Engaging Families of Children with Disabilities

as allies for

Inclusive Education in Emergencies

Case Study & How To Guide

THE CHALLENGE

Children with disabilities face barriers to accessing inclusive education in emergency contexts, and if parents and caregivers are not equipped to advocate for their child's right to inclusive education in emergencies, children with disabilities will be left behind.

THE SOLUTION

Supporting families to become advocates and allies for inclusive education in emergencies gives them the tools to ensure their child's right to inclusive education in fulfilled.

Overview

Children with disabilities face significant barriers to accessing inclusive education in emergency contexts, and parents and caregivers are essential partners in helping humanitarian organisations understand gaps and respond to needs.

Ensuring that children with disabilities are accessing their right to inclusive education in emergencies (EiE) requires the active engagement of their families. Families play roles as supporters, carers, advocates, and resources to help schools and communities meet their obligations for inclusion.

But in many contexts, families of girls and boys with disabilities are not given the tools or the support to play these key roles that are so essential for delivering on inclusion in education.

EDUCATION CANNOT WAIT

IDA International Disability Alliance

Inclusion international

Families are often given low expectations for their child with a disability by service providers and often lack access to information about the right of their child to inclusive education, both in and outside of emergency situations. Experiences of exclusion, lack of support, and stigma further push families into the belief that their child with a disability cannot or should not be accessing education.

For teachers, schools, and humanitarian actors, families are essential partners for delivering inclusive EiE. Families need to be equipped with a vision for inclusion and information to advocate for continued access to inclusive EiE, which humanitarian organisations can support with resources and training.

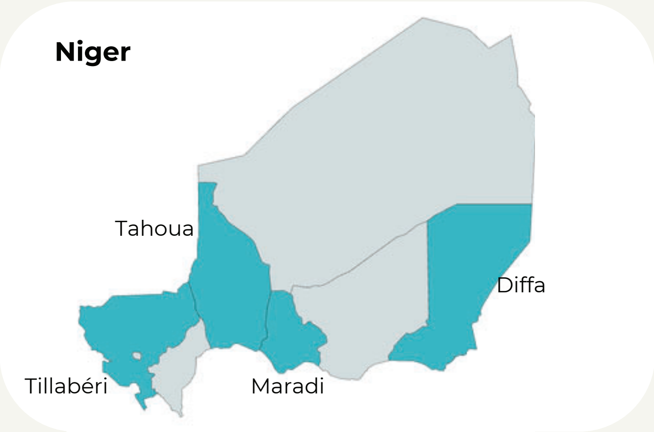
This case study shares strategies for engaging family members of children with disabilities in conversations about access to inclusive education in emergency situations.

Supporting Families to Advocate for Inclusive Education in Emergencies: A Case Study

This case study looks at the methodology used to support families of children with disabilities living through protracted crises in Colombia and Niger to engage with schools and humanitarian actors about the right to EiE. This work was delivered by Inclusion International, the International Disability Alliance, and their national partners Asdown Colombia and the Fédération Nigérienne des Personnes Handicapées through work supported by Education Cannot Wait (ECW).

Through these workshops, 162 family members of people with disabilities in the Maradi, Tillabéri, Diffa, and Tahoua regions of Niger and the Arauca, Chocó, and Nariño regions in Colombia participated. Through the workshop, these family members (primarily parents) were supported to build a vision of inclusion and to strengthen their capacity to advocate for inclusive education in their emergency contexts.

In the target regions in Colombia and Niger, families of children with disabilities face multiple crises - armed conflict, internal displacement, an influx of refugees from neighbouring Venezuela (in the case of Colombia) or Nigeria and Mali (in the case of Niger), and increased vulnerability to climate shocks. Protracted crises have put pressure on education systems in places where access to education for children with disabilities was already limited.



These workshops brought together families from different backgrounds - connecting internally displaced people, refugees, and members of host communities, and connecting families of children with disabilities who have been excluded from schools with families of children with disabilities who have never attended school pre- or post-displacement.

What the families in Maradi, Tillabéri, Diffa, and Tahoua and in Arauca, Chocó, and Nariño had in common was their shared experience of caring for and supporting a child with a disability, a shared lived experience in protracted crisis, and a desire for their child with a disability to have a better life.

How does training families help fill gaps in EiE?

In all contexts, including in emergency contexts, families are the bridge between the child with a disability, the school, and the community. Families can set their children with a disability on a path towards inclusion and independence by advocating for inclusion in school and in the community from early childhood. When families push for children with disabilities to be included in mainstream schools, they take on not only the role of advocates, but also advisory roles - often supporting teachers and schools to understand the needs of children with disabilities and how to accommodate and include them. Strong family advocacy is often the very first precondition for access that children with disabilities need to be included in schools and in their community.

In humanitarian crises, the educational needs of children with disabilities are rarely prioritised. In a survey of humanitarian organisations conducted by Inclusion International, fewer than half (49.9%) of the humanitarian organisations who responded indicated that the educational services they were providing were accessible to children, with this number falling even further for specific groups of children with disabilities, like children with intellectual disabilities (only 42.5% thought they were providing inclusive educational services) and sensory disabilities (only 33.3% thought their educational services were accessible). Children with disabilities living through crises face additional educational barriers, and humanitarian organisations do not feel as though their services are meeting their needs. Strong advocates for the educational rights of children with disabilities in emergency contexts are needed more than ever - and families are best suited to play this key role.

What support do families need to become advocates for inclusive EiE?

While families of children with disabilities are naturally a key partner for advancing inclusive EiE, many families living through emergency situations have not been equipped to play this key role.

For families living through an emergency, human rights frameworks are rarely a priority. Families are occupied with safety concerns, addressing immediate care needs, and feeding their families - access to education will often feel like an afterthought for a family in crisis.

Similarly, many families have had low expectations for their child with a disability instilled in them by health care workers and other service providers, embedding a medical-model approach to disability in parents' thinking. These parents need support to access information about the rights and potential of their children.

On the other side, families who do have a strong belief in education have often been denied support and inclusion by their communities. Many families have experienced being turned away by schools after attending to enroll their child with a disability, or had their enrolled child removed from school when teachers didn't feel equipped to deliver inclusive education. These parents have often lost confidence in their advocacy, or feel that they don't have the information or support to back up their requests for inclusion, resulting in accepting the status quo.

The training delivered in Maradi, Tillabéri, Diffa, and Tahoua regions of Niger and the Arauca, Chocó, and Nariño regions in Colombia drew from families with both of these experiences. Family members in the target regions were identified through a mix of strategies - some parents who had children with disabilities in schools were identified and recommended to participate in the workshop by their schools directly, others were identified through local disability leaders in the communities, and others were identified and referred by fellow families.

The families attending the training in both Niger and Colombia included families who had their children enrolled in school currently, families whose child attended school before displacement but was out of school now, and families whose children had never been to school. What all of the families had in common across both contexts is that they did not see the full potential of children with disabilities to be included in the community based on the low expectations imposed on them by their communities and professionals around them - many were still operating with deficit-based thinking and did not see their child as able to learn and be included.

To become advocates for inclusive education, families need:

- Safe, family-led spaces where they can share their experiences in a non-judgemental setting;
- Support to unlearn low expectations and build a vision for inclusive communities, including for inclusive EiE;
- Tools to recognise barriers and identify solutions to remove those barriers;
- Practice to turn knowledge about education rights into real advocacy - to schools, to teachers, to governments, and to the community.

The training methodology delivered in Maradi, Tillabéri, Diffa, and Tahoua regions of Niger and the Arauca, Chocó, and Nariño regions in Colombia was designed to respond to these needs and gaps - developed based on real experiences of parents collected through interviews in the target regions.

Methodology for Family Training

This training for families of children with disabilities was based on three grounding principles:

Participatory and Discussion-based	***Rights-based***	***Centered on the leadership of families***
The experience of being the family member of a person with a disability can be isolating - and even more so in contexts where disability is associated with stigma. Family training is most effective when it is participatory and gets families connecting, speaking to each other, and sharing their experiences. Learning through discussion and reflection, collaborative problem-solving, and exposure to the experiences of others is key. This not only builds solidarity and helps families to see what is possible in their context, it ensures that families with different literacy levels and backgrounds can all take part equally.	Any training for families must be grounded in the rights of persons with disabilities. The reality of families in many contexts is that a lack of resources, support, or options can result in families being pressured into choosing segregated options - but training for families should always be guided by a vision of genuine inclusion in the community and rooted in the rights set out in the Convention on the Rights of Persons with Disabilities (CRPD).	Family training must embed the idea that families are leaders for inclusion. Families are the first teachers for their children with disabilities, are key resources on inclusion and accessible for schools and teachers, and are the leading advocate for inclusive EiE for their children. Training must reinforce that families are agents of change, equip families with what they need to speak up, and accompany families on the journey to leadership. Ensuring the training was designed by family leaders and the facilitator led by family leaders helped reinforce this key value.

The training methodology was designed by a mother of a child with a disability who had lived through an emergency situation herself - through her own lived experience, and with the support of family members in Colombia and Niger who could ensure that all of the content was contextualised, the training content was rooted in the real needs of family members of children with disabilities in emergency contexts and considered what worked before for families who have been through similar experiences.

Through the two-day training, family members were guided on their journey towards building a vision for inclusion and strengthening their capacity to be advocates for inclusive EiE:

Breaking the Ice

Discussion-based learning only works where participants feel they are in a safe space to share their experiences. The training opened with an icebreaker, where family members started to connect one on one and started to build a rapport with one another. This training used a set of icebreaker questions where family members attending had to find and build connections with others in the room who had a shared experience. These shared experiences ranged from lighthearted ways to connect (like finding a participant who has the same pet, or finding a participant who shares your favourite hobby) to shared experiences that begin to frame the day's conversation (like finding a participant who has attended a school meeting before, or connecting participants who have taught their children at home).

> “It's knowing that you're not in isolation. You are not the only person, the only family in the world who are experiencing challenges in raising an exceptional child.”
>
> Mother of a child with an intellectual disability

Open with Sharing

The training opened with space for each individual family member attending to share the perspective they were approaching the workshop from - their experiences with their child's education or lack of education, their concerns, their fears, and their expectations. Families initially did this sharing in pairs, and then shared a snapshot of their experiences back to the bigger group. The group also used art and other methods to share what the experience of disability looked like in their family - putting art, sticky note ideas, and pictures on the wall for the group to share with each other in a gallery walk. A shared hope for a better life for people with disabilities emerged as the thread connecting each family's story. The sharing created an environment where family members could build solidarity with others who have shared experiences, and also gave the facilitators information about each family's starting point to help structure the conversation and tailor the messaging to real experiences in the community.

Shifting Towards Rights-Based Language

With it established that the families all share a hope for a better life for their child with a disability, the group began to look at barriers that exist in their community. The group discussed how people with disabilities are seen by others in their community - by doctors, by teachers, by neighbours, and even within themselves and their own families. The rights-based perspective in the Convention on the Rights of Persons with Disabilities was introduced, and families began to practice flipping the script - if different actors in the community thought about our child with a disability in a rights-based way instead, what would they say? This includes family members who themselves think of disability in a medicalised way - they got to hear directly from families who already think in terms of a rights-based model and heard stories about how those family members had their “aha moment” to begin to shift their thinking. Thinking about the big ideas behind each individual’s thinking is a key step in helping families think about alternatives and build a vision for inclusion. Rooting this exercise and the introduction of the CRPD in real community attitudes also helped families ground theory in their own experiences in an accessible way.

Resource:
Helping families to build a vision for inclusion

Resource:
Inclusive language guide for families

> “We must be accountable for telling our families that how we see our children is how others will see them. And this is a very important task to help change the focus from deficit-based - from what they cannot do - to a much more realistic outlook, where our children are recognised for what they do know how to do.”
>
> Family leader from Colombia

Starting the inclusive education conversation

The participants used small group sharing, their gallery walk, and cards to begin a facilitated conversation about inclusive education. The group had already shared the experiences of their children accessing or being denied access to education, and reflected on what education and inclusive education mean in practice in their context. Importantly, the families also discussed what those concepts would mean if their children were able to fully access their right to education. Group comparison exercises helped the participants to think through the differences between segregated schools and inclusive schools, and the group also watched clips from a film created by other family advocates about the right to inclusive education. The conversation focused strongly on the context the families lived in - with the group working together to identify different spaces where learning can happen in their community during a crisis, reinforcing how learning spaces for children can always be found, even in emergency situations. Where possible, it is most effective to use videos filmed in the context families live in, to help them feel connected to the materials. Families shared the barriers their children have faced accessing education in their context, and worked together to identify solutions to remove those barriers.

Resource:
Inclusion, Integration, Segregation, and Exclusion - What’s the Difference?

Redefining the role of the family

After building a strong baseline vision for inclusion and helping families strengthen their resolve to fight for the right of their children with disabilities to go to school, the facilitator led the group through conversations about the role of the family. Families worked through the roles they play at home to support education (like helping their family members with school work, building skills, and setting routines) and the roles they play in the community as advocates. Taking a closer look at the barriers in place, families learned about some of the essential support they can be asking for in the classroom to strengthen their advocate role. Family members also talked through what these roles look like in practice, and challenges they might face - working together to find solutions.

Resource:
The role of families in promoting inclusive education

Advocacy skills in practice

For family members to feel equipped to use the information they have learned about their child's right to education and how barriers can be removed to help them learn, practice makes perfect! With role cards to guide the activity, family members divided up for roleplays and took on the roles of either parents and teachers. Acting as either the parent or the teacher, families practiced what advocacy to a teacher or to a school administrator could look like, and how to advise teachers or schools about how to support the needs of their children with disabilities - with advice from the family facilitator to strengthen their messages. This practical activity left families feeling capable of starting their advocacy work and with a renewed drive to take action for their child's access to inclusive education.

Resource:
Student rights flyer

Reflection and Dream Mapping

To close out the session, families reflected on what they learned. They discussed their wishes and expectations for the future, how they would like to support each other moving forward, and what translating the vision for inclusive education they had built into action would look like in practice.

Family members supported each other to make commitments for how they would support access to inclusive education in their own lives.

> **I am committed to creating routines that will help him become more independent.**
>
> Mother of a child with a disability and family training participant

Create space for sustainable collaboration after the training

Families that have built a connection and now have a shared drive for pushing for the inclusion of their children in education have taken the first steps towards becoming a peer support group or a pressure group. Identify future leaders from within the trainees, consider how to support the group continuing to connect through providing space or other resources, and share resources with the families that will guide their journey working together in a more sustainable way.

This Toolkit for Strengthening Local Family-Based Advocacy gives organisations a road-map for how to support families to form their own advocacy groups and begin to do advocacy work in their community.

The two-day training schedule and materials needed are included as Annex A.

Outcomes

The methodology's emphasis on sharing real challenges and barriers that families were facing and beginning to unpick the deeply held attitudes about disability in the communities the families were living in was essential. This includes the family members' own ideas about disability which for some participants was rooted in negative ideas and the notion that their child was the root of the problem - these ideas are often instilled in parents by medical professionals at the time their children were diagnosed, promoting low expectations and offering no hope that their child with a disability would ever be a full member of their community.

The families shared how disability was closely tied to ideas of “limitation” and “difference” in their context, which translated into attitudes of indifference, cruelty, or harassment of a person with a disability or their family in everyday settings. Hearing that this isolating experience was shared by many members of the group and realising that the group had a shared resolve that something needed to change was key for giving families the drive to want to transform attitudes in their community into rights-based approaches.

This shared resolve for transforming community attitudes into inclusion also extended into the conversations about inclusive education, and importantly, the strong connections built between family members through honest sharing helped the group overcome differences of opinion. In territories of Colombia for example, the family members in the training were a mix of Colombian parents who thought education in the Colombian context (where children with disabilities are included in mainstream schools) was the right approach, and Venezuelan parents who thought education in the Venezuelan context (where children with disabilities are placed in segregated schools) was the best approach.

Families feeling as though the only option available to them is the best option is often the case in and out of emergency contexts, and using an approach where families compared the different models of schooling using their own experiences helped the group come to the consensus that inclusive education was better for children with disabilities.

The insights that families shared about the barriers to education in their host communities revealed different challenges for different families, but with a number of cross-cutting trends. While the children of some parents were not accessing school regularly, others were accessing education with varying levels of genuine inclusion, and others still were only able to access school when their parents attended school with them full time to support the teacher, by request of the school. Families identified barriers at school that hinder their children's learning and participation, including teachers' lack of adaptation and empathy, disinterested attitudes about teaching children with disabilities, rigid teaching methods, and relationships with other children marked by teasing or discrimination - creating a school environment that limits their learning and restricts their full participation in daily activities. The parents also identified barriers at home that hinder their children's learning, such as lack of time to provide support, limited patience to assist with homework, lack of empathy and understanding, lack of discipline and organization, as well as stressful situations in the context, in addition to demotivation in children in some cases. These barriers provided direct material for the family members to rehearse the “asks” they would like to make of schools, teachers, and other supporters in their lives, and also gave some direction for the commitments they would make to supporting their child’s education.

Most of the commitments expressed focused on providing more consistent support, better organizing routines at home, fostering independence, and strengthening communication with the school. They also mentioned wanting to participate more actively in the educational process and create environments that facilitate daily learning. Commitments varied from actions they would take in the home in line with what they learned about the role of family to support education in their home lives, through to commitments to speak up and engage with teachers and schools to make sure their children were being included in the classroom.

> **I commit to actively participating in my daughter’s teaching and learning process and collaborating with the teachers.**
>
> Mother of a child with a disability and family training participant

> **I will communicate more with the teachers to help from home.**
>
> Mother of a child with a disability and family training participant

This variation is in line with the different experiences the family members had thus far - with some already able to access formal education for their child and others whose children had never gone to school. Importantly, the commitments that family members made to support inclusive education were indicative of the way that families internalised the key messages of the training and were prepared to take action for inclusive education - in whatever form best fits their circumstances.

> **The commitments expressed by the families of children with disabilities in the final exercise of the training show, above all, a sincere exercise of looking at themselves, of recognizing what they do, what they feel and what they can improve to better support their daughters and sons, understanding the right to inclusive education.**
>
> Family leader and peer trainer for Family Workshops

Importantly, some parents who attended the workshops were able to make major progress in their advocacy within a few weeks of the training. In Niger, where the participants were a mix of parents whose children with disabilities were and were not enrolled in school, shortly after the training three parents whose children with disabilities had never attended school enrolled their children at the local inclusive school. Similarly, two parents from the Niger training shared that they had intended to pull their children with disabilities out of school after the completion of primary school, but after the training expressed commitment to keep their children enrolled until all of their schooling is completed.

Family feedback indicated that the workshops achieved their goals of:

★ Shifting family members' thinking from a medical model to a rights-based model

Training teams noted that Maradi, Diffa, Tillabéri, and Tahoua in Niger and in Arauca, Chocó, and Nariño in Colombia, all families began with a view of disability as a defect or a "problem in the child" - by the end of the workshop, parents were expressing their beliefs that their child's experiences are the result of barriers in their community that can and should be removed - not an inherent flaw in their child.

★ Strengthening the understanding of family members about inclusive education

While parents came into the training with varied understanding and definitions of inclusion, parents in both Colombia and Niger left with a clear consensus that their children belong in the classroom, and that just being in the classroom itself isn't enough - children with disabilities should be present, participating, and learning.

Importantly, families internalised the idea that the right to education doesn't stop in a crisis - their child has the right to go to school in an emergency, even if the format might look different to a conventional classroom setting.

Getting families invested in the co-responsibility for inclusive education

Families approached the training seeing themselves as outside of the inclusive education ecosystem, and left having recognised their roles as their children's first teacher, as a supporter of their learning, as a resource for teachers, as an advocate, and as a driver for school-family partnerships. Families in Niger left the training describing their role as being "essential partners, not visitors." Many family members pledged to have weekly check-ins with teachers as their commitment to better communication with schools.

Equipping families to advise on and advocate for inclusive education

Family members in Colombia and Niger left the training able to identify barriers to inclusive education, able to propose ways to remove barriers that were co-designed along with the other participants - ranging from improved assistance on the way to school to training for teachers on individual needs to ways to build awareness in students without disabilities. Armed with practical solutions, the families practiced advocating through roleplays and left ready to put advocacy into action in their community.

In their end of workshop evaluations, the families gave overwhelmingly positive feedback about what they learned and how they felt empowered in this space designed specifically with their experience as family members in mind. All of the families shared that this was the first training they had ever received about how to ensure their child is accessing their right to inclusive education, and they were eager to continue connecting and learning about their role in inclusive education.

Despite heavy rain and risky travel faced by some parents, their attendance across multiple days of training despite these risks indicates the strong trust in family-led spaces and the high demand for this type of training that families report is rarely included in humanitarian programming. The training managed to help families embrace rights-based thinking, increase their confidence and preparedness to work with teachers and schools, created commitments to better collaboration, and even had concrete enrollment gains for children with disabilities. Importantly, the methodology also proved effective in both Colombia and Niger, delivered across different regions, languages, and cultures - proving its success as a culturally-adaptable and impactful methodology for any emergency and low-resource context.

Cheat Sheet for Effective Family Training on Inclusive Education in Emergencies

This training methodology for families in emergency situations was successful because it was contextually relevant, focused on realities in the community, was engaging, was action-oriented, and met families where they were at - even when the starting point wasn't inclusion.

The training approach can be summarised as:

Do's	***Don'ts***
Participatory and dialogue-based learning	Top-down, lecturer-style training
Practical and rooted in real experiences	Theoretical and overreliant on frameworks
Focused on rights and a vision for inclusion	Rooted in medical or charity models of disability
Engaged families at all stages of design and leadership	Lived experience doesn't inform training content
Non-judgemental spaces where a vision for inclusion is recognised as being a journey	Emphasis on "right" and "wrong" or judgment of people's baseline views
Action-oriented	Focused on learning without changes to practice or planning next steps

EDUCATION CANNOT WAIT

IDA
International Disability Alliance

Inclusion international

What works?

Organisations looking to replicate these trainings that help families to become key partners for inclusive EiE should consider these fundamental design elements:

➢ **Lived-experience led design**
Family members of people with disabilities who have themselves lived through emergency situations know best what other families in similar contexts need. Content for training families living through situations of risk or protracted crises will be most effective when developed by those with the same lived experience as the participants. Real experience also ensures that the design team is realistic about materials and follow up strategies being simple, low-cost, and appropriate for a crisis setting.

➢ **Peer Leadership**
Trainers who can understand and relate to the first-hand experiences that families of children with disabilities in emergency situations are facing are the most effective trainers - family members of children with disabilities want to see their own experiences in their trainer, and leadership and facilitation by a family member of a person with a disability is the most effective way to do this. This is key for making families feel they are in a safe space, building rapport with the facilitator, and feeling a sense of solidarity in the room. While many families approached the training from a position of negative attitudes about disability, having another family member speaking to them as an equal is key for building trust - and makes families feel like they could get there too.

➢ **Root disability rights and a vision for inclusion in local realities**
Human rights training can often feel foreign and unrealistic to families living in contexts where rights are being violated. Approaching conversations about the rights in the Convention on the Rights of Persons with Disabilities (CRPD) or other conventions focused on education rights must be embedded in the real experiences families and their children will have in their community to feel meaningful and culturally relevant. While it’s important for families to know about what rights frameworks can back up the “asks” they will make in their advocacy, this isn’t the starting point. Dialogue about local realities, hopes, and what families would change if attitude shifts and more support were in place are a stronger starting point to open a conversation about rights and inclusion.

➢ **Meet families at their starting point - building a vision for inclusion in a journey**
Families in the room will have varied experiences - while some family members might already approach the training with their own vision of an inclusive world for people with disabilities, many other family members will be starting the training with medicalised views of disability and low expectations for their family members. Create space for families to share their feelings and experiences in a non-judgemental space - even when inclusion may not be their starting point.

What works?

- **Use a variety of dialogue-based participatory learning methods**
  Blend a variety of learning methods to help everyone participate in a way that is comfortable to them - group problem solving, storytelling, roleplays, reflection circles, and visual tools like posters, art, and gallery walks work together to engage every participant. This approach accommodated many different learning styles and helped families open up and build confidence together - the discussion based learning is also essential for groups of parents with low literacy skills who may not engage effectively with slides or handouts.

- **Co-create solutions**
  Families are the experts on what life is like in their own contexts - training should focus on giving families the information and collaboration space to co-create solutions, advocacy messages, and plans to remove barriers. This not only ensures that families feel invested in the training and are more driven to take the next steps, it also builds trust and solidarity among families that can translate into longer term partnership, peer support, and joint advocacy after the training.

- **Create space for practice**
  Theoretical training doesn't always give families a clear path for what's next - carving out space in training to practice skills and use the information they have been learning in practice is key for building both confidence and skills. Roleplay sessions focusing on how parents can advocate to teachers demonstrated what success would look like when they took action and helped families see that they have the potential to become strong advocates.

- **End with a call to action**
  Each family member will have different takeaways for how to deliver on inclusion and advocate for inclusive education in their own life - creating space for families to share these commitments helps spark new ideas, helps family members feel like a team taking action, and makes follow up more likely. Actionable commitments can help create real change in a short timeframe - like the enrolment success stories from participants in Niger.

For more information about how to replicate the training for family members of children with disabilities in emergency contexts or to get support from family members who can deliver this training in your context, contact Inclusion International at info@inclusion-international.org.

Family Training Agenda - Day 1

Timing	Session	Description
8:30 – 9:00 (30 min)	Registration	Participant sign-in, badge distribution, collection of contact details, welcoming families as they arrive
9:00 – 9:30 (30 min)	Welcome & Icebreaking	Trainer's welcome speech, introduction to the training purpose, icebreaker activity to build connections among participants
9:30 – 10:00 (30 min)	Why Are We Here?	Pair-sharing activity: "Why did I come today?" and "What do I want for my child's future?" followed by group sharing to build collective motivation
10:00 – 10:15 (15 min)	Coffee Break	Informal break and networking
10:15 – 11:00 (45 min)	What Is Disability for You?	Small group reflections on personal and social meanings of disability; gallery walk and trainer conclusion emphasizing barriers vs. "fixing the child"
11:00 – 11:45 (45 min)	The CRPD: Convention on the Rights of Persons with Disabilities	Trainer-led explanation of CRPD, shift from medical to social model, key messages
11:45 – 12:15 (30 min)	Using the Flyer	Distribute flyer, guided reading and reflection activity to connect CRPD principles to participants' real experiences
12:15 – 12:45 (30 min)	Two Approaches	Table exercise comparing medical vs. rights-based approaches, followed by trainer debrief

continued

Timing	Session	Description
12:45 – 1:45 (60 min)	Lunch Break	Lunch and informal conversations
1:45 – 2:15 (30 min)	What Is Education for You? / Inclusive Education	Reflection on meaning of education and inclusive education through individual cards, small group sharing, and gallery display
2:15 – 2:45 (30 min)	Inclusive Education – Article 24 (Movie)	Watch short movie, group reflection on messages, role of families, and importance of inclusion
2:45 – 3:45 (60 min)	Special School vs Inclusive School	Group discussions and exercises comparing special vs inclusive education settings, analyzing barriers and solutions
3:45 – 4:00 (15 min)	Wrap-Up & Reflection	Key messages recap, participant reflections, preparation for Day 2

Family Training Agenda - Day 2

Timing	Session	Description
9:00 – 9:30 (30 min)	Welcome Back & Recap	“One Thing I Remember” group activity - group discusses key concepts from the previous day’s training
9:30 – 10:15 (45 min)	Education in Emergencies	Brainstorm “Where Can Learning Happen?” - Understanding educational settings
10:15 – 10:30 (15 min)	Coffee Break	Break
10:30 – 11:15 (45 min)	Barriers to Learning	Group work to identify barriers at home and at school
11:15 – 12:30 (45 min)	How Families Can Help at Home	“One Thing We Can Do” reflection exercise, practical tips for families
12:30 – 1:00 (30 min)	Lunch Break	Break
1:00 – 2:15 (45 min)	Working with Teachers and Schools	Role play with parent/teacher cards to practice engaging with teachers, with group reflection and feedback
2:15 – 2:45 (30 min)	Inclusion vs Exclusion	Video on inclusive education, group discussion
2:45 – 4:00 (75 min)	Advocacy & Networks	Dream mapping and building the Wishes/Support/Expectations table
4:00 – 4:30 (30 min)	Wrap-Up & Closing	Reflection circle, participants make individual commitments