forms. See **Annex 3** for a summary of participants' final evaluation forms.

What worked well

- Participants quickly settled into the pattern of 'reflection', 'content' and 'planning' as they were familiar with this from last time.
- There was a recognition of the important role that parents and families play in their child's education throughout this module in terms of enabling and supporting their child to go to school in the first place and also supporting inclusive transition at different stages.
- Participants were energetic and engaged in the content of the sessions throughout and some excellent questions were asked at the lunchtime Q&A sessions.
- As with previous modules, the use of videos, pictures and case studies and how they can aid learning were really appreciated.

- The DUFs were very interested in the discussion on policy and requested more information on different policies relating to inclusive education and how to use these as part of their advocacy work. They also recognised the need to be aware of the importance of reading policies carefully and noting the inconsistencies and contradictions that may be there. They recognised that they had an important role to play in helping parents and other members of the community to understand policies so they could use them to advocate for change. One DUF commented how our actions as advocates should be evidence-based. They also said that having knowledge and copies of policies, including relevant laws, and being familiar with the specific articles is very helpful so they can be referred to during meetings with local government. A number of the participants also raised concerns about the implementation of policies and who can be held accountable, for example, when a child is not sent to school. It was recognised that these are difficult issues, but what is most important is to have enforcement mechanisms in place to ensure that policies are being implemented.

Challenges

- A lot of content to fit in three days at roll-out stage which can be even more challenging when speaking the local language (at roll-out stage) so perhaps we need to look at spreading module 3 over 4 days at the local level. If budget doesn't allow this some activities could be simplified or removed.
- Training materials were not produced in large print as they had been for previous modules which was mainly due to late preparation and printing of all materials.

Observations

- There were some reports within some districts of different components of TOFI not coordinating effectively together and challenges with collaboration. The TOFI implementing partners have different approaches to supporting the pilot schools and in one or two districts this leads to the implementation of activities not being as closely monitored.
- Looking issues of policy, policy implementation and the rights of persons with disabilities clearly links to the human-rights advocacy (HRA) thematic area of TOFI and building the capacity of local councillors to advocate for rights of people with disabilities. Save the Children is currently implementing a rights-based approach to inclusive education in their pilot schools and NUDIPU is implementing in different districts, therefore there

tends to be a lack of a joined-up approach across the OPD and HRA strands of work under TOFI. However, this thematic overlap is an opportunity to strengthen both areas of work.

5. OPD inclusive education module 3 roll-out

All District Unions succeeded in rolling out the OPD IE module 3 training to participants in their districts in April and May. The schedule of OPD IE module 2 roll-out can be found in **Annex 4**.

The following points are summarised from the reflections of Dianah and Ronald and the District Union roll-out reports from across 8 districts.

What went well?

- Overall DUF facilitation skills are improving and giving them more confidence and enabling them to be more innovative and creative. In Luuka, one DUF, Steven, started as an assistant but now a very capable DUF.
- The arrangement of the training rooms to support participation and inclusion was done automatically (e.g. tables clearly set up for groupwork, making it easy to move from one activity to the next)
- The DUFs were able to link the content of module 3 to the previous modules, helping the participants to build on their learning
- The participants were very appreciative of the local language materials, and it was quicker to explain things/give instructions as a result, for example through referring to the translated PPTs during groupwork. Working in the local language also improved the confidence of DUFs and participants
- In many districts DUFs were able to incorporate local examples, making the training relevant for the participants, generating more discussions and local case studies
- DUFs decided to include all activities even though there had been the recommendation to leave them out (if timing was tight) as they felt they were important content
- Good expectations and questions were shared by the participants at the beginning of the training, and these were re-visited at the end of each day so participants could see how their questions were being addressed. This demonstrated good practice of the DUFs responding to the needs and questions arising in the training room

- Participants fully engaged and enjoying the training
- Participants were well-chosen meaning the right people were in the room. These were the same participants as previously but the DUFs made sure that IECos and implementing partners, at least one SIT member, head teachers and community development officers were present throughout. The DEO also joined for one day in some districts
- The DUFs explained that training in the district level is still just 'output' level but the real work is in the community and that's where we see the impact of the training
- Through reminding them of key concepts from the foundational module and module 2, new participants were able to catch-up more easily.
- Participants shared experiences of what they had been doing in the community which helped address some of the issues explored in module 3, e.g. a parent in Yumbe providing teaching support to OOSL with a disability at home which helped demonstrate their ability and capacity to learn
- DUFs found the direct engagement with the EENET team very helpful including the technical guidance on difference issues
- The DUFs expressed a desire to receive certificates to reflect the modules they have progressed through. Principle Trainers within the IETT component already receive certificates

Challenges

- Sometimes participants arrived late, especially on the first day. The ending time of the training had to be extended sometimes to compensate
- IETT roll-outs are residential but there is limited budget for OPD IE roll-outs
- Problem with videos as not all DUFs had videos downloaded. Some USB sticks corrupted. Not all DUFs have technical know-how

Observations

- A question was raised by NAD as to whether we are reaching the right people at roll-out level? One strategy is to identify DU members/people with disabilities in the pilot school localities. Boards of DU which consist of representatives of each sub-county, can reach out to others, but may not be close to the pilot school. It would be more collaborative to bring all of these people together; parents alongside DU leadership and head teachers etc.

6. Recommendations

Recommendations for development and delivery of future OPD IE trainings

- Consultations will be held with each individual DU on core content to include in the module 4 training.
- Module 4 will be different to the previous modules in that there isn't the same expectation to roll-out the entire training module at the local level. An abbreviated version of module 4 will be rolled-out to support DU in thinking through sustainability strategies when developing their strategic plans.
- Create certificates of achievement to be awarded at the end of module 4.
- Aim to roll-out module 3 as soon as possible to the DUFs still have the content and key messages fresh in their minds.

Recommendations for advocacy capacity building work

- Consultations will be held to discuss the DU's progress around the ongoing development and implementation of their advocacy plans, especially their awareness raising work. It will also include consolidating their learning around the different roles that DUs can play in advocating for inclusive education and using the tools they have learnt about in the modules. Strengthening their plans and consolidating their learning from the three modules will be the priority for advocacy capacity building over the next few months.
- Specific support requested by the DUs to help them with their advocacy work, will also be addressed through the Advocacy Manual. In addition to what is already planned the manual will include:
 - Access to policies that DUs can use in their advocacy work
 - Reminders of key messages about inclusive education
- Ongoing mentoring will also continue about the importance of understanding inclusive education advocacy as an ongoing priority. This will involve, among other things, ensuring that inclusive education advocacy is integrated into all DU strategic planning processes.
- It is important to continue to find ways for ongoing sharing of information and insights across the districts about advocacy activities that DUs are involved in – presentations and discussions in the training showed how important this is for learning and inspiring everyone about what is possible.

Section B: Annexes

Annex 1: Participant list – DUFs and local councillors.

Annex 2: Workshop schedule: Module 3 training Kampala, Uganda.

Annex 3: Module 3 workshop summary of participants' final evaluation forms

Annex 4: Schedule for rolling out OPD capacity building module.

[**Take me back to Step 7.**](#)