



# Facilitators' Guide: Inclusion Champions' Training



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## Introduction

This guidance has been developed for facilitators who will be providing training for Inclusion Champions in Sierra Leone. These Inclusion Champions will be responsible for promoting inclusive education for children with special educational needs and disabilities in Junior Secondary Schools and Senior Secondary Schools, in line with the requirements of the National Policy on Radical Inclusion in Schools (the Radical Inclusion Policy). It is anticipated each secondary school will select three Inclusion Champions, at least one of whom will be female. It is also hoped that a significant number of people with disabilities will be trained as Inclusion Champions. Over the next four years, this training will be rolled out across all 16 districts of Sierra Leone. The training will be of three days' duration.



## Essential resources for the training

You will need the following resources for the training:

1. Disability accessible training room and facilities (including disability accessible toilets)
2. Laptop
3. PowerPoint presentation for the training (stored on laptop)
4. PowerPoint projector & cable
5. Screen
6. Print outs of the PowerPoint presentation (one per participant and one per facilitator)
7. Training schedule (one per participant and one per facilitator)
8. Copies of the Inclusion Champions' Handbook (one per participant and one per facilitator)
9. Facilitators' guide (one per facilitator)
10. Copies of the case-studies for Session 1.5 (one per facilitator and one per participant)
11. Flipchart paper
12. Sellotape/blu-tac
13. Marker pens
14. Writing pads (one per participant)
15. Pens (one per participant)
16. Print out of PLAN Disability Awareness toolkit: Devices (one set for each facilitator)
17. Print out of PLAN Disability Awareness toolkit: Impairments (one set for each facilitator)
18. Template for School Inclusion Plans (two per participant)
19. Evaluation forms (one per participant)
20. Braille/large print copies of Inclusion Champions' Handbook, training schedule, case studies (for Session 1.5), template for School Inclusion Plans, and evaluation forms (one for each participant with a visual impairment) – if required
21. Sign language interpreter (if required)

At the start of the training, you will need to identify participants willing to take part in the panel discussion on gender and disability (Session 2.7).



## Training outcomes

**Outcome 1:** Participants understand what the Radical Inclusion Policy means for children with special educational needs and disabilities (SEND).

**Outcome 2:** Participants are aware of the different types of disability and special educational need.

**Outcome 3:** Participants are aware of their roles and responsibilities as Inclusion Champions.

**Outcome 4:** Participants are aware of ways they can include children with SEND in schools and communities.

**Outcome 5:** Participants produce draft School Inclusion Plans.



## Training schedule

### Day 1

Time	Session	Learning Outcome	PowerPoint Slide
8.00-9.00	Registration		
9.00-9.30	Introductions & overview of training	All outcomes	1, 2 & 3
9.30-10.30	1.1 Introduction to the Radical Inclusion Policy	Outcome 1	4 & 5
10.30-11.00	Tea break		
11.00-11.30	1.2 Key concepts: disability & special educational need	Outcome 2	6
11.30-12.00	1.3 Different impairments & conditions	Outcome 2	7-15
12.00-13.00	1.4 Roles & responsibilities of Inclusion Champions	Outcome 3	16
13.00-14.00	Lunch		
14.00-15.30	1.5 Supporting children with SEND	Outcome 4	17
15.30-16.00	1.6 Talking about disability	All outcomes	18



## Day 2

<b>Time</b>	<b>Session</b>	<b>Learning Outcome</b>	<b>PowerPoint Slide</b>
<b>9.00-10.00</b>	2.1 Identification, screening, referral, assessment, & follow-up	Outcome 4	19-25
<b>10.00-10.30</b>	2.2 Supporting children with epilepsy	Outcome 4	26
<b>10.30-11.00</b>	Tea break		
<b>11.00-12.00</b>	2.3 UNESCO's Nine Golden Rules	Outcome 4	27-28
<b>12.00-12.30</b>	2.4 Assistive devices	Outcome 4	29-36
<b>12.30-13.00</b>	2.5 Different models of disability	All outcomes	37
<b>13.00-14.00</b>	Lunch		
<b>14.00-15.15</b>	2.6 Changing social attitudes & practices	Outcome 4	38-39
<b>15.15-16.00</b>	2.7 Disability & gender	Outcome 4	40



## Day 3

<b>Time</b>	<b>Session</b>	<b>Learning Outcome</b>	<b>PowerPoint Slide</b>
<b>9.00-9.15</b>	Recap of previous two days		
<b>9.15-10.30</b>	3.1 Developing school inclusion plans	Outcome 5	41
<b>10.30-11.00</b>	Tea break		
<b>11.00-13.00</b>	3.1 Developing school inclusion plans (contd.)	Outcome 5	42
<b>13.00-14.00</b>	Lunch		
<b>14.00-15.30</b>	3.1 Developing school inclusion plans (contd.)	Outcome 5	42
<b>15.30-16.00</b>	Workshop evaluation & closing ceremony		43



## Introductions & overview of training

**Duration:** 30 minutes

**PowerPoint slides:** Slides 1, 2 & 3

**Objective:** By the end of this session, participants will understand the purpose and the structure of the training.

Display PowerPoint Slide 1.

You should begin by welcoming the participants. Tell them they will enjoy the workshop and find it useful, as long as they are committed and involved.

The facilitators should begin by briefly introducing themselves.

Participants should be asked to stand up one by one and identify who they are, the name of their school, and their responsibility within their school.

Establish some ground rules with participants – e.g., participants and facilitators must attend sessions on time, participants and facilitators should treat one another with respect, mobile phones should be on silent, participants should raise their hand when they want to speak. Write these ground rules on flipchart paper and put them on the wall for all to see.

You may wish to address key 'housekeeping' points, e.g., arrangements for tea breaks and meals, payment of Daily Living Allowance.

You may then decide to organize an 'icebreaker' to relax everyone.

You should then display PowerPoint Slide 2 which shows the workshop outcomes. Go through these outcomes one by one. The facilitators should tell the participants that at the end of the workshop they will be asked to assess whether these outcomes were met.

You should then show the participants PowerPoint Slide 3 which shows the individual sessions and timings. Again, go through these, referring to the schedules you have distributed to participants.

The facilitators should then introduce some of the key resources for the training, including the Inclusion Champions' Handbook and the print outs of the PowerPoint presentation. You should tell the participants that the Inclusion Champions' Handbook will be a key resource during the workshop and afterwards when they return to their schools.

Provide opportunities for participants to ask questions, as they may want some issues to be clarified.



## Session 1.1: Introduction to the Radical Inclusion Policy

**Objectives:** By the end of this session, participants will be able to:

- i. Identify the goal of the National Policy on Radical Inclusion (the Radical Inclusion Policy).
- ii. Identify the five groups of children targeted by the policy.
- iii. Identify the four guiding principles of the policy.
- iv. Identify what all definitions of inclusive education have in common.
- v. Identify two barriers to inclusive education.

**Duration:** 60 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 2, Section 2

**Key slides in PowerPoint presentation:** Slides 4 & 5

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook

### 1. Introduction (5 minutes)

Say to the participants:

*To understand your roles and responsibilities as inclusion champions, you need to know about the National Policy on Radical Inclusion in Schools, commonly known as the Radical Inclusion Policy. Today, we are going to watch a 15-minute video produced by MBSSE on the policy. At the end of the session, we are going to ask you five questions about the policy. These are listed in the Powerpoint handout.*

*The questions are as follows:*

1. *What is the goal of the National Policy on Radical Inclusion in Schools (the Radical Inclusion Policy)?*
2. *Which five groups of children are targeted by the policy?*
3. *What are the four guiding principles of the policy?*
4. *What do all definitions of inclusive education have in common, according to the video?*
5. *What are the two barriers to inclusive education mentioned in the video?*

*While you are listening to the video, I want you to take notes so you can answer the questions after the video has ended.*

Ask them if they have any questions and then proceed to show them the video.



## 2. Activity 1: Answering the five questions (35 minutes)

Show them the 15-minute video.

Afterwards ask them the five questions to check for understanding. If they don't know the answers, you will need to provide them. If they misunderstand the video, you will need to correct them.

The answers are as follows:

Question 1. What is the goal of the Radical Inclusion Policy? (1.30 minutes into the video)

**All children in Sierra Leone should have equal access to quality pre-school, basic and senior secondary education.**

Question 2. Which five groups of children are targeted by the policy? (2.30 into the video)

- **Pregnant girls**
- **Parent learners**
- **Children with disabilities**
- **Children from rural and underserved areas.**
- **Children from low-income families.**

When discussing Question 2, you should point out that these categories often overlap. When this happens, the children are multiply disadvantaged. For instance, a student may be a girl, may be disabled, and come from a low-income family. That girl is particularly likely to be excluded from school.

Question 3. What are the four guiding principles of the policy? (2.45)

- **Radical inclusion**
- **Comprehensive school safety**
- **Quality teaching and learning**
- **Universal access.**



Question 4. What do all definitions of inclusive education have in common, according to the video? (5.00)

**All categories of learners have the right to be included in the education process.**

Question 5. What are the two barriers to inclusive education mentioned in the policy? (11.20)

- **Barriers which prevent children coming to school (i.e. out of school barriers).**
- **Barriers which prevent children participating in school (i.e. barriers within the school).**

When discussing Question 4, you should point out that inclusive education means that children with disabilities whenever possible should attend their local mainstream schools rather than be educated in special schools. However, you should also point out that the Radical Inclusion Policy recognizes that special schools still have an important role to play in Sierra Leone, particularly in educating children with more severe and complex disabilities.

### 3. Discussion of case-studies in video (10 minutes)

You should then discuss the two case-studies in the children in the video as these illustrate the barriers to inclusive education.

Say to the participants:

*In the video, there were two children who faced barriers to education. What barriers did they face and how were they overcome?*

Answer:

The first case-study was about a girl who was late for school because she lived a long way from school and there was no bus to take her to school. To overcome this barrier, the teacher provided her with one-to-one assistance after school.

The second case-study was about a boy in a wheelchair who could not access the school because of all the steps. To overcome the barrier, the teacher arranged for the boy to be picked up and carried into school and for his wheelchair to be picked up and carried into school as well.

Ask the participants: *Was this the ideal solution?*

Answer: No. The girl would have benefited from a school bus to take her to school. If there was a school bus, she wouldn't have been late for school. The boy would have benefited from a ramp as this meant he would have been able to access the school without any help.



Say to the participants: *“In Sierra Leone, we have to do the best we can to help children, given existing realities. The video illustrated this.”*

#### **4. Conclusion (10 minutes)**

Ask the participants if there are any questions they want to ask or any issues they want to raise. Tell participants that they should read Part 2, Section 2 of the Inclusive Champions Handbook to find out more about the Radical Inclusion Policy.



## Session 1.2: Key concepts – disability & special educational need (SEN)

**Objectives:** By the end of this session, participants will be able to:

- i. Define disability.
- ii. Define special educational need (SEN).
- iii. Start to identify ways in which children with special educational needs (SEND) can be supported.

**Duration:** 30 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 1, Section 1

**Key slides in PowerPoint presentation:** Slide 6

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook; flipchart paper; marker pens

### 1. Introduction

Tell participants:

*In the last session, we discussed at the Radical Inclusion Policy. Two key concepts in the Radical Inclusion Policy are disability and special educational need. You need to know what these concepts mean to understand your roles and responsibilities.*

### 2. Understanding the term 'disability' (15 minutes)

Ask participants:

*Think of the boy in the in the video we have just watched. The boy was in a wheelchair and found it difficult to access school. This boy had a disability. Why does this boy have a disability?*

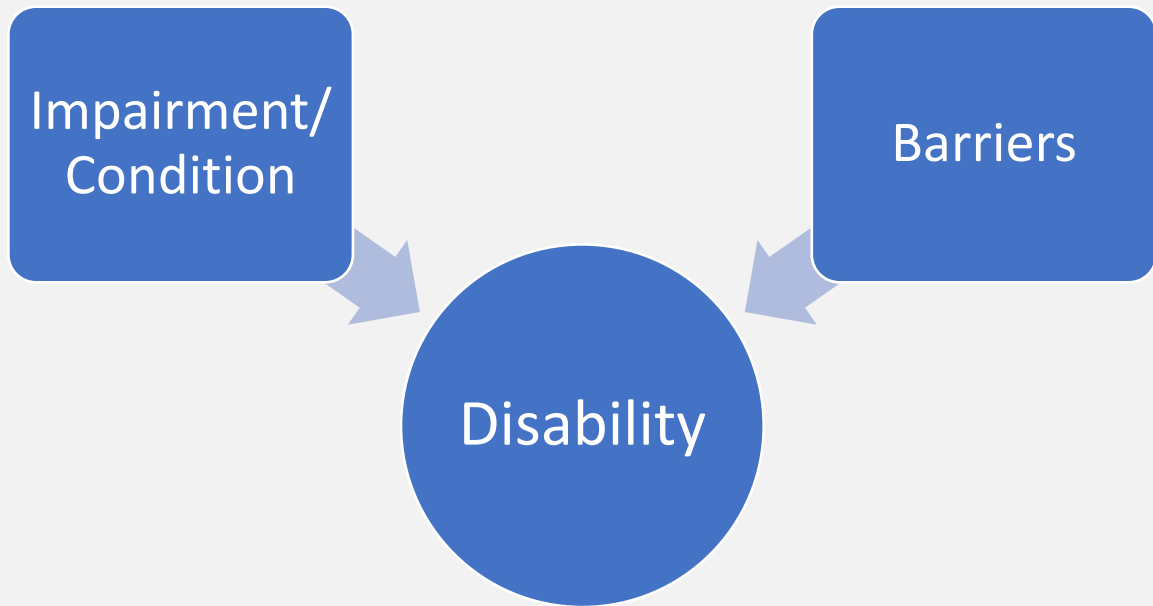
The participants will probably say because he had a problem with his legs and therefore could not walk into school like the other boys.

Say to the participants: *Yes, the boy had a difficulty with his legs. But was this the only reason he was unable to go to school?*

The participants will hopefully then say the steps were preventing the boy going to school.

Say to the participants: *If someone has a disability, it means they find it difficult or impossible participate in certain activities. These people have impairments or conditions, such as difficulties with seeing, hearing, or moving. But they also face external barriers that hinder their participation in these activities. Think of the boy in the wheelchair. He had a physical impairment, a difficulty with walking, but if the school had a ramp would he be able to enter the school? Hopefully, all the participants will say yes!*

Show the participants Slide 6:



Tell the participants: *Disability is a result of the interaction between an impairment or condition (on one hand) and various barriers (on the other hand).*”

Tell the participants: *The boy in the video faced an **environmental barrier**. This barrier was the steps. What other barriers can people with disabilities face?*

Hopefully the participants will be able to identify some of these barriers, including:

**Negative attitudes and practices** – for instance, children with disabilities may be bullied in school.

**Resource barriers** – for instance, students who are physically disabled do not have mobility aides, such as wheelchairs and crutches.

**Transport barriers** – for instance, lack of school buses may mean it is harder for children with certain impairments to travel to and from school.

**Financial barriers** – for instance, their parents cannot meet the costs of providing them with adequate health care.

**Skill barriers** – for instance, teachers may lack the skills and knowledge to meet their needs.

Tell the participants: *As Inclusion Champions, it is important that you try to remove as many of these barriers as possible. If you do, it will be easier for children with disabilities to go to school and to succeed in school.*

During this discussion, it would be good if one of the trainers could list the different types of barrier on flipchart paper.



### 3. Understanding the term 'special educational need' (10 minutes)

Say to the participants:

*We will now discuss another term – special educational need. Some children with disabilities have special educational needs. This means they need extra support or specific accommodations when they are in school. For instance, imagine you had a child in your class who had a lot of difficulty with seeing, how would you help her?*

Hopefully, the participants will come up with some good ideas, such as:

- Seat the child at the front of the class so she can see the blackboard more easily.
- Write in large clear letters on the board.
- Tell your students what you have written on the board.
- Make sure she has a customized pair of glasses.
- Give her more time to complete assignments.
- Ask another student to support her with certain tasks.
- Give her large print reading material.
- Provide her with one-to-one support.

If participants struggle to come up with some ideas, you will need to assist them. Again, one of the facilitators can list these ideas on a piece of flip chart paper so all the participants can see them.

Tell the participants: *As Inclusion Champions, you need to make sure these special educational needs are met as effectively as possible.*

Say to the participants:

*Some children have special educational needs but do not have disabilities. For instance, there will be many children in your school who are struggling to keep up with the other students. These children are sometimes called 'slow learners'. It is important that you try a) to identify the barriers that are holding them back and b) to remove those barriers. There may also be some students with medical conditions, such as Sickle Cell Disease. These children are not necessarily disabled, but they need extra support if they are to succeed in school.*

### 4. Conclusion (5 minutes)

Ask participants if they have any questions they want to ask. Tell them to read Part 1, Section 1 of the Inclusion Champions' Handbook to learn more about key concepts such as inclusive education, disability, and special educational need.



## Session 1.3 Different impairments and conditions

**Objectives:** By the end of this session, participants will be able to Identify different impairments and conditions.

**Duration:** 30 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 3

**Key slides in PowerPoint presentation:** Slides 7-15

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook; print out of the PLAN Disability Awareness toolkit: Impairments (one set for each facilitator)

### 1. Introduction

Show Slide 7 on the screen.

Tell participants:

*We are now going to discuss the different impairments and conditions.*

### 2. Identify the impairment/condition – Part 1 (5 minutes)

Show Slide 8 on the screen.

Say to the participants: *What impairment does the girl on the left have?*

Hopefully, they will say she has a difficulty with seeing – a visual impairment.

Ask them: *What impairment does the girl on the right have?*

Hopefully, they will say she has a difficulty with hearing – a hearing impairment. Tell the participants that if someone has a severe problem with hearing, we say they are deaf.

### 3. Identify the impairment/condition – Part 2 (20 minutes)

Say to the participants:

*I want you to look at Slides 9, 10, 11, 12, 13, and 14 in your PowerPoint handouts. Working in twos and threes, I want you to identify the different impairments and conditions. You have five minutes to complete the activity.*

Give them five minutes to complete this task.

Afterwards, in plenary, ask them to identify the various impairments and conditions. Correct them when necessary and provide additional information about the condition/impairment when necessary (see below).



**Slide 9a:** The child has a physical impairment, a difficulty with walking. It is likely the impairment was caused by a condition called Spina Bifida.

It is important that the facilitators circulate during this activity, providing any necessary help to the participants.

**Slide 9b:** The child has a physical impairment, again a difficulty with walking. This is the result of a condition called Clubfoot. Tell the participants that this condition can be corrected if the child receives treatment as early as possible.

**Slide 10a:** The girl has a physical impairment. She uses a wheelchair to get from one place to another. This may have been the result of a spinal cord injury.

**Slide 10b:** The woman has a condition called dwarfism. As a result, she is much shorter than people the same age as her. Tell the participants that in Sierra Leone such people prefer to call themselves little people.

**Slide 11a:** This person has a condition called kyphosis. He has a hunched back.

**Slide 11b:** The child has a condition called Down Syndrome. Children with Down Syndrome have slower physical development than other children. They also have problems with reasoning and understanding.

**Slide 12a:** The child has deafblindness. The child has a difficulty with hearing AND a difficulty with seeing.

**Slide 12b:** The child has a condition called albinism. Children with albinism have paler skin and hair than other children. They have difficulty with seeing and must be protected against bright light.

For more information about these impairments and conditions, read the print-out of the PLAN disability toolkit: Impairments.

**Slide 13a:** The child has a condition called epilepsy and is in the process of having a seizure. Tell the participants that they will be discussing epilepsy later in the workshop.

**Slide 14:** We don't know what impairment or condition these children have. This is because a lot of impairments and conditions are invisible. We can't see that the child has a problem just by looking at the child. For instance, we often can't tell just by looking at a child if the child has a problem with reasoning or a problem with hearing. We need to collect more information about the child. We can do this by observing their behaviour in the school and the classroom. We can also collect information through talking with the child and the child's parents.

Tell the participants:



*To find out how to identify children with different impairments and conditions, look at Part 3, Section 3 of the Inclusion Champions' Handbook.*

#### **4. Conclusion (5 minutes)**

Ask the participants if they have any questions they wish to ask or any issues they wish to raise.



## Session 1.4: Roles & responsibilities of Inclusion Champions

**Objectives:** By the end of the session, the participants will be able to identify their roles and responsibilities as Inclusion Champions.

**Duration:** 60 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 1

**Key slides in PowerPoint presentation:** Slide 16

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook

### 1. Introduction

Display Slide 16.

Say to participants: *We will now discuss the roles and responsibilities of Inclusion Champions.*

### 2. Roles and responsibilities of Inclusion Champions (55 minutes)

In this session, you will be required to outline the roles and responsibilities of Inclusion Champions (see next page).

All the information necessary can be found in Part 3, Section 1 of the Inclusion Champions' Handbook.

As you will have a limited amount of time to discuss the roles and responsibilities of Inclusion Champions, you will need to summarise the material in the Inclusion Champions' Handbook.

To make the session as interesting as possible, it is suggested that facilitators take turns to outline the roles and responsibilities of Inclusion Champions. For instance, one facilitator can be responsible for being a role model and then another can talk about record-keeping (see next page). You will need to meet before the workshop to decide which facilitator will describe which role/responsibility.

After describing a role/responsibility, ask participants if they have any questions about that role/responsibility.

As there are twelve roles/responsibilities, you will only be able to spend a few minutes describing each of them.

### 3. Conclusion (5 minutes)

At the end of the session, provide an opportunity for participants to ask questions/raise concerns.

## Roles & responsibilities of Inclusion Champions

Be a role model	Keep records	Identify children with SEND	Ensure parents refer children for screening, assessment, and follow-up
Promote assistive devices	Deliver key messages in the school and community	Talk to the child and the child's parents	Work with school stakeholders
Work with community members	Work with government and non-government actors	Promote inclusive teaching and learning	Make your school safe, supportive, and accessible



## Session 1.5: Supporting children with special educational needs and disabilities (SEND)

**Objectives:** By the end of this session, participants will be able to:

- i. Identify ways in which they can support learners with specific disabilities/ special educational needs.
- ii. Locate this information in the Inclusion Champions' Handbook.

**Duration:** 90 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 2

**Key slides in PowerPoint presentation:** Slide 17

**Resources:** Laptop; projector; PowerPoint Handouts; Inclusion Champions' Handbook; copies of case studies; flipchart paper; marker pens.

### 1. Introduction

Tell the participants:

*In this session, you will be looking at case-studies of children with different special educational needs and disabilities. Working in groups, you will identify ways of supporting them. You have copies of the case-studies in your training packs.*

### 2. The case-studies (15 minutes)

Read through the case studies with the participants.

1. You have a girl called Lucee in your class who has difficulty with hearing. In the classroom, she finds it hard to understand what the teacher is saying. As she has a smaller vocabulary than the other children, she finds it hard to express herself, both orally and on paper. Lucee is slowly falling behind the other students. How can you help Lucee?
2. You have a boy called Kossi in your class. He has difficulty with seeing. He finds it difficult to see the writing on the board and to read the print in his textbook. He also finds it hard to travel around the school because of his sight difficulties. How can you help Kossi?
3. You have a girl called Fatmata in your class. Fatmata has cerebral palsy. If people have cerebral palsy, it is hard for them to coordinate the muscles of their bodies. As a result, Fatmata can't write for long periods of time and can't write as quickly as the other children. She doesn't take part in



sports and games and sits on her own during breaks. How can you help Fatmata?

4. You have a girl called Nancy in your class. Nancy is a 'slow learner'. She finds all subjects difficult, particularly reading, writing, and mathematics. Because of these difficulties, she finds it hard to complete her homework. She is now in danger of dropping out of school. How can you help Nancy?
5. You have a boy called Yusuf. He is very disruptive. He interrupts you when you are talking to the class, uses bad language, and sometimes refuses to work. Outside class, he bullies the other students. He has started to go to school less and less. How can you help Yusuf?

Ask the participants: *Do you have any questions about any of the case-studies?*

Tell the participants:

*We will be dividing you into groups of 5-6 participants. Each group should choose one case study to discuss. Each group will be expected to write their ideas on a sheet of flipchart paper. Each group will be expected to deliver short presentations on their findings (no more than three minutes long). Each group will be required to appoint a chair, a spokesperson, and a scribe.*

Tell the groups: *When coming up with recommendations, you can use your own ideas based on your experience of what works in the classroom. You can also consult Section 3, Part 3 of the Inclusion Champions' Handbook.*

Divide the participants into groups. Try to make sure that each group contains people from different schools rather than people from the same school. Try also to have mixed gender groups. Allow groups to work outside the training room if they wish. Tell the groups they have 30 minutes to come up with their ideas and will then be expected to report back in plenary.

### **3. Group discussion of case-studies (30 minutes)**

While the groups are working, circulate around the room, providing any necessary assistance.

You will need to make sure that at least one group is discussing each of the children. If none of the groups are discussing one of the children, you will need to persuade one of the groups to discuss that child.

Some groups may still be confused about what is expected of them, so you will need to explain the task to them.

Some groups may not be sure where to find the relevant information in the Inclusion Champions Handbook, so you will need to show them where to look.



Groups will need to be regularly reminded about how much time there is left.

#### **4. Presentations and plenary discussion (35 minutes)**

The groups who have discussed Lucee should report back first, then the groups who have discussed Kossi, then the groups who have discussed Fatmata, then the groups who have discussed Nancy, and finally the groups who have discussed Yusuf.

This exercise will provide a valuable opportunity for groups to discuss the strengths and weaknesses of different approaches to support these children.

It is important that the facilitators address any misunderstandings among the participants.

After a group has presented on a particular case-study, there is a danger that the other groups will simply repeat what the previous group has already said. To avoid this happening, tell the other groups not to repeat what has already been said but only present new ideas.

#### **5. Conclusion (10 minutes)**

You can use this time to discuss any issues that have emerged from the presentations and subsequent plenary discussion.



## Session 1.6: Talking about disability

**Objectives:** By the end of this session, participants will be aware of the correct ways of referring to people with disabilities.

**Duration:** 30 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 1, Section 2 of the Inclusion Champions' Handbook.

**Key slides in PowerPoint presentation:** Slide 18

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook

### 1. Introduction

Say to the participants: *It is important that you use the correct terms when talking about people with disabilities. In this session, you will learn about these terms.*

### 2. Incorrect and correct terminology (15 minutes)

Show Slide 18 to participants.

<i>Don't say...</i>	<i>Say...</i>
<i>Disabled person, disabled girl etc.</i>	Person with a disability, girl with a disability, etc.
<i>Visually impaired person, physically disabled person etc.</i>	Person with a visual impairment, person with a physical impairment etc.
<i>Stupid, cretin, idiot etc.</i>	Person with a learning disability, person with a cognitive impairment etc.
<i>Midget, dwarf</i>	Person with restricted growth, person with dwarfism, little person
<i>Spastic, cripple, confined to a wheelchair etc.</i>	Person with a physical disability, wheelchair user, person with cerebral palsy etc.



Go through the table with participants. Say to them:

*We should use **people-first language**. We therefore shouldn't say 'a disabled person', 'disabled girls', 'a visually impaired person'. Instead, we should say 'a person with disability', 'girls with disabilities', 'a person with a visual impairment'. However, there is one exception to this rule. Deaf people often prefer to be called deaf people or even 'the deaf' because they believe that deafness is an important element of their identity.*

*We should also use **respectful language**. We therefore shouldn't say 'a dwarf', but 'a little person'. We shouldn't say 'a cripple' or a 'spastic' but 'someone with a physical disability'. We shouldn't say 'an idiot' or 'a retard' but 'someone with a learning disability'.*

### **3. Checking for understanding (5 minutes)**

Cover PowerPoint slide 18 and give the participants a quick oral test to check for understanding.

Say to the participants:

*Should you say a disabled person or a person with a disability? (The correct answer is person with a disability.)*

*Should you say a person with a visual impairment or a visually impaired person? (The correct answer is person with a visual impairment.)*

*Should you say a little person or a person with restricted growth? (Answer: both terms are acceptable, but terms like midget and dwarf are not acceptable.)*

*Should you say a cripple or a person with a physical disability? (Answer: the correct term is a person with a physical disability.)*

*Should you say a deaf person or a person who has a hearing impairment? (Answer: both terms are generally acceptable, but some members of the deaf community prefer to be called deaf people or even the deaf.)*

### **4. Conclusion (10 minutes)**

Tell participants they can find more information about this subject in Part 1, Section 2 of the Inclusion Champions' Handbook.

Ask participants if they have any questions or comments on any of the subjects discussed on the first day of the training.



## Session 2.1: Identification, screening, referral, assessment, and follow-up

**Objectives:** By the end of this session, participants will be able to identify:

- i. The process for identification, screening, referral and assessment.
- ii. Who is responsible for each stage of the process.
- iii. Relevant service providers within their districts and outside their districts.

**Duration:** 60 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 2; Part 3, Section 3; Annex 3

**Key slides in PowerPoint presentation:** Slides 19-25

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook

### 1. Introduction

Show Slide 19 to the participants.

Tell the participants:

*It is important that you identify children who may have disabilities. It is also important that these children are assessed and provided with the necessary support. In this session, we will discuss this subject.*

### 2. Initial identification (10 minutes)

Tell the participants:

*Part 3, Section 3 of the Inclusion Champions' Handbook provides information about how you can identify children who may have disabilities or may be at risk of developing disabilities. It is important that you follow this guidance.*

*To identify these children you must be observant. You also need to use your common sense. We are now going to ask you some questions about identifying these children. If you get the answer correct, it will show that you already have some understanding about how to identify these children.*

*If a child blinks a lot, they may have a difficulty with what? (Answer: Seeing)*

*If a child does not respond when their name is called, they may have a difficulty with what? (Answer: Hearing)*



*If a child finds walking very difficult or impossible, the child may have what type of disability (Answer: A physical disability.)*

*If a child finds it hard to put her thoughts into words, they may have a difficulty with what? (Answer: This is a tricky question. They may have a communication difficulty, but they may also have hearing loss or an intellectual impairment. They may also be reluctant to speak because they are unhappy or just naturally shy or because they are unfamiliar with the language used for classroom communication – in the case of Sierra Leone, English.)*

*If a child has great difficulty with learning and is falling far behind the other students, the child may have what type of disability? (Again, this is a tricky question. It is just possible that the child may have a learning disability – although if the child has progressed to secondary education this seems very unlikely. The child may also just lack confidence, be worried about something, and/or be tired and hungry. The child may also be struggling in class because English is not their first language. Finally, the child may have a specific learning difficulty – in other words be of average or above average intelligence, but find reading, writing or mathematics very difficult.)*

### **3. Referral (10 minutes)**

Tell the participants:

*If you think a child has a disability, it is important that the parents or guardians take the child to the nearest Community Health Unit. The CHU may be able to provide some basic treatment for the child that can clear up a temporary problem – for instance, they can provide eye drops for a child with conjunctivitis. The CHU can also refer the child to a district or regional hospital, a clinic, or rehabilitation centre. It is important that you tell the parents or guardians to do this and make sure they do this.*

Ask the participants:

*Imagine that a child needed to go to a district hospital for screening and assessment, but the parents could not afford to travel to the district hospital. What could be done to help the parents?*

Ask the participants:

*If the parents could afford to go to the district hospital with the child, but didn't want to go, how would you motivate them to do so?*



## 4. Screening and assessment (10 minutes)

Tell the participants:

*Once the child has been referred to a hospital, clinic or centre, they can be screened and assessed. Screening and assessment will identify if the child has an impairment or condition and, if so, how it will affect the child's functioning and the type of support the child will require. Sometimes screening can be provided in the community. This happens when a hospital or some other organisation organises a screening camp. It is important that you make sure the child is not only referred but screened and assessed.*

Ask the participants if screening camps are ever held in their communities. If they are, who organises the camps and how regularly are they held? What impairments and conditions are screened for? Once children are screened, are any there provided with assessment and follow-up?

## 5. Follow-up support (10 minutes)

Tell the participants:

*Once the child has been screened and assessed, the child can be provided with necessary follow-up. This follow-up can take various forms.*

- a) It can take the form of assistive devices. We will discuss assistive devices in the next session.
- b) It can take the form of medication – for instance, children with epilepsy often benefit from epilepsy medication which will mean they have fewer seizures or stop having seizures completely.
- c) It can take the form of treatment – for instance, children with cerebral palsy often benefit from physiotherapy as it encourages movement and strengthens muscles.
- d) It can take the form of guidance and counselling, which will particularly benefit children with emotional and behavioural difficulties.
- e) In exceptional cases, it can take the form of a surgical intervention – for instance, children with cataracts in their eyes may benefit from cataract surgery.

Provide participants to ask questions or raise issues about the above issues.

## 6. Service-providers in the districts (20 minutes)

Display the PowerPoint Slide identifying existing service-providers in the relevant district: **Bo, Bombali, Kailahun, Port Loko, or Western Rural.**

When discussing Western Rural, also show the slide showing services in **Western Urban** after the Western Rural slide.



Emphasise to participants that relevant services are sometimes not available in districts. When this is the case, children may need to be referred outside the district – for instance, to regional hospitals.

Tell participants that there are few services available in Sierra Leone for children with certain conditions and impairments – for instance, children with learning disabilities, children with multiple disabilities, and children with emotional and behavioural difficulties.

Check with the participants that the information about service providers in the relevant PowerPoint slide is up-to-date and correct. Ask the participants, if there are any service providers in their districts which are not listed on PowerPoint slide. If participants identify other service providers, facilitators should provide MBSSE and Leh Wi Lan with this information.

Tell participants that there is a list of service providers in Annex 3 of the Inclusion Champions' Handbook.

## **7. Conclusion**

Ask participants if they have any questions they wish to ask or issues they wish to raise about any of the above issues.



## Session 2.2: Supporting children with epilepsy

**Objectives:** By the end of this session, participants will:

- i. Know how to help a child who is having an epileptic fit.
- ii. Understand that epilepsy is not contagious.
- iii. Identify some strategies for addressing negative attitudes and practices towards children with epilepsy.

**Duration:** 30 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 3

**Key slides in PowerPoint presentation:** Slide 26

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook

### 1. Introduction (5 minutes)

Display Slide 26 to participants (in which video has been embedded).

Say to participants: *In this session, we will be discussing children with epilepsy. Epilepsy is a medical condition and is not contagious – in other words, it cannot be passed on from one person to another. Children with epilepsy can have seizures. These seizures can result in them losing consciousness and having sudden, jerky movements of their legs, their arms or their whole bodies. If children with epilepsy are provided with the right medication, they will often have fewer seizures and will sometimes no longer have seizures.*

Tell participants:

*We are now going to watch a short video produced by the Red Cross. It shows a boy having an epileptic seizure and his mother helping him.*

### 2. Video (10 minutes)

Watch the video with the participants.

Afterwards ask the participants: *How did the mother help her son?*

Answer:

- She cushioned the child's head.
- She placed the child in a recovery position.
- She was calm and reassuring.
- She stayed with the child until he had recovered.

Ask participants:



*Is it clear what you should do if a child in your class has an epileptic seizure?  
Does anyone have any questions?*

Say to the participants:

*Many children with epilepsy will benefit if they have the right medicines. If they have the right medicine, they often have fewer seizures or even don't have any more seizures. You need to pass on this important message to their parents.*

### **3. Discussion (15 minutes)**

Say to the participants:

*In some parts of Sierra Leone, people think epilepsy is caused by an evil spirit and is contagious – in other words, it can be passed from one person to another. Do some people in your community believe this? If so, what can you do as a teacher to address this problem?*

### **4. Conclusion (5 minutes)**

Tell the participants that they can find out more about this subject on page 43 of the Inclusion Champions' Handbook.

Ask participants if there are any questions they wish to ask or any issues they wish to raise.

It is possible that some participants will believe that epilepsy is caused by an evil spirit and that it can be passed on from one person to another. It is important that they are listened to with respect and encouraged to say what is on their minds. However, it is also important that you state the facts about the condition.



## Session 2.3: UNESCO's Nine Golden Rules

**Objectives:** By the end of this session, participants will be aware of simple strategies for ensuring all children learn as effectively as possible, especially children with special educational needs and disabilities (SEND).

**Duration:** 60 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 4; Annex 3

**Key slides in PowerPoint presentation:** Slides 27-28

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook; flipchart paper; marker pens; blu-tac

### Session preparation:

At the start of the lesson, put nine sheets of flipchart paper around the training room. At the top of each sheet of paper, should be one of the following headings:

1. Communication
2. Classroom layout
3. Individual help
4. Assistive devices
5. Lesson planning and delivery
6. Managing behaviour
7. Including all children
8. Working together
9. Individual education plans

### 1. Introduction

Display PowerPoint Slide 27 (which contains a link to the MBSSE video).

Tell participants:

*UNESCO has developed Nine Golden Rules for inclusive teaching and learning. In this session, we are going to watch a video produced by MBSSE called Pedagogical Methods. This discusses UNESCO's Nine Golden Rules. We will then discuss these rules.*



## 2. Video (15 minutes)

Watch the video on Pedagogical Methods with participants.

## 3. Activity (25 minutes)

Show Slide 28 to participants.

Say to the participants:

*This video identified some effective ways of communicating effectively, organizing your classroom, providing individual help, managing behaviour etc, etc. For instance, in terms of classroom layout, it was suggested that a child with hearing difficulties should be seated at the front of the board. In terms of communicating effectively, it was suggested that teachers should use facial expression and gesture to make points. In this activity, you will have the opportunity to contribute your own ideas. After all, you are experienced practitioners with a lot of expertise.*

*In twos and threes, I want you to think of some ways in which you can:*

- *Communicate effectively*
- *Organise your classroom*
- *Provide individual help*
- *Promote the use of assistive devices*
- *Plan and deliver lessons*
- *Manage behaviour*
- *Include all children*
- *Work together, and*
- *Organise Individual Education Plans.*

It is important you read Part 3, Section 4 of the Inclusion Champions' Handbook prior to this activity. This will give you some ideas about ways in which teachers can teach inclusively and will mean you can help the participants if they find it difficult to come up with ideas.

*Once you have come up with some ideas, we want you to write them on the sheets of flipchart paper which we have put up around the training room.*

*There are marker pens at the front of that you can use for writing on the flip chart paper.*

*You have 20 minutes.*

## 4. Gallery walk (10 minutes)

When this activity has been completed, ask participants to walk around the training room looking at what people have written on the flipchart papers. Tell them that if they think some ideas are particularly good, then they should tick those ideas (using the marker pens).



## 5. Conclusion (10 minutes)

This will provide an opportunity for facilitators and participants to discuss some of the suggestions produced by the participants. Tell the participants that UNESCO's Nine Golden Rules are discussed in Part 3, Section 4 of the Inclusion Champions' Handbook.



## Session 2.4: Assistive devices

**Objectives:** By the end of this session, participants will be able to identify:

- i. Some different types of assistive device.
- ii. Who requires these assistive devices.
- iii. Why they require these assistive devices.

**Duration:** 30 minutes

**Key section/s in Inclusion Champions' Handbook:** Annex 2

**Key slides in PowerPoint presentation:** Slides 29-36

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook; print out of the PLAN Disability Awareness toolkit: Assistive Devices (one set for each facilitator)

### 1. Introduction (5 minutes)

Say to participants: *We are now going to discuss assistive devices for learners with disabilities. What are assistive devices?*

Take definitions from participants.

Say to participants: *An assistive device is a piece of equipment that enables someone to carry out a particular activity.*

Say: *A pen is one example of an assistive device. A pen allows you to write. A clock is another example of an assistive device. It enables you to tell the time. Does anyone hear have glasses?*

Once you have identified someone with glasses, say: *What does a pair of glasses assist you to do?* (Answer: See better)

You will find pictures of these devices in the PLAN Disability Awareness toolkit: Assistive Devices.

### 2. Quiz on assistive devices (10 minutes)

Say to the participants:

*On your print outs you have pictures of assistive devices. I want you to work in twos and threes to a) name the device, and b) identify the type of person with a disability will benefit from it (e.g. someone with a visual impairment, someone who is deaf). Don't worry if you don't know the names of some of these devices. We will discuss them later.*

Do the first assistive device (on Slide 27) with the participants. This shows a **wheelchair** which is designed for someone with a physical disability who either finds it impossible to walk or difficult to walk for extended periods of time (and therefore sometimes needs to use a wheelchair).



Give the participants ten minutes to complete the exercise. Circulate around the training room, providing any necessary assistance for the participants.

### 3. Identify the assistive device (10 minutes)

Show Slide 27 to participants.

Ask the participants for the devices, correcting them when necessary. Explain the purpose of each assistive devices.

#### Slide 27

**Wheelchair** (already discussed)

**Tricycle:** This is a tricycle developed for someone with a physical disability.

#### Slide 28

This slide shows two types of crutch.

**Crutch** (on left):

This is an underarm crutch. It is placed under the arm and can be adjusted for height. Crutches are used by people whose legs can't support their weight.

**Crutch** (on right):

This is a forearm crutch. They have grip for the hands and a cuff that supports the arm.

#### Slide 29

**Walking stick:** This is a walking stick. It is useful for people with physical disabilities whose legs can't fully support their weight.

**Glasses:** Already discussed.

#### Slide 30

**White cane:** This is a white cane. It is sometimes used by people who are visually impaired to help them to walk independently and safely from one place to another. A white cane enables these people to identify if there are any hazards in front and to the side of them.

**Hearing aid:** This is a hearing aid, a small electronic aid that people wear behind their ears. A hearing aid makes sounds louder and can be particularly useful for people with mild or moderate hearing loss.

#### Slide 31

**Leg brace:** This is a leg brace. People with physical disabilities can sometimes walk more easily with leg braces as the leg braces support their legs.

**Leg prosthesis:** A leg prosthesis is an artificial leg. It mimics the appearance of the leg and helps people to move around more easily.

During this activity, one of the facilitators should write down a list of the names of assistive devices on a piece of flipchart paper. Participants should then write the names of these assistive devices under the relevant Powerpoint slides.

There may be participants with disabilities in the training who use assistive devices to carry out certain tasks. If there are, they should be encouraged to talk about these devices in plenary. What assistive devices do they use and why are they useful?



## Slide 32

**Walker:** People with disabilities who struggle to walk long distances can benefit from walkers as walkers support their weight when they move.

**Arm prosthesis:** An arm prosthesis is an artificial arm. It mimics the appearance of an arm, and some battery-powered prosthetic arms can enable people to carry out some manual tasks.

## Slide 33

**Communication board:** This can be valuable for some children with learning disabilities and some children with communication difficulties. Through pointing to the relevant picture, they can communicate their needs.

### **4. Conclusion (5 minutes)**

Say to participants:

*Some children with disabilities will greatly benefit from assistive devices. It is important that you do everything you can to make sure they have these assistive devices. These children are also likely to need training in using these assistive devices. These assistive devices need to be maintained and, if damaged, repaired. As children develop, these assistive devices may need to be updated or even replaced. Again, you should do everything in your power to make sure this happens.*

Allow some time for questions from the participants.



## Session 2.5: Different models of disability

**Objectives:** By the end of this session, participants will be able to:

- i. Outline the four models of disability.
- ii. Assess their relevance for Sierra Leone.

**Duration:** 30 minutes

**Key section/s in Inclusion Champions' Handbook:**

**Key slides in PowerPoint presentation:** Slide 37

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook

### 1. Introduction

Display Slide 37.

Tell participants:

*In this session we will be looking at four different models of disability. These models of disability seek to identify the problems faced by people with disabilities and the solutions for those problems. It is important that you learn about these models because it will help you to identify the best ways you can promote inclusive education for children with disabilities.*

### 2. The four models of disability (10 minutes)

Briefly describe the four models of disability as outlined on the PowerPoint slide:

<i>Model</i>	<i>Problem</i>	<i>Solution</i>
Charity	Lack of care and protection	Care and protection
Medical	Impairment or condition	Medical help/specialist support/assistive devices
Social	Social attitudes & practices	Changed attitudes and practices
Rights-based	Rights are not met	Realisation of rights

### 3. Assessing the four models of disability (15 minutes)

Discuss the models of disability one by one.

In each case, ask for volunteers to come to the front and say what they think are the advantages and disadvantages of the different models.



It is important that you don't tell the participants what to think but you may also need to provide them with some guidance about the strengths and weaknesses of each model.

<i>Model</i>	<i>Advantages</i>	<i>Disadvantages</i>
Charity	Some children with disabilities will need significant amounts of care throughout their lives – for instance, some children with multiple disabilities.	The model fails to appreciate the resilience and capacity of people with disabilities. Children with disabilities need to be provided with the same educational opportunities as other people, not protected and hidden away. This model can reduce children with disabilities to objects of pity.
Medical	Some children with disabilities have special educational needs related to their impairments and conditions. For instance, if a child is blind, she will benefit from braille reading and writing materials.	This model doesn't recognize that negative social attitudes and practices are often the main barrier and sometimes the only barrier of education preventing people with disabilities a) going to school, and b) doing well in school.
Social	Unlike the medical model, this model recognizes the importance of social attitudes and practices.	This model has sometimes been criticized for not recognizing the extent to which an impairment or condition can impact upon a child's educational functioning in the classroom.
Rights-based	This model recognizes that children with disabilities have the right to inclusive education of good quality. It also identifies a clear way forward – the realization of those rights.	Sometimes rights-based approaches have been criticised for not being sufficiently sensitive to the situation on the ground in countries such as Sierra Leone.

#### 4. Conclusion (5 minutes)

Ask participants if they have any questions they wish to ask or issues they wish to raise. Tell participants that they can find out more information about the different models of disability in Part 1, Section 1 of the Inclusion Champions' Handbook.



## Session 2.6: Changing social attitudes & practices

**Objectives:** By the end of this session, participants will be able to identify some strategies for:

- i. Changing social attitudes and practices in communities so they promote inclusive education for children with disabilities.
- ii. Changing social attitudes and practices in schools so they are more inclusive for children with disabilities.

**Duration:** 75 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 2, particularly the sub-section on making schools safe, supportive and accessible; Annex 5 (which describes the roles and responsibilities of School Safety Committees and ways Inclusion Champions can participate in them).

**Key slides in PowerPoint presentation:** Slides 38 & 39

**Resources:** Laptop; projector; PowerPoint handouts; flipchart paper; marker pens; blu-tac/sellotape

### 1. Introduction (5 minutes)

Display Slide 38. Move on to Slide 39 when you are discussing changing social attitudes and practices in schools.

Tell participants:

*In the previous session, we discussed the social model of disability. This model identified the importance of positive social attitudes and practices for promoting inclusive education.*

*In this session, we will look at ways in which we can promote positive social attitudes and practices in schools and communities.*



## 2. Explaining the activity (10 minutes)

Tell the participants:

*We are now going to do some group work. Working in groups of six to eight, we want you to identify some strategies for addressing negative attitudes and practices. Some groups will focus on communities, and some groups will focus on schools.*

Go through Slides 38 and 39 with participants. Make sure participants know what is expected of them.

When dividing the participants into groups, make sure the participants in each group come from different schools. Also, make sure there is a mixture of men and women in each group.

Divide the participants into groups of six to eight. Each group should have a chair, a scribe, and a rapporteur (who will report back in plenary).

Tell the groups focusing on communities:

*You should begin by identifying the community structures and leaders who can really make a difference and then identify ways they can promote inclusion.*

Tell the groups focusing on schools:

*You too need to begin by identify school structures and individuals who can really make a difference, including the students themselves. Don't forget to consider the role of school safety committees. Annex 5 of the Inclusion Champions' Handbook will provide you with information about the roles and responsibilities of these committees and the role Inclusion Champions can play in them.*

While the groups are working, it is recommended that you circulate around the groups to check they know exactly what is expected of them.

## 3. Group discussions (25 minutes)

Working in groups, participants will have 25 minutes to come up with ideas.

## 4. Plenary discussion (25 minutes)

The groups who have discussed communities should report back first, and then the groups that have discussed schools.

Once the first group has presented on communities, say to the groups that follow them that they should not repeat what the first group has already said and only present new ideas. Do the same for the groups presenting on schools.



Once the groups have presented, you should ask participants if there are any strategies that haven't been discussed. If there are, the participants can contribute their ideas.

## **5. Conclusion (10 minutes)**

Ask participants if there are any questions they wish to ask or any issues they wish to raise.

If there is any time remaining, go through Annex 5 of the Inclusion Champions' Handbook, as this describes the roles and responsibilities of School Safety Committees.



## Session 2.7: Disability & gender

**Objectives:** By the end of this session, participants will be able to:

- i. Identify the specific barriers preventing girls with disabilities accessing inclusive education of good quality.
- ii. Identify some strategies for overcoming these barriers.

**Duration:** 45 minutes

**Key section/s in Inclusion Champions' Handbook:** Part 1, Section 1; Part 2, Section 2

**Key slides in PowerPoint presentation:** Slide 40

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook; flipchart paper; marker pens

### 1. Introduction (5 minutes)

Display Slide 40.

Tell participants:

*There is statistical evidence that girls in Sierra Leone, compared to boys, are less likely to go to school, stay in school, and do well in school. There is evidence that the situation for girls with disabilities is particularly challenging.*

*In this session, we will discuss barriers preventing girls with disabilities going to school and succeeding in school. We will also identify some strategies for overcoming these barriers.*

### 2. Panel discussion: identifying the problems (20 minutes)

Invite three female participants to come to the front to talk about girls' education in Sierra Leone. (These panelists will need to be selected on Day 1 of the training. If there are any female participants with disabilities, they should be requested to join the panel.) The panelists should sit facing the other participants, ideally on a dais, so they can be clearly seen. A facilitator (preferably a female facilitator) sitting between them will ask them questions about their educational experiences. These questions should include:

- Why do you think girls are less likely than boys to go to school in Sierra Leone?
- When you were growing up, did anybody tried to stop you going to school?
- Why do you think girls in Sierra Leone are particularly likely to leave school early?



- When you went to school, what problems did you face as a girl-student?
- Why do you think girls with disabilities are particularly likely to be out of school?
- What problems do you think girls with disabilities can experience in school?

During this discussion, one of the facilitators should write down the points made by the panelists on a sheet of flipchart paper.

Afterwards, other participants (both male and female) who are not on the panel should be provided with opportunities to contribute to the discussion.

The discussion should raise the following issues:

- ✘ Some parents prioritize the education of girls over the education of boys.
- ✘ Some parents prioritize the education of non-disabled children over children with disabilities.
- ✘ Girls are still often expected to marry early.
- ✘ Pregnant girls and young mothers are still sometimes discouraged from returning to school.
- ✘ Girls, particularly girls with disabilities, often experience high rates of physical, verbal and sexual abuse in school (from staff as well as students).
- ✘ Schools do not have adequate WASH facilities. Specifically, there may be insufficient toilet facilities and these facilities may be unhygienic. Furthermore, these facilities may not be accessible for some girls with disabilities – e.g., girls with visual impairments and girls with physical disabilities.
- ✘ Girls may not have adequate access to menstruation kits. Some girls with disabilities may not be sure how to use these kits unless provided with the necessary guidance – for instance, girls with learning disabilities who find it difficult to understand instructions.

If these issues are not raised, the facilitator should encourage the panelists to discuss them.



### 3. Panel discussion: finding solutions (20 minutes)

The facilitator should then ask the panelists to identify some ways in which Inclusion Champions can improve the situation so a) more girls with disabilities go to school and b) more girls with disabilities stay in school and succeed in school. Again, another facilitator should write these ideas on a sheet of flipchart paper.

Strategies could include:

- ✓ Community mobilization.
- ✓ Counselling parents of girls with disabilities.
- ✓ Finding funds to build more toilets and making those toilets secure, sex-segregated, hygienic, and disability accessible.
- ✓ Ensuring girls with disabilities have access to guidance and counselling, either from female teachers or women community leaders.
- ✓ Raising awareness in school assemblies.
- ✓ Establishing buddy-systems for girls with disabilities.
- ✓ Encouraging girls with disabilities to participate in Girls' and Boy's Clubs and to take leadership positions in those clubs.
- ✓ Using school budgets to provide hygiene kits for girls with disabilities.

After the panel discussion has ended, other participants should again be provided with the opportunity to present their views.



## Session 3.1: Developing School Inclusion Plans

**Objectives:** By the end of this session, participants, working with colleagues, will have drafted School Inclusion Plans to take back to their schools and show to their principals and deputy-principals.

**Duration:** Day 3

**Key section/s in Inclusion Champions' Handbook:** Part 3, Section 2; Annex 4

**Key slides in PowerPoint presentation:** Slides 41

**Resources:** Laptop; projector; PowerPoint handouts; Inclusion Champions' Handbook; templates for School Inclusion Plans (two per participant)

### 1. Introduction (45 minutes approx.)

Display Slide 41

Say to participants:

*Today you will be developing draft School Inclusion Plans. You will be working alongside the other Inclusion Champions in your school. However, if you wish to, you can also work with Inclusion Champions from another school.*

With participants, read through the sub-section (12) in Part 3, Section 2 of the Inclusion Champions' Handbook. Go through the partly completed School Inclusion Plan which is on the next page.

Go through with them the list of illustrative activities in Annex 4 of the Inclusion Champions' Handbook. Tell participants they should select 20 activities to be completed over the next year. However, if they want to select more than 20 activities, that is fine. Tell them that it is recommended they begin by meeting their Principal and Deputy Principal to discuss the training and their draft School Inclusion Plans. Tell them, that after that, it would probably be a good idea for them to meet their fellow colleagues and Board of Governor representatives to discuss these issues. After that, they can decide what is best for their school.

Emphasize to participants that developing and implementing School Inclusion Plans is not just the responsibility of Inclusion Champions, but other school and community stakeholders. Go through the sub-sections on School and Community Stakeholders in Part 3, Section 2 of the Inclusion Champions' Handbook (sub-sections 7 and 8). School Safety Committees can also play a key role.



Before asking the participants to start developing their draft School Inclusion Plans, ask them if there are any questions they would like to ask or any issues they would like to raise.

## **2. Activity: Development of draft School Inclusion Plans (150 minutes)**

This activity will take up much of the morning session, if not all the morning session. It is recommended that the facilitators move from group to group providing support. It is vital that the Inclusion Champions identify activities that are realistic for their school.

## **3. Activity: Presentations on the draft School Inclusion Plans (60 minutes)**

After lunch, selected participants should be provided with opportunities to present their draft School Inclusion Plans to the other participants. This will provide an opportunity for facilitators and participants to comment on the draft School Inclusion Plans and make suggestions for strengthening them. If they wish, these participants can then revise their draft School Inclusion Plans in the light of comments and suggestions.

## **4. Next steps (30 minutes)**

Thank participants for all their hard work during the workshop.

Tell the participants that they may need to revise these plans when they go back to their schools and meet their Principals, Vice Principals, and other colleagues.

Tell them that there will be another workshop for Inclusion Champions next year and, in that workshop, they will be asked to report back on what they have achieved in their schools. Tell them that the School Quality Assurance Officers will also be visiting their schools to monitor the implementation of their School Implementation Plans.

Provide participants with plenty of time to raise any issues or ask any questions relating to the workshop.