

Inclusive Education Toolkit



Toolkit structure

The toolkit provides training and guidance documents to implement activities in six crucial areas of inclusive education and monitoring tools to assess progress.

INCLUSIVE EDUCATION TOOLKIT

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Acknowledgements

This toolkit contains tools developed by Able Child and our partners UWEZO in Rwanda, Uganda Society for Disabled Children (USDC), Action Network for the Disabled (ANDY) in Kenya, Child Support Tanzania (CST), Federation of Disability Organisation Malawi, (FEDOMA) and Zambia Association of Parents for Children with Disabilities (ZAPCD). The resources in this toolkit were consolidated by Sarah Palmer (Consultant) with support from Jade Leahy (Consultant).

Introduction to inclusive education

Inclusive education has widely been recognised as the best way to educate children with disabilities. It empowers children to learn side-by-side with the other children from their communities, helping challenge stigma around disability from an early age. This approach is essential to the social, emotional and functional development of children with disabilities. An inclusive education is a necessary precondition for a life of social acceptance, independence, and a quality livelihood – people with disabilities cannot continue to be denied these opportunities.

Inclusive education also benefits children without disabilities. Evidence from a range of different countries and educational environments found that there is 'clear and consistent evidence that inclusive educational settings can confer substantial short and long-term benefits for students with and without disabilities. Children without disabilities benefit socially, emotionally and academically from an inclusive learning environment, whilst also tackling stigma and discrimination that arises from exclusion.

How to use this toolkit

We hope you will use the tools in this toolkit and adapt them for your context. We recommend that you start by looking at the introductory activities as many of the other tools build on the foundational knowledge gained through using the introductory training and tools. For each thematic area we have provided tools to implement inclusive education activities, as well as tools to monitor progress.

Adapting to context

Many of the tools were developed by our partners to meet the specific context in which they operate. We believe that they contain core principles that can make them adaptable for other contexts with a little thought and reflection.

If you need to adapt the tool for your context, we recommend that you do this by working with your local stakeholders to review the resource and agree together what needs to be change. Key considerations include:

- Aligning the resources to policies and legal frameworks in your country which influence inclusive education. This may include adding from your country's constitution, or child rights legislation.
- Aligning the resources to national curriculum and guidance for inclusive education.
- Reviewing terminology and key stakeholders to ensure that the language used is understood in your context. For example, do you use the term early years education or early childhood education. In Malawi the role "caregiver" for example is a specific role that community members play to support early childhood education, whereas in other countries it has a more generic meaning more likely associated with a family member, it could have another meaning again in your context.

Who is the toolkit for?

The Inclusive Education Toolkit is a resource for anyone working in education programming to mainstream disability inclusion in their work, including but not limited to NGO staff, teachers and teaching assistants, community support workers, social workers, parents.

Within the introduction of each tool, we have included a suggestion of who would be best placed to deliver the tool and what prior experience they may need to use the tool confidently.

Introductory activities for inclusive education

Our approach to inclusive education is founded on the social model of disability which recognises that it is the barriers in society that children face that prevent them from achieving their full potential, not their impairment. With the right support, children with disabilities can learn, develop friendships and life skills to live full and happy lives. These introductory tools provide the foundations to our approach to inclusive education.

The Child-to-Child is central to our approach to inclusive education. It has proven to be one of the most effective approaches to ensuring children with disabilities access and stay in school. This approach encourages children to mentor, guide and teach one another and encourages children themselves to generate solutions to exclusion. The approach takes an individualised, child-centred approach that empowers children with disabilities to be agents of their own change.

Training and guidance:

- Training: Disability, rights and inclusion
- Child to child teachers guide
- Individualized education plan (IEP) Guide
- Child functioning tool

Monitoring resources:

- Child Friendly Self Assessment tools
 - Myself
 - My rights
 - My teacher
 - My parents
- Classroom observation tools
- Teacher observation checklist

Inclusive early years

The period from birth to eight years old is one of remarkable brain development for children and represents a crucial window of opportunity for education. Inclusive early childhood care and education is much more than just preparation for primary school. It can be the foundation for emotional wellbeing and learning throughout life and one of the best investments a country can make as it promotes holistic development, gender equality and social cohesion ([UNESCO](#)).

Children with disabilities have some of the greatest need for early childhood education, yet they are among the most likely to miss out, due to family and societal pressures to protect or to conceal children with disabilities.

The sooner a risk of disability is identified the sooner appropriate support can be put in place. Early childhood screening will be key to transforming the situations of children with disabilities. Many children are not identified, screened or assessed early enough to ascertain if they are at risk of having a disability. This causes delays in the provision of healthcare or other developmental support, which prevent children with disabilities from reaching their potential. In addition to screening inclusive early years activities are crucial to ensure that children with disabilities get the right support and education from the start.

Training and guidance:

- Child functioning tool
- Toilet training
- Developing fine motor skills
- Please refer to inclusive play resources

Monitoring

- Classroom observation tools

Child rights and child rights clubs

Children with disabilities are systematically denied their rights. By empowering children and young people with disabilities with knowledge of their rights, they break down the barriers to their inclusion and fulfil their potential. We believe that children should know their rights and are themselves powerful agents for change. Central to our approach is the development of Child Rights Clubs for children with and without disabilities to learn about, and advocate for their rights in their schools and communities.

Training and Guidance:

- Child rights club facilitator training
- Child rights club resources and handouts
- Child-to-child teachers' guide

Monitoring resources:

- My rights – Child friendly self-assessment tool

Inclusive play

Inclusive sport and play are effective ways of integrating children with disabilities into the wider learning environment. It helps children with and without disabilities to build skills such as confidence, sharing and teamwork. This combination of skills helps all children transition to an inclusive classroom.

Training and Guidance:

- Inclusive play programme – teachers' guide

Monitoring resources:

- Inclusive play observation tool

Inclusive water sanitation and hygiene (WASH)

Water, Sanitation and Hygiene (WASH) knowledge and skills are key to ensuring children with disabilities can access education. It is particularly important for girls with disabilities as they have specific healthcare needs and are particularly vulnerable to abuse while using school WASH facilities. This often leads to them feeling more vulnerable and less likely to attend school or dropping out once in school. Training girls with disabilities in WASH skills empowers them in their lives, while also increasing the likelihood they will enrol and stay in school.

Training and Guidance:

- Training: Disability, rights and inclusion
- Training: Inclusive WASH
- A practical guide for WASH female youth with disabilities mentors
- Hygiene heroes comic

Monitoring:

- Child friendly reporting tools
 - Myself
 - My teacher
 - My parents

Sexual and reproductive health rights

Women and girls with disabilities account for almost one-fifth of the world's population of women (WHO). They are just as likely to be sexually active as their peers without disabilities despite inaccurate stereotypical views to the contrary. Accordingly, they have the same sexual and reproductive health (SRH) needs as women and girls without disabilities. Due to multiple and intersecting forms of discrimination on the basis of gender and disability, however, women and girls with disabilities face unique and pervasive barriers to full realization of their Sexual and Reproductive Health and Rights (SRHR).

Training and Guidance:

- Sexual reproductive health rights handbook for teachers

Child friendly reporting tools

It is crucial that we monitor and measure the activities that we do, to assess whether they are having their intended impact. Our goal is to improve inclusive education for children with disabilities. We therefore want to understand how children are benefitting by asking them directly, but we don't want to do this in a way that makes the child feel tested or compromises their wellbeing. We have developed child friendly monitoring tools, which provide important information using pictures and games making the activity fun and easy for children.

Monitoring:

- Child friendly reporting tools
 - Myself
 - My teacher
 - My parents
 - My rights

Child-to-child teachers guide overview

What is the Child-to-Child Teachers Guide?

The Child-to-Child approach is built around the instinctively open nature of children. It is a teaching method that facilitates inclusive education, based on the principle that a child-led approach will lead to the effective and holistic inclusion of all children in school.

This guide contains an overview of the medical and social models of disability, and a summary of different impairments which are a useful introduction for teachers to key principles of disability inclusion.

It includes practical strategies to delivering a Child-to-Child approach including;

- A 6 step approach to implementing a Child-to-Child approach in your classroom.
- Peer learning strategies
- A guide to facilitating child rights clubs
- A guide to Inclusive Classroom Environments and Inclusive Learning Materials
- Strategies to adapt your teaching style or classroom environment to better support the inclusion of children with different impairment types
- Strategies for involving the Wider School System in Supporting the Child-to-Child approach
- Strategies for reflection, action and learning about your Child to Child approach
- Guidance on safeguarding for children with disabilities

Why is a child-to-child approach important?

Under the Child-to-Child approach, core activities are led by children themselves in order to tackle the environmental, attitudinal and institutional barriers that children with disabilities face in the classroom.

The Child-to-Child approach is a teaching method that can be applied to all curriculums and in all subjects. For it to have the maximum impact, it should be applied throughout teaching practice and embedded as a whole-school approach.

Who created this resource?

This resource was co-created by Able Child and Child Support Tanzania.

Associated resources

- Teacher training: Disability Rights and Inclusion
- Inclusive Play Guide
- Inclusive Play observation
- Individualized Education Plan (IEP) Guide
- Child Functioning Tool

Child functioning assessment tool overview

What is the Child Functioning Assessment Tool?

The **Child Functioning Assessment Tool** is adapted from The Washington Group/UNICEF Module on Child Functioning (CFM). It is used to identify children who are at greater risk than other children of the same group or who are experiencing limited participation in an environment that is not accommodating.

The questions are appropriate for two specific age cohorts: children in pre-school age (2–4 years) and school-aged children (5–17 years).

This guide provides information on how to conduct the assessment and includes example assessment forms that can be used.

Why is the Child Functioning Assessment Tool important?

Assessing child functioning at an early stage prior to attending primary school may break down some of the barriers that lead to low enrolment, retentions and attainment of children with disabilities in pre- primary education.

Who created this resource?

This resource was co-created by Able Child and ANDY Kenya.

Associated resources:

- Inclusive Play Guide
- Inclusive Play Observation tool
- Individualised Education Plan (IEP) Guide

Individualised education plan guide overview

What is the Individualised Education Plan (IEP) Guide?

This tool is designed for teachers to guide them on why individualised education plans are important and how to develop and implement IEPs for the children in their classes.

An individualised education plan (IEP) is as a written plan developed by the school's inclusive education team with input from the parents/caregivers that lays out the programme of individual educational instruction; supports and services that the learner needs to make progress and thrive in school; specifies the learner's academic goals and the method to obtain these goals.

Why is an Individualised Education Plan (IEP) important?

Individualised education plans are important because they help children reach educational goals more easily than they would otherwise. They are particularly important for children with disabilities who have additional learning needs to other children in the class.

Who created this resource?

This resource was co-created by Able Child and ANDY Kenya

Associated resources:

- Early Years Child Functioning Assessment Tool
- Inclusive Play Guide
- Inclusive Play observation

Facilitators guide: teacher training – disability rights and inclusion overview

What is Disability Rights and Inclusion training?

This tool is a one-day training workshop introducing the concepts of the social and medical model of disability, and the principles of inclusion and inclusive education. The training is delivered through a combination of lectures on key concepts and activities for reflection and actions towards inclusive education practice.

It contains a PowerPoint to use during the training and a facilitator's guide to support the delivery of training activities.

Why is Disability Rights and Inclusion training important?

It is important for anyone undertaking inclusive education activities to have a good understanding of the theories and frameworks behind it. This workshop lays the foundations for taking forward inclusive education activities.

By the end of the training learners will:

- Know definitions and models of disability
- Identify barriers to disability inclusion within education and to explore potential solutions
- Know definition of inclusive education and why it is important
- Understand the legal frameworks for disability rights in their country
- Explore what can be done to make teaching and classrooms inclusive

Am I ready to use this tool?

This training requires the facilitator to be confident in key principles associated with disability inclusion and inclusive education. At a minimum anyone who is facilitating the training should have received similar training themselves.

Who created this resource?

This resource was co-created by Able Child and UWEZO Rwanda

Questions and answers

Who should carry out Disability Rights and Inclusion training?

It is recommended that you prepare and co-facilitate this session with a person living with a disability e.g. a member of an OPD, who will be able to share both their expertise and lived experience. A paired facilitation allows for more support to group activities and to identify where there is a need to adjust activities to the needs of learners.

Who should be involved in Disability Rights and Inclusion training?

This training is aimed at teachers, however it can be adapted for anyone who requires an introduction to disability inclusion in the context of inclusive education.

When should Disability Rights and Inclusion training be carried out?

This activity is an introduction to disability rights, inclusion, and inclusive education. It is a good foundation activity to do at the start of a project, or as a refresher.

How should Disability Rights and Inclusion training be carried out?

This training is aimed to be interactive, and discussion based using a combination of lectures and group discussion and activity. There is a PowerPoint slide deck to accompany the training. Activities can be conducted without the PowerPoint using handouts and flip chart.

How much time do I need?

The training is designed to be completed as a one-day workshop.

Using the tool

How to implement the tool safely?

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Getting ready

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Next steps

What do I do once I've completed the tool?

The final activities in the training are a post-training questionnaire and developing an Action Plan. It is recommended to schedule follow up with the participants to see how they have implemented what they have learnt, and to answer any questions they have after the training.

Additional resources

- A PowerPoint presentation is available to support activities in this training
- Child-to-child teacher's guide
- Inclusive play programme – teacher's guide
- Individualized education plan (IEP) guide

The tool

Disability, Rights and Inclusion Training: A Guide for Facilitators

This training is an **introductory session** to orient teachers key principles of inclusive education.

Methodology

- Interactive sessions
- Knowledge sessions – using presentations and/or handouts.
- A PowerPoint presentation is available to support activities in this training

Example Agenda

Arrivals and pre-training questionnaire	09.00 – 09.30
Ice breaker – reporters – names and expectations	09.30 – 10.00
Myths and Facts about Disability	10.00 – 11.00
BREAK	11.00 – 11.30
Introduction to models of disability	11.30 – 12.30
LUNCH	12.30 – 01.30
Removing Barriers	01.30 – 03.00
BREAK	03.00 – 03.15
Introduction to inclusion and Inclusive Education	03.15 – 03.45
Disability rights in our country	03.45 – 04.15
Post training questionnaire	04.15 – 04.30
Action Plan and close	04.30 – 05.00

Activity	Reporters and Expectations
Time required	5 minute introduction, 5 minute discussion, 1 minute per participant, 5 minute reflection Total: 30 minutes for 15 participants
Activity type	Pair work
Resources required	Flip chart paper
Facilitator roles	Lead: Introduce the activity and facilitate discussion Assistant: Timekeeper and write on flip charts
Objective	Participants to introduce each other and share what they hope to gain from the training. Manage expectations and outline what is realistically achievable from the day.
Facilitator Notes	Prepare flip charts in advance Try to keep your participants to time as this activity is supposed to be short and not eat into your main activities. Tips for keeping to time: Use an egg timer, or timer on screen. Get everyone to stand. If you have a big group, you can ask people to put ideas for the group agreement onto a flip chart whilst they wait for others to arrive.
<ol style="list-style-type: none"> 1. Invite participants to get into pairs and answer the following questions which you have written on a flip chart (5 minutes). Each person in the pair will report on what the other person has said. <ol style="list-style-type: none"> a. Name b. Job title c. Expectations for the day d. What they'd like to see in a group agreement 2. Write up expectations on one flip chart and group agreement on another 3. Once everyone has introduced themselves review the expectations and clarify what will and won't be achieved through the training <p>Participants are likely to want to know practically what they can do to become more inclusive. Whilst this training will touch on this, remind participants that this training is only an introduction and we can't cover that in detail in one day.</p>	

Activity	Myths and Facts about Disability
Time required	30 minutes to an hour
Activity type	Interactive
Resources required	Myths and Facts PowerPoint slides – prepare in advance up to 6 statements that are relevant for your context. Examples are available in in Tool 6 of Able Child’s Safeguarding Toolkit. Myth/Fact cards for participants to vote with
Facilitator roles	Lead: Read out statements and lead discussion and reflection. Assistant: Hand out voting cards, support discussion with additional information and reflections as required
Objective	To challenge myths about disability inclusion and provide participants with facts that counter commonly held myths. Enable participants to reflect on their own assumptions and beliefs about persons and in particular children with disabilities.
Facilitator Notes	Where possible, myth-based exercises are best conducted together with representative organisations of persons with disabilities who know the context, culture and personal impact of such beliefs. The voting exercise brings in a game element to this activity, however the main purpose is to create space for discussion and reflection – so don’t rush it. Alternative facilitation approach (if you cannot create voting cards) – create a line on the floor using masking tape. Ask all participants to stand on one side of the line. For each question ask them to cross the line if they think the statement is true and stay where they are if they think it is false.
<ol style="list-style-type: none"> 1. Introduce the activity explaining that there are a lot of myths and assumptions made about people within our communities, and this can influence our own attitudes and actions. 2. Hand out voting cards and explain the activity to participants. Remind them, that the voting activity is aiming to foster discussion and reflection rather than a quiz. 3. Read out a statement and ask participants to vote, ask people to share why they voted myth or fact. Encourage participants to share experiences, reflections, and attitudes in the wider community. 4. Continue through all the questions 5. At the end of the activity ask participants to reflect on what they have discussed and learnt. 	

Myths and facts¹

Statement	Correct answer	Discussion
All people with a hearing impairment can read lips (lip read)	MYTH	Not all people with hearing impairments can read lips, you shouldn’t assume they can. Even if they can lip read, it requires a lot of concentration and can be really tiring. Prompt: What other ways could you communicate with a person with a hearing impairment. Signs, gestures, writing/drawing

¹ More myths and facts available in [Able Child’s Disability-inclusive child safeguarding toolkit \(tool 6\)](#)

Over 1 billion people live with a disability	FACT	That's over 15% of the world's population. We need to make the world more inclusive for this huge number of people. Prompt: Who has a friend or family member who has an impairment or disability?
Disability is a curse on a family	MYTH	Disability can be genetic or a result of illness, accidents, or complications at birth. Children with disabilities deserve the same love and care as children without disabilities. Mothers who give birth to children with disabilities are not being punished but instead require support from their communities to ensure they can care for their child.
People with disabilities cannot get married	MYTH	Everyone has the right to marry and decided how they live their lives. People with disabilities want a family and children for the same reasons as you do.
Ear infections can result in permanent hearing loss if not treated	FACT	If a child has an ear infection or is experiencing hearing loss it is important that they receive medical attention. Hearing loss can be temporary or become permanent.
A person can get a disability if they touch a child with a disability	MYTH	Disability is not contagious. Some diseases that can cause disabilities are contagious, but persons with disabilities are not contagious just because they have a disability. If a child with disabilities requires support or medical attention, they have the same right to this as any other child.
With the right support children with disabilities can learn in school with children without disabilities	FACT	Children with disabilities have the right to be included in education. For most children with disabilities, with the right support and inclusive environment they can learn in school the same as children without disabilities.

Activity	Introduction to models of disability
Time required	45 minutes to 1 hour
Activity type	Lecture
Resources required	PowerPoint slides Prepare your own notes so you are confident with the content of the slides.
Facilitator roles	Lead: Present the PowerPoint slides Assistant: Timekeeper, observe participants and indicate to lead facilitator if you think participants are not following any points.
Objective	Participants will learn: medical and social models of disability and the difference between impairment and disability
Facilitator Notes	Try not to make the mistake of saying medical models are 'bad' and social is 'good'. Not only is this too simplistic, but it may also provoke strong reactions from people who've followed the medical approach to disability throughout their career. It's especially difficult for medical and welfare personnel. Disabled people do often require medical assistance and specialist support. The main issue is choice – often decisions are made on behalf of disabled people, rather than at their request or in consultation with them.
<p>You can find more information on the topics in this presentation in A Practical Guide for WASH Female Youth with Disabilities Mentors Handbook Child-to-Child Teachers' Guide.</p> <p>Present the slide deck. Depending on the size of your group encourage questions as you progress or hold a Q&A at the end.</p> <p>Key messages: The medical model of disability places the child with disabilities as the problem to be fixed. The social model of disability places the exclusive society – attitudes, environment, and institutions as the problem to be fixed, not the child with disabilities.</p>	

Activity	Removing barriers²
Time required	1 hour 30 minutes
Activity type	Interactive – group work
Resources required	<ul style="list-style-type: none"> • Three flip charts for each barrier domain <ul style="list-style-type: none"> ○ Attitudinal ○ Environmental ○ Institutional • A5 cards of large post-its to represent the bricks in the wall.

² Adapted from [Travelling Together, World Vision](#)

	<ul style="list-style-type: none"> • Marker pens for each group • Masking tape/blue tack (to fix flip charts and cards to the wall)
Facilitator roles	<p>Lead: Introduce activity and lead discussions</p> <p>Support: Time keeper, support groups and steer towards barriers that the group are not covering. Support with building the wall, and look for patterns and themes emerging.</p>
Objective	<p>By the end of the activity participants will be able to</p> <ul style="list-style-type: none"> • Identify the three main areas where barriers to inclusion exist, and identify examples within each domain – Attitudinal, Environmental, Institutional. • Recognise that these barriers represent the discrimination the people with disabilities often face in society.
Facilitator Notes	<p>This activity is done in a systematic way, breaking the barriers down into three main forms – environmental, institutional (or policy) and attitudinal. This makes the issues more manageable and highlights areas where direct intervention can make a difference.</p> <p>Attitude barriers can be reduced through awareness-raising events, campaigns or training. Once identified, institutional barriers can form the basis of an advocacy strategy. Environmental barriers can be dealt with as you design project activities and inputs, making provisions for appropriate access needs.</p> <p>The largest barrier is often the attitudinal one, and that should be addressed as the session progresses – or in the summary at the end.</p>
<p>Advance Preparation</p> <ul style="list-style-type: none"> • Prepare the flip charts for each barrier domain. Draw on the bricks of your wall, large enough that the responses from the group can fit within the bricks. <p>Room Set up</p> <ul style="list-style-type: none"> • Tables or spaces for small groups work distributed throughout the room • Identify blank wall space or use easels to post flipcharts next to each other in the room with enough space for participants to review the flipcharts. <p>Open Introduce the activity and explain that for this activity you'll be working in small groups (3-6 per group).</p> <p>Activity Building the Wall</p> <ol style="list-style-type: none"> 1. Ask everyone to take a few moments to think about a child with a disability coming to school. What will happen on the day from the time they wake up, through to attending school to going to sleep at night. Think as widely as possible – don't just focus on physical things. Write a list for yourself 2. Divide into mixed groups. Give each group post-it notes (or A5 pieces of paper, with tape to attach to flip charts). Ask the groups to combine their observations and write down one idea per post-it note or piece of paper. 3. After 15 minutes, bring the whole group together and display the prepared flip chart sheets to form a wall. Explain the 'bricks' represent barriers to inclusion faced by people with disabilities and are grouped into three main forms – 	

environment, policy/institutional, attitude. Explain the three barriers to the group. PowerPoint

4. Ask one person from each group, in turn, to place their post-it notes/pieces of paper onto the 'wall' – thinking about the best heading (attitude, environment, institutional) for each post-it/piece of paper. Discussions should flow as people try to decide where to place their obstacles and why. If people aren't talking, and you can see ideas going into barriers that are not appropriate, lead a discussion on it. Use this to help people understand the reasons behind the barriers and categories.
5. Invite people to discuss their experiences of identifying barriers and what they've learned. Ask the group to reflect on how these barriers might impact on a child with disabilities accessing education.

Removing barriers

1. Create three groups and give each group a specific area of the wall e.g Institutional, Environmental, Attitudinal
2. Ask the groups to identify solutions to the barriers identified and put these next to the barrier post-its for 5 minutes, then rotate the groups so that each group adds to the previous group
3. After 15 minutes - Bring the group back together to discuss the solutions and reflect on the process overall.

Close

Environmental barriers are often easiest to identify. But don't let the group get too focused only on physical access – steps, narrow pathways, uneven surfaces for example. Access issues are just as significant for those with sensory or communication impairments where information isn't available in formats they can understand.

Institutional barriers are some of the most difficult to identify. Without a proactive search for them, they won't be as immediately evident. That's because they're often linked to social and cultural norms and written into policies and legislation. The way to start identifying them is to focus on sectors in which you work, and try to map the legal, cultural and social practices that might need addressing. Consulting with local disabled people will be an essential part of helping identify them.

Attitudinal barriers are the most important to identify – time and time again they are the main reason prohibiting progress on disability inclusion. Negative attitudes and assumptions have led to many disabled people believing themselves to be worthless, dependent and in need of support. This cycle of charity and dependency can be difficult to break.

You need to draw out all these issues – and more – as you talk through barriers with the group. It's worth trying to identify some local examples in advance.

Activity	Introduction to Inclusion and Inclusive Education
Time required	30 Minutes
Activity type	PowerPoint – Lecture
Resources required	PowerPoint
Facilitator roles	Lead: Present the PowerPoint slides Assistant: Timekeeper, observe participants and indicate to lead facilitator if you think participants are not following any points.
Objective	Participations will learn <ul style="list-style-type: none"> • The definition of inclusion • The definition of inclusive education
Facilitator Notes	
<ol style="list-style-type: none"> 1. Each slide starts with a question. Ask participants to share their responses to the question before proceeding with the content of the slides. 2. Allow time at the end for Q&A 	

Activity	Disability rights in our country
Time required	30 minutes
Activity type	PowerPoint – Lecture
Resources required	PowerPoint You will need to prepare this in advance with information relevant for your country. If you are facilitating the session with a member of an OPD this is a good session for them to develop and lead.
Facilitator roles	Lead: Present the PowerPoint slides Assistant: Timekeeper, observe participants and indicate to lead facilitator if you think participants are not following any points.
Objective	Participants will learn about <ul style="list-style-type: none"> • Laws and policies in place in your country that support the right to inclusive education
Facilitator Notes	
<p>Research the context to disability rights in your country and include this in your presentation.</p> <p>Key questions to answer:</p> <ul style="list-style-type: none"> • Is your country a signatory to the UNCRPD? • Does your country have a disability rights act (or similar)? • What articles in your country’s constitution reference equal rights, the right to education etc.? <ol style="list-style-type: none"> 1. Present your lecture 2. Conduct Q&A at the end 3. Ask participants on how these laws and policies influence their practice 	

Inclusive classroom observation tool overview

What is a Classroom Observation Checklist?

This tool is designed for project staff or teachers to observe the extent to which inclusive methodologies are being used in the classroom.

The tool contains three checklists of statements to assess an inclusive classroom environment, inclusive teaching practices and evidence of inclusive practices influencing children. It includes a score sheet to record and monitor progress. It is designed to be conducted by two observers independently to increase the validity of the data collected.

The teacher observation checklist includes statements related to lesson planning, content, participation and meeting individual needs.

The children's checklist includes statements related to participation and social interaction.

The classroom checklist includes statements to assess the classroom environment.

Why is a Classroom Observation Checklist important?

The Classroom Observation Checklist can be used to monitor progress and implementation of inclusive practices. It creates a quantitative score that can be tracked over time.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

This tool should be used if you plan to work with schools to improve inclusive teaching practice and classroom environments.

Who created this resource?

This tool is based on tools co-created by Able Child, ANDY in Kenya and USDC in Uganda

Questions and answers

Who should carry out Classroom Observation Checklist?

This tool can be used as part of a project monitoring, the activity therefore may be led by someone responsible for monitoring evaluation and learning for your project even if they are not administering the tool directly.

This tool can be used by teachers and project monitoring staff.

Who should be involved in Classroom Observation Checklist?

It is important to involve your project stakeholders to review the tool before you use it to make sure that it is appropriate for your context. You may need to change the content of some of the statements or reduce the number of statements. If you do this, you will also need to adjust the score sheets accordingly.

Whenever you are doing an activity in a school, you will need to jointly plan the activity with school stakeholders to ensure that the activity will be conducted in a way that will be beneficial for everyone and minimise disruption to other planned activities.

Remember, it is essential to build into any monitoring activity time to feedback immediately and once you have conducted your analysis and develop an action plan for future action.

When should Classroom Observation Checklist be carried out?

This tool can be used as a baseline prior to activities being conducted, and then at regular intervals throughout a project to monitor whether inclusive practices are sustained and continue to develop.

How much time do I need?

It is recommended to observe a full class period to minimise disruption to the class and to gain a complete picture of a lesson from start to finish.

Using the tool

How to implement the tool safely?

Safe data: Data collected from this tool can be collected manually or electronically. You will need to ensure data is kept safe by backing it up regularly. All results will be shared only on a need-to-know basis and will be kept private and confidential and only used for the purpose for which it was collected.

What resources will I need?

- 2 copies of the observation checklist

What do I need to do in advance?

- This tool is designed to be used by two observers. Before administering the tool make sure that both observers understand all the statements.
- Review the tool, and check whether the criteria are applicable for your context (see Adapting to context in the Toolkit Overview)
- Print copies of the observation checklist

Activity instructions

Observation:

- The two observers are to sit at the back of the classroom
- Both observers are to independently mark the classroom and lesson observed against the criteria in the tool, placing a tick in the column most suitable.

Scoring

- Once the lesson is complete both individual scores are compiled into the data analysis sheet. The scores are combined to create a total score.
- Compare and discuss the score sheets. Add additional notes if necessary to explain any significant variance between the scores.

IMPORTANT!

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Safeguarding Toolkit](#)

Next steps

What do I do once I've completed the tool?

All monitoring activities must include a plan for feedback and follow up with the school to ensure that learning is shared and to ensure monitoring provides an opportunity for reflection and development.

It is recommended that you plan for brief feedback on the day of monitoring and that you schedule time for detailed feedback once the analysis is complete. This time is also an opportunity for school stakeholders to reflect on anything that could be done differently to improve monitoring activities in the future.

The tool

Background Information:

School name:

School Year/Grade/Standard:

Teacher Observed:

Subject:

Date & Time of observation:

Enrollment	
# of girls enrolled	
# of disabled girls enrolled	
# of boys enrolled	
# of disabled boys enrolled	
Present on day of assessment	
# of girls present	
# of disabled girls present	
# of boys present	
# of disabled boys present	

Teacher Observation

		Alwa ys (4)	Very often (3)	Som e- times (2)	Rarel y (1)	Neve r (0)	Notes
Planning							
1	Teacher used a lesson plan to inform the structure of the lesson.						
2	Teacher had inclusive materials ready for the session						
Content							
4	Teacher clearly introduces what they are going to do in the lesson.						
5	Teacher used materials that could be understood by the children with disabilities and were relevant to the issue						

6	Teacher used content and language with the children that was relevant for their age and ability e.g. simple to follow and clear to understand						
Participation							
7	Teacher involved all children with and without disabilities equally						
8	Teacher encourages participation of children with and without disabilities e.g. to discuss and express their opinion, present their work to other children						
9	Teacher uses positive, friendly verbal and non-verbal language and behaviours e.g. ask open-ended questions, which make students think about the topic without putting them on the spot, praising effort and good behaviour						
10	Teacher encourages children with and without disabilities to support each other during the lesson						

Meeting individual needs							
11	Teacher adapts lessons for children with different impairments						

12	Adequate time was provided for the lesson and extra time was provided for children that needed it						
13	Teacher moves around classroom providing support and guidance while children are working						
14	Teacher asked questions and repetition to make sure that children had understood						

Analysis Table: Teacher Observation

Scoring: Each answer has a score – 4 if it is a ‘always’, 3 if it is ‘very often’, 2 if it is ‘sometimes’, 1 if it is ‘rarely’ and 0 if it is ‘not at all’. The total score will range from a minimum of 0 (all ‘not at all’) to a maximum of ‘56’ (all ‘always’). Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each teacher will get one composite score. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Always	4		
Very Often	3		
Sometimes	2		
Rarely	1		
Never	0		

Scores	Description	Score
42-56	Excellent	
28-41	Very Good	
14-27	Good	
0-13	Poor	

Children Observation

		Alwa ys (4)	Very often (3)	Som e- times (2)	Rarel y (1)	Neve r (0)	Notes
Participation							
1	Children with disabilities are participating on an equal basis to children without disabilities						
2	Children with disabilities are enjoying the session on an equal basis to children without disabilities						
3	Children with disabilities are asking questions on an equal basis with children without disabilities						
Social Interaction							
4	The children are cooperating with each other						
5	The children with disabilities appear to be happy						
6	The children with disabilities appear to have friends						
7	Children with disabilities display confidence with children without disabilities (they are asking questions, approaching other children to play, giving them directions)						
8	Children with disabilities demonstrate tolerance towards other children with and without disabilities.						

9	In lessons and during break times, children with and without disabilities are sitting next to each other.						
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Analysis Table: Children Observation

Scoring: Each answer has a score – 4 if it is a ‘always’, 3 if it is ‘very often’, 2 if it is ‘sometimes’, 1 if it is ‘rarely’ and 0 if it is ‘not at all’. The total score will range from a minimum of 0 (all ‘not at all’) to a maximum of ‘36’ (all ‘always’). Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each lesson will get one composite score. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Always	4		
Very Often	3		
Sometimes	2		
Rarely	1		
Never	0		

Scores	Description	Score
29-36	Excellent	
20-28	Very Good	
11-19	Good	
0-10	Poor	

Classroom Observation

		Yes, mostly (2)	Somewhat (1)	Not at all (0)	Notes
1	Classroom has children's work displayed – both children with and without disabilities				
2	Classroom has furniture that is comfortable for children with disabilities				
3	Classroom has related materials – handmade or commercial – on the wall				
4	Access to classroom for children with disabilities is appropriate				
5	Classroom is clean and orderly (no garbage on floor, floor is clean)				
6	Children have sufficient space to work				
7	Classroom lighting is adequate				
8	Classroom ventilation is adequate				
9	Classroom has solid roof, walls and floor in reasonable condition				
10	Blackboard can be seen clearly by all students				

Scoring: Each answer has a score – 2 if it is a 'yes, mostly', 1 if it is 'somewhat', 0 if it is 'not at all'. The total score will range from a minimum of 0 (all 'not at all') to a maximum of '20' (all 'always'). Count all the ✓ in the respective columns and multiply it with the corresponding score (2, 1 or 0). Add all the scores. Average out the scores between the two observers. Each classroom will get one composite score. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Yes, mostly	2		
Somewhat	1		
Not at all	0		

Analysis Table: Classroom Observation

Scores	Description	Classroom Score
18-20	Excellent	
11 -17	Very Good	
7 -11	Good	
0-7	Poor	

Overall lesson observation

Use the table below to calculate a composite score for the whole lesson observation (calculating the scores from the teacher observation, children observation and classroom observation).

	Teacher Observation	Children Observation	Classroom Observation	Total
Observer 1				
Observer 2				
Grand Total				

Analysis Plan:

Maximum Scores = 224 (112 for each Observer)

Minimum Scores = 0

Analysis Table: Total Observation Score

Scores	Description	Lesson Score
170 - 224	Excellent	
113 - 169	Very Good	
56-112	Good	
0-55	Poor	

Early childhood development: guide for developing fine motor skills overview

This tool contains guidance on how to support a child to develop fine motor skills.

Why are fine motor skills important?

Examples of fine motor skills include holding and controlling a pencil, picking up small light objects e.g. pen, pencil, beans.

Fine motor skills are something that all children take time to develop. Children with physical disabilities may require additional support to develop their fine motor skills or to develop alternative strategies due to their impairments.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

Who created this resource?

This resource was co-created by Able Child and Uganda Society for Disabled Children.

Questions and answers

Who should carry out fine motor skills activities?

Fine motor skills activities can be facilitated by an early years' educator. Depending on the setting, an early years' educator can be a parent, caregiver, or teacher.

When should fine motor skills activities be carried out?

Fine motor skills activities can be supported during a range of activities including writing and drawing.

How should fine motor skills activities be carried out?

The activity will depend on the abilities of the children in your group. Some children may need one to one support to develop their fine motor skills.

How much time do I need?

For any activity which involves interacting with a child it is important that you allow sufficient time for the activity, considering that you may need to spend time explaining to the child and supporting them to understand. The child should never feel rushed, or that they are doing something too slowly.

The activity

What resources will I need?

- Drawing tools of different shapes and sizes – triangular, cone shaped, cylindrical - pencils, charcoal, chalk.
- Large sheets of paper
- Tape or paperweights e.g., small stones to stop the paper slipping.

Activity instructions

The following steps may help a child to develop fine motor skills.

1. Offer a large drawing surface and adhere it to the table.
2. Ensure that the child's trunk and lower body are supported by sitting on adapted chair especially for children with cerebral palsy.
3. Demonstrate drawing movement in the air with the hand and assign it a sound or body movement. For instance, a pencil might make a "shhk, shhk, shhk" sound.
4. Get the child to copy the teacher's drawing movement/action and repeat the sound. This will help embed the learning and connect the movement and the sound in the child's mind.
5. For a child with visual impairments, encourage them to trace the shapes which has been embossed.

Tips

Do not rush the child but honour the step-by-step process. Be very patient as this is a difficult process for some children. Help them learn each step and repeat a step multiple times if the child doesn't learn it straight away.

Be creative – allow the children to experiment with different shapes, objectives and colours to help stimulate their minds, senses and interests. This could include drawing different animals, places, objects or scenes. This will greatly help the child to feel stimulated and help them express themselves in different ways.

Classroom observation checklist overview

What is the Classroom Observation Checklist?

This tool is designed for project staff or teachers to observe the extent to which inclusive methodologies are being used in the pre-primary setting (typically for children aged 0-8 years).

The tool contains a checklist of statements to assess an inclusive classroom environment and inclusive teaching practices and a score sheet to record and monitor progress. It is designed to be conducted by two observers independently to increase the validity of the data collected.

Why is the Classroom Observation Checklist tool important?

Inclusive early childhood care and education is much more than just preparation for primary school. It can be the foundation for emotional wellbeing and learning throughout life. It is therefore important to monitor the impact of early childhood education activities.

The Classroom Observation Checklist can be used to monitor progress and implementation of inclusive practices. It creates a quantitative score that can be tracked over time.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

This tool should be used if you plan to work with schools and early learning centres to improve inclusive teaching practice and classroom environments.

Who created this resource?

This resource was co-created by Able Child and Uganda Society for Disabled Children.

Questions and answers

Who should carry out Classroom Observation Checklist?

This tool can be used as part of a project monitoring, the activity therefore may be led by someone responsible for monitoring evaluation and learning for your project even if they are not administering the tool directly.

This tool can be used by teachers and project monitoring staff.

Who should be involved in Classroom Observation Checklist?

It is important to involve your project stakeholders to review the tool before you use it to make sure that it is appropriate for your context. You may need to change the content of some of the statements or reduce the number of statements. If you do this, you will also need to adjust the score sheets accordingly.

Whenever you are doing an activity in a school, you will need to jointly plan the activity with school stakeholders to ensure that the activity will be conducted in a way that will be beneficial for everyone and minimise disruption to other planned activities.

Remember, it is essential to build into any monitoring activity time to feedback immediately and once you have conducted your analysis and develop an action plan for future action.

When should Classroom Observation Checklist be carried out?

This tool can be used as a baseline prior to activities being conducted, and then at regular intervals throughout a project to monitor whether inclusive practices are sustained and continue to develop.

How much time do I need?

It is recommended to observe a full class period to minimise disruption to the class and to gain a complete picture of a lesson from start to finish.

Using the tool

How to implement the tool safely?

Safe data: Data can be collected manually or electronically. You will need to ensure data is kept safe by backing it up regularly. All results will be shared only on a need-to-know basis and will be kept private and confidential, used only for the purpose for which it was collected.

What resources will I need?

- 2 copies of the observation checklist

What do I need to do in advance?

- This tool is designed to be used by two observers, ensure that both observers understand all the statements in the tool.
- Review the tool, and check whether the criteria are applicable for your context (see adapting tools for different contexts)
- Print copies of the observation checklist

Activity instructions

Observation:

- The two observers are to sit at the back of the classroom
- Both observers are to independently mark the classroom and lesson observed against the criteria in the tool, placing a tick in the column most suitable.

Scoring

- Once the lesson is complete both individual scores are compiled into the data analysis sheet. The scores are combined to create a total score.
- Compare and discuss the score sheets. Add additional notes if necessary to explain any significant variance between the scores.

IMPORTANT!

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Safeguarding Toolkit](#)

Next steps

What do I do once I've completed the tool?

All monitoring activities must include a plan for feedback and follow up with the school to ensure that learning is shared and to ensure monitoring provides an opportunity for reflection and development.

It is recommended that you plan for brief feedback on the day of monitoring and that you schedule time for detailed feedback once the analysis is complete. This time is also an opportunity for school stakeholders to reflect on anything that could be done differently to improve monitoring activities in the future.

Additional resources

- Training: Disability, rights and inclusion
- Child to child teachers guide

- Individualized education plan (IEP) Guide
- Child functioning tool

The tool

Classroom Observation Checklist

Background Information:

School Year/Grade/Standard:

Teacher Observed:

Subject:

Date & Time of observation:

Enrollment	
# of girls enrolled	
# of disabled girls enrolled	
# of boys enrolled	
# of disabled boys enrolled	
Present on day of assessment	
# of girls present	
# of disabled girls present	
# of boys present	
# of disabled boys present	

Teacher Observation

		Alwa ys (4)	Very often (3)	Som e- times (2)	Rarel y (1)	Neve r (0)	Notes
1	Teacher used a lesson plan to inform the structure of the lesson.						
2	Teacher had inclusive materials ready for the session						
3	Teacher used materials that could be understood by the children with disabilities and were relevant to the issue						
5	Teacher used content and language with the children that was relevant for their age and ability						

	e.g. simple to follow and clear to understand						
6	Teacher used at least two active learning methods in the class to teach						
7	Teacher involved all children with and without disabilities equally						
8	Teacher encouraged the children to talk and discuss and express their opinion						
9	Teacher gives opportunity to children with and without disabilities to present their work to other children						
10	Teacher uses positive, friendly verbal and non-verbal language and behaviours e.g. ask open-ended questions, which make students think about the topic without putting them on the spot, praising effort and good behaviour						
11	Teacher encourages participation of children with disabilities						
12	Teacher adapts lessons for children with different impairment types						
13	Teacher moves around classroom providing support and guidance while children are working						
14	Teacher asked questions and						

	repetition to make sure that children had understood						
15	Teacher was confident in using active and play methods						
16	Teacher related lesson to life – home, community or school						
17	Children pay attention when teacher is giving instructions						
18	Children were enjoying the session						
19	Children were asking questions						
20	Adequate time was provided for the lesson and extra time for children with certain impairments if needed						

Analysis Table: Teacher Observation

Scoring: Each answer has a score – 4 if it is a ‘always’, 3 if it is ‘very often’, 2 if it is ‘sometimes’, 1 if it is ‘rarely’ and 0 if it is ‘not at all’. The total score will range from a minimum of 0 (all ‘not at all’) to a maximum of ‘80’ (all ‘always’). Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each teacher will get one composite score. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Always	4		
Very Often	3		
Sometimes	2		
Rarely	1		
Never	0		

Scores	Description	Teacher Score
62-80	Excellent	
44-62	Very Good	
26-44	Average	
0-26	Poor	

Classroom Observation

	Yes, mostly (2)	Somewhat (1)	Not at all (0)	Notes

1	Classroom has children's work displayed – both children with and without disabilities				
2	Classroom has furniture that is comfortable for children with disabilities				
3	Classroom has related materials – handmade or commercial – on the wall				
4	Access to classroom for children with disabilities is appropriate				
5	Classroom is clean and orderly (no garbage on floor, floor is clean)				
6	Children have sufficient space to work				
7	Classroom lighting is adequate				
8	Classroom ventilation is adequate				
9	Classroom has solid roof, walls and floor in reasonable condition				
10	Blackboard can be seen clearly by all students				

Scoring: Each answer has a score – 2 if it is a 'yes, mostly', 1 if it is 'somewhat', 0 if it is 'not at all'. The total score will range from a minimum of 0 (all 'not at all') to a maximum of '20' (all 'always'). Count all the ✓ in the respective columns and multiply it with the corresponding score (2, 1 or 0). Add all the scores. Average out the scores between the two observers. Each classroom will get one composite score. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Yes, mostly	2		
Somewhat	1		
Not at all	0		

Analysis Table: Classroom Observation

Scores	Description	Classroom Score
18-20	Excellent	
11 -17	Very Good	
7 -11	Average	
0-7	Poor	

Overall Lesson Observation

Use the table below to calculate a composite score for the whole lesson observation (calculating the scores from the teacher's observation and classroom observation).

	Teacher Observation	Classroom Observation	Total
Observer 1			
Observer 2			
Grand Total			

Analysis Plan:

Maximum Scores = 200 (100 for each Observer)

Minimum Scores = 0

Analysis Table: Total Observation Score

Scores	Description	Lesson Score
172 - 200	Excellent	
112 -171	Very Good	
72-111	Average	
0-71	Poor	

Early childhood development: guide to toilet training overview

What is the toilet training guide

This tool provides guidance to support early years educators who need to support children with disabilities in toilet training.

Why is toilet training important?

Children at age of 6 years and below requires information on health and hygiene to help them avoid diseases. They may attend an early-years setting and not yet know how to use the toilet by themselves. Children with disabilities may need additional support to adjust to a new environment like an early-years setting and it's toilet facilities. This will particularly be the case if the toile is not adapted for children with disabilities. Like other children, they may wet and soil their cloths due to fear. Training them in toileting is part of ensuring a disability-inclusive environment, and minimising child safeguarding concerns - refer to the Disability-inclusive child safeguarding document.

Who should carry out toilet training?

Toilet training activities and support can be conducted by an early years' educator. Depending on the setting, an early years educator can be a parent, caregiver or teacher.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

Who created this resource?

This resource was co-created by Able Child and Uganda Society for Disabled Children.

The activity

How to implement the activity safely?

Two-adult rule: Standard behavioural code of conducts usually includes something called the 'two-adult rule.' The 'two-adult rule' usually means that when interacting with children in a work context, staff members are required to ensure another adult is always present or within easy reach.

Due to the private nature of toilet training this rule is not practical and a proportionate approach should be taken.

In these instances, the dignity of the child must also be considered, as failing to protect the dignity and privacy of a child with personal care needs is also a form of harm. To ensure the safety and dignity of a child with personal care needs, staff and volunteers should work with children and caregivers to agree clear processes around the two-adult rule, based on what is necessary and appropriate to safeguard them and uphold their dignity. For example, if a staff member needs to assist a child with toileting, they should leave the door ajar and be regularly checked by another staff member or volunteer. This process should be documented, and consent gained and stored prior to commencing any programme.

For more information refer to:

Able Child: [Disability Inclusive Safeguarding Toolkit](#)

Instructions

Here are some ideas on how to train any child with a disability on toileting:

Orientation activities for toilet training

- Start teaching children with communication barriers or additional needs or children with intellectual impairment some words and signs for going to the toilet using local concepts and signs within the community. Example, sign of washing hands after using the toilet, sign of a dirty toilet among others.
- Teach children with intellectual disability on how to wipe their bottom until they learn. Help them repeat the activity/action separately to maintain concentration. This may involve repeating the action (not during toileting just with clothes on) several times in a small group as this could help quicken learning.
- Teach the child how to wash hands and importance of washing hands after using the toilet. This can be by using songs, having pictures up and poster in the room, always asking children whether they have washed hands every time they have gone to the toilet.

Familiarising children with toilet facilities

- Guide the children on what the accessible toilet facilities look like, the names for the different parts of the facility and how they go about using this kind of accessible toilet.
- For children with visual impairments take the child to the toilet and orient the child to the toilet environment
- Allow the child with disability to move with other children without disabilities whom they are used to, to the toilet. This can enable the peers to learn how to help their colleague with disability. It helps child with disability build confidence in toileting and other hygiene issues. If a child needs help getting on to the toilet and wiping themselves, they may not feel comfortable with another child, this requires the support from an adult.
- Encourage the child with disability to go to the toilet whenever they show signs like passing gas, walking around, going quiet or moving away from you, outside the daily routine. But don't force the child to go.

How can toilets be made more accessible?

The considerations and adaptations that are needed for accessible toilet include space for assistive devices, handrails, ramps at the entry, signs for toilets and tactile indicators or where a toilet is, low basins for children in wheelchairs can reach with no steps to water basins, easy to use taps that don't require lots of strength or are easy to reach, clean toilets for those who may need to use hand to get on to the toilet.

Children with visual impairments or cerebral palsy may have concerns about the hygiene of the toilet and touching dirty surfaces. Ensure that the toilet and surrounding areas are cleaned regularly.

Inclusive play – teacher’s guide overview

What is the Inclusive Play Teachers’ Guide?

This teachers’ guide aims to give practical advice and guidelines on how to deliver play in Early Years Education, with a special concern to include children with disabilities. Much of the content is also relevant to parents, volunteers and those running out- of-school and home-based sport and play activities.

The guide contains six sections:

1. Play in Early Learning
2. Making Play Inclusive
3. Equipment in Play
4. Just do it! Delivering a Play-based lesson
5. People and Play: the qualities and approaches needed for successful inclusive play
6. Keep it Safe!: key points in safeguarding and ensuring healthy and safe sport and play

It includes games and activity ideas to use with children to learn through play.

Why is Inclusive Play important?

Play is hugely important for all children’s physical, cognitive, social and emotional development in their early years. Children discover and organize play patterns among peers. Well organised and age-appropriate play in educational settings is an effective and flexible approach, which can contribute to learning outcomes across the whole Early Years curriculum.

Who created this resource?

This resource was co-created by Able Child and ANDY Kenya

Associated resources

- Inclusive Play observation
- Individualized Education Plan (IEP) Guide
- Child Functioning Tool

Inclusive play observation tool overview

What is the Inclusive Play observation tool?

This tool is designed for project staff or teachers to observe the extent to which inclusive methodologies are being used in play activities and the classroom for early years setting. It includes observations to assess whether there is increased social interaction between children with and without disabilities.

The tool contains a checklist of statements to assess an inclusive play environment and inclusive facilitation practices and a score sheet to record and monitor progress. It is designed to be conducted by two observers independently to increase the validity of the data collected.

This tool is based on the Competency Based Curriculum (CBC) which is operation in Kenya's education system. The approach recognises learners' different learning needs and abilities, which need to be respected in an inclusive learning environment.

Why is the Inclusive Play observation tool important?

Play is hugely important for all children's physical, cognitive, social and emotional development in their early years. Children discover and organize play patterns among peers. Well organised and age-appropriate play in educational settings is an effective and flexible approach, which can contribute to learning outcomes across the whole Early Years curriculum.

The Inclusive Play observation tool can be used to monitor progress and implementation of inclusive practices. It creates a quantitative score that can be tracked over time.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

This tool should be used if you plan to work with schools and early learning centres to improve inclusive play, inclusive teaching practice and classroom environments.

Who created this resource?

This resource was co-created by Able Child and ANDY Kenya.

Questions and Answers

Who should carry out Inclusive Play observation?

This tool can be used as part of a project monitoring, the activity therefore may be led by someone responsible for monitoring evaluation and learning for your project even if they are not administering the tool directly.

This tool can be used by teachers and project monitoring staff.

Who should be involved in Inclusive Play observation?

It is important to involve your project stakeholders to review the tool before you use it to make sure that it is appropriate for your context. You may need to change the content of some of the statements or reduce the number of statements. If you do this, you will also need to adjust the score sheets accordingly.

Whenever you are doing an activity in a school, you will need to jointly plan the activity with school stakeholders to ensure that the activity will be conducted in a way that will be beneficial for everyone and minimise disruption to other planned activities.

Remember, it is essential to build into any monitoring activity time to feedback immediately and once you have conducted your analysis and develop an action plan for future action.

When should Inclusive Play observation be carried out?

This tool can be used as a baseline prior to activities being conducted, and then at regular intervals throughout a project to monitor whether inclusive practices are sustained and continue to develop.

How much time do I need?

It is recommended to observe a full play session to minimise disruption to the class and to gain a complete picture of a lesson from start to finish.

Using the tool

How to implement the tool safely?

Consent: Children with disabilities have a right to decide that they do or do not want to participate in activities or share information and practitioners should seek to understand their preference and respect their decisions. Refer to Disability Inclusive Child Safeguarding Toolkit for details of how to obtain consent inclusively.

Safe data: Data collected from this tool can be collected manually or electronically. You will need to ensure data is kept safe by backing it up regularly. All results will be shared only on a need-to-know basis and will be kept private and confidential and only used for the purpose for which it was collected.

IMPORTANT!

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Safeguarding Toolkit](#)

What resources will I need?

- 2 copies of the observation checklist

What do I need to do in advance?

- This tool is designed to be used by two observers, ensure that both observers understand all the statements in the tool.
- Review the tool, and check whether the criteria are applicable for your context (see Adapting to context in the Toolkit Overview)
- Print copies of the observation checklist

Activity instructions

Observation: The two observers are to sit at the back of the classroom. Both observers are to independently mark the classroom and lesson observed against the criteria in the tool, placing a tick in the column most suitable.

Scoring: Once the lesson is complete both individual scores are compiled into the data analysis sheet. The scores are combined to create a total score. Compare and discuss the score sheets. Add additional notes if necessary to explain any significant variance between the scores.

What do I do once I've completed the tool?

All monitoring activities must include a plan for feedback and follow up with the school to ensure that learning is shared and to ensure monitoring provides an opportunity for reflection and development.

It is recommended that you plan for brief feedback on the day of monitoring and that you schedule time for detailed feedback once the analysis is complete. This time is also an opportunity for school stakeholders to reflect on anything that could be done differently to improve monitoring activities in the future.

Additional resources

- Inclusive Play Teachers Guide

Analysis Table: Teacher Observation

Scoring: Each answer has a score – 4 if it is a ‘always’, 3 if it is ‘very often’, 2 if it is ‘sometimes’, 1 if it is ‘rarely’ and 0 if it is ‘not at all’. The total score will range from a minimum of 0 (all ‘not at all’) to a maximum of ‘76’ (all ‘always’). Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each teacher will get one composite score. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Always	4		
Very Often	3		
Sometimes	2		
Rarely	1		
Never	0		

Scores	Description	Activity Leader Score
60-76	Excellent	
44-59	Very Good	
30-43	Good	
Less than 30	Poor	

FEEDBACK SUMMARY

Strengths – what is being done well?
Areas in need of improvement
Recommendations
Activity leader’s comments
Name of activity leader..... Signature of activity leader.....

Name of inspector
Signature..... Date.....

Overview

What is Child Rights Club Facilitator Training?

This tool is a two-day training workshop to orient potential Child Rights Club facilitators. It will give them a theoretical background on child rights and the legal frameworks that protect child rights, and practical considerations for establishing and running a Child Rights Club. The training is delivered through a combination of discussion on key concepts and activities for reflection and actions for running a Child Rights Club.

It contains handouts to use during the training and facilitators guide to support the delivery of training activities.

Why is Child Rights Club Facilitator Training important?

It is important for anyone facilitating Child Rights Club activities have a good understanding of the theories and frameworks that underpin these activities, and are able to reflect on what makes a good club facilitator. This workshop lays the foundations for taking forward Child Rights Club activities.

By the end of the training learns will:

- Have refreshed their knowledge of the models of disability
- Know how children with disabilities can support each other to protect their rights
- Have explored ways to give care and support to children with disabilities
- Understand rights and responsibilities of children
- Be able to explain the roles of different stakeholders in protecting the rights of children.
- Be aware of existing laws that protects and promotes children rights
- Understand concept of Child Rights Clubs and what they entail
- Understand why child rights clubs are important
- Show understanding and appreciation of leadership in child rights club
- Have designed activities focused on child rights

Am I ready to use this tool?

The training contains refresher activities on disability rights and inclusion. It is recommended that participants have received foundational training Disability Rights and Inclusion before taking this training. At a minimum anyone who is facilitating the training should have received similar training themselves.

Who created this resource?

This resource was adapted from materials co-created by Able Child and Uganda Society for Disabled Children

Questions and answers

Who should carry out Child Rights Club Facilitator Training?

It is recommended that you prepare and co-facilitate this session. A paired facilitation allows for more support to group activities and to identify where there is a need to adjust activities to the needs of learners.

Who should be involved in Child Rights Club Facilitator Training?

Child Rights Club Facilitators can be teachers or community volunteers. You may need to adapt the training content based on the knowledge and previous experience of your participants.

If there is a Child Rights Club existing in the wider community e.g. in another school you may want to invite the facilitator to support the training and share their experience.

When should Child Rights Club Facilitator Training be carried out?

This activity should be carried out as a foundational activity when developing Child Rights Clubs in a project.

How should Child Rights Club Facilitator Training be carried out?

This training is aimed to be interactive, and discussion based using a combination of lectures and group discussion and activity. There are handouts to accompany the training. You may want to create PowerPoint slides or flip charts for key information you want to share during the training.

How much time do I need?

The training is designed to be completed as a two-day workshop.

Using the tool

How to implement the tool safely?

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Getting ready

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Next steps

What do I do once I've completed the tool?

The final activities in the training are a post-training questionnaire and developing an Action Plan. It is recommended to schedule follow up with the participants to see how they have implemented what they have learnt, and to answer any questions they have after the training.

Additional resources

- Handouts are available for many of the activities in the training
- Child-to-child teachers guide

The tool: example agendas

Day 1:

Arrivals and pre-training questionnaire	9.00 – 9.30
Ice breaker – reporters – names and expectations	9.30 – 10.00
Introduction to disability inclusion - refresher	10.00 – 11.00
BREAK	11.00 – 11.30
Introduction to disability inclusion – overcoming barriers	11.30 – 12.30
Supporting children with disabilities in your community	12.30 – 1.00
LUNCH	1.00 – 2.00
Child Rights and Responsibilities	2.00 – 3.30
BREAK	3.30 – 3.45
Roles Of Stakeholders In Protecting The Rights Of Children.	3.45 – 4.45
Legal Provisions	4.45 – 5.30
Close	5.30 – 6.00

Day 2:

Arrivals	9.00 – 9.30
Ice breaker	9.30 – 10.00
Recap	10.00 – 10.30
An introduction to Child Rights Clubs	11.30 – 11.15
BREAK	11.15– 11.30
The purpose of child rights clubs	11.30 – 12.00
Leadership in Child Rights Clubs	12.00 – 12.30
LUNCH	12.30 – 1.30
Defining Child Participation	1.30 – 2.00
Exploring Child Participation	2.00 – 2.30
Ladder of Participation	2.30 - 3.00

BREAK	3.00 – 3.15
Ensuring effective child participation	3.15 -4.00
Designing Activities That Protect And Promote Child Rights OR Designing activities for your child rights club	4.00 – 5.00
Action Plan and Close	5.00 - 5.30

Day 1 Activities:

Activity	Reporters and Expectations
Time required	5 minute introduction, 5 minute discussion, 1 minute per participant, 5 minute reflection Total: 30 minutes for 15 participants
Activity type	Icebreaker, Pair work
Resources required	Flip chart paper
Facilitator roles	Lead: Introduce the activity and facilitate discussion Assistant: Timekeeper and write on flip charts
Objective	Participants to introduce each other and share what they hope to gain from the training. Manage expectations and outline what is realistically achievable from the day.
Facilitator Notes	Prepare flip charts in advance Try to keep your participants to time as this activity is supposed to be short and not eat into your main activities. Tips for keeping to time: Use an egg timer, or timer on screen. Get everyone to stand. If you have a big group, you can ask people to put ideas for the group agreement onto a flip chart whilst they wait for others to arrive.
<p>4. Invite participants to get into pairs and answer the following questions which you have written on a flip chart (5 minutes). Each person in the pair will report on what the other person has said.</p> <ol style="list-style-type: none"> Name Job title Expectations for the day What they'd like to see in a group agreement <p>5. Write up expectations on one flip chart and group agreement on another</p> <p>6. Once everyone has introduced themselves review the expectations and clarify what will and won't be achieved through the training</p> <p>Participants are likely to want to know practically what they can do to become more inclusive. Whilst this training will touch on this, remind participants that this training is only an introduction and we can't cover that in detail in one day.</p>	
Activity	Introduction to disability inclusion
Audience	Child rights club facilitators
Time required	Dependent on previous training provided on disability inclusion
Objective	By the end of the session participants will be knowledge about: Social/Rights based model of disability The difference between impairment and disability

As part of the Child Rights Club Facilitator training it is essential that facilitators are aware of some basic principles about disability inclusion. If participants have no or little prior knowledge, and haven't received training in the past it is recommended that you conduct a full training focused on an introduction to disability inclusion.

Disability Rights and Inclusion is a one day training that can be adapted for this audience. If your participants have already received this training or similar, you can use the following activities as a refresher.

Activity	Introduction to disability inclusion - refresher
Audience	Child rights club facilitators
Time required	1 hour
Activity type	Brainstorm
Resources required	Child to Child Teacher Guide – provides content on social model of disability and impairment definitions.
Objective	By the end of the session participants will have refreshed their knowledge about: Social/Rights based model of disability The difference between impairment and disability
<ol style="list-style-type: none"> 1. Ask the participants to brainstorm the key concepts of the medical model and social model of disability. 2. Ask participants to brainstorm the difference between disability and impairment. 3. Capture the feedback on a flip chart. 4. Share the following definition disability and impairments as provided in the Child to Child Teacher Guide. 5. Ask participants to share causes of impairments, then ask them to share what barriers result in these impairments becoming disabilities. 	

Activity	Overcoming barriers
Audience	Child rights club facilitators
Time required	1 hour
Activity type	Case Study and Discussion
Resources required	Child to Child Teacher Guide – provides content on social model of disability and impairment definitions. Slide or printouts of case study
Objective	By the end of the session participants will know how children with disabilities can support each other to protect their rights
<ol style="list-style-type: none"> 1. Divide the participants into small groups. 2. Read the case study. 3. Ask participants to discuss the four questions that will follow. 	
<p>Case Story – Simon - Junior leader assists other children. Simon is a 13-year-old boy born in Hoima district. He is the last-born child in the family. His father and mother are both alive. Simon’s parents have always had to struggle to provide scholastic material and encourage him to work hard in school for a better future. Simon understands the condition at home, and he has put all his hopes into school. He treasures his relationship with his parents, teachers, and fellow pupils, and actively takes part in activities at home and curricular activities at school. Simon loves sports and has a positive self-image. He has hope for a better future.</p> <p>Simon is among the empowered, motivated junior leaders in Uganda. He is 10 and has been participating in Right To Play activities. Because of his love for sports, he always participates with children without disabilities in all games and he takes the role of blowing the whistle every time a foul is made. Simon blows the whistle with a lot of passion and this is evident by the smile on his face every time he starts the game. The children love him so much that they always look for him to be their referee before the game starts.</p> <p>Last year, his wheelchair had become old so his fellow children improvised. They brought him a household cushion to try and help him sit on the tilted wheelchair. This helped him until he received a replacement wheelchair.</p> <p>Simon has since been given a wheelchair by a local organisation and he continues to assist as co-coach in his school club. He has been doing this since he joined the Child Rights Club activities in when he was 6, and because of him, many other children with special needs have been encouraged to participate in Right To Play activities. He loves school and he wants to become a teacher and help other children with disabilities.</p> <p>When children like Simon play, the world wins. Written by Kansime Alice Twongyeirwe - National Training Officer – USDC</p>	
<ol style="list-style-type: none"> 4. Questions for reflection <ul style="list-style-type: none"> • Identify things that Simon did to overcome barriers he experienced • How did fellow children help Simon to overcome barriers he experienced? 6. Ask participants if they have ever come across a similar care like that of Simon to share with the larger group. 7. End the session by saying: <p>Children with disabilities have a huge potential to support each other, and they do it sometimes better than other children and adults. Adults need to help to build resilience and give other forms of support to children with disabilities. It is also important to note that children with disabilities, like other children, have the fundamental right to be children and should not be overwhelmed with responsibilities meant for adults. When children with disabilities have consistent care and support, they are better able to withstand challenges. They can draw strength from their peers and other people in their environment to overcome barriers they experience. This ability to withstand challenges is often referred to as resilience.</p> 	

Activity	Supporting children with disabilities in your community
Audience	Child Rights Club Facilitators
Time required	30 minutes
Activity type	Brainstorm, Case Study and Discussion
Resources required	Slide or printouts of case study
Objective	By the end of the session participants will have explored ways to give care and support to children with disabilities.
<p>1. Ask participants to brainstorm some of the barriers that children with disabilities face in life and suggest possible solutions (Disability Rights and Inclusion training has in-depth activity that can be adapted if there is time in your training).</p> <p>2. Emphasis by saying: "Children with disabilities, like any other children, need care and support to be able to grow up healthier, have meaningful relationships with others and to freely interact with the environment in which they live. They need to be understood, appreciated and involved in issues that concern their welfare."</p> <p>3. Divide the participants into four groups and give them the following tasks to do based on this story. Jane is 8 years old girl with visual impairment. She lost her father, who loved her and promised to take her to school when she grew up. Unfortunately, he died when Jane was only 4 years old. Jane now stays with her mother, who does not want to expose her to the outer world and always keeps her indoors when other children leave for school. Jane also wants to go to school, but the mother locks her in the house.</p> <p>Group 1: You are members of a child rights club and want to advocate for the rights of all children in your community. What can you do to change the situation for Jane?</p> <p>Group 2: You are members on the school parents teacher association (PTA) board and very aware of Jane's issue. What can you do to change the situation for Jane?</p> <p>Group 3: You are community leaders and this case is in your village. Jane's mother is your strong supporter during election time, but there is a problem now. What can you do to change the situation for Jane?</p> <p>Questions for reflection:</p> <p>a) What did you see/hear in the story that struck accord for you?</p> <p>b) How different would you approach the same situation?</p> <p>c) Do you know of any child in your communities who has gone through the similar experiences?</p> <p>d) Allow 20 minutes for preparation and 10 minutes per group for feedback in plenary.</p>	

Activity	Child rights and responsibilities
Audience	Training for child rights club facilitators
Time required	90 Minutes
Activity type	<ul style="list-style-type: none"> • Question and answer • Brain storming • Card presentations • Quiz
Resources required	<ul style="list-style-type: none"> • Notes on legal provisions UNCRC and UNCRPD, ACRWC

	<ul style="list-style-type: none"> • Notes on legal provisions in your country for the rights of children with disabilities • Flip charts. • Markers. • Cards.
Objective	By the end of the session, participants will be able to; <ul style="list-style-type: none"> • Describe the rights and responsibilities of children
Facilitator Notes	This activity could be adapted to use with secondary age children. See My Rights Self Reporting for prompt cards that could be used to adapt this activity for younger children.

Activity 1: Buzzing Definitions

1. Divide the participants into buzz groups (pairs) and ask the participants to brainstorm the following concepts for 5 minutes:

A “child”

A “right”

A “responsibility”

2. Ask the buzz groups to share their ideas on the definitions
3. Write participants’ responses on a flip chart.
4. Share the definitions that you have prepared on the flip chart (see Child Rights Glossary).

Activity 2: Child rights brainstorm

1. Distribute a card to each participant with instructions to write down one child right.
2. Pin up the cards and read out each contribution, asking participants whether they think the answer is a right or a responsibility.
3. Clear up any misconceptions or queries that any answer may have caused.

The table below shows the four major categories of child rights

Type of right	Examples of what each right entails.
Survival rights: These are rights that a child needs to survive, i.e., basic needs	Right to food, medical care, clothing, shelter and parental care
Protection rights are those rights that a child needs to be safe and secure	The right to life and liberty, freedom from child abuse, discrimination, child labor, sexual abuse and exploitation, right to a name and nationality.
Development rights A child needs rights to develop physically, mentally, socially and culturally.	Right to education Right of access to information Right to rest and play
Participation rights The right of children to participate in society and national activities so as to realize their rights	Freedom of opinion, freedom of association, freedom of worship, freedom of expression, right to engage in cultural activities that are not harmful

Activity 3: Rights and responsibilities

1. From the rights identified in the previous activity ask participants to think of a corresponding responsibility.
2. Draw a table with two columns headed Rights and Responsibilities, respectively
3. Ask participants to write a responsibility down on a card and match it to a right.

Right	Responsibility
Right to play	Balance work and play, play fairly

Right to education	Enrol a child in school, make the most of their education, encourage others
Right to food	Appreciate the food they have, share with others less fortunate
Right to have an opinion, to be taken seriously	To listen to others and take them seriously
Conclude the session by saying; Failure by the child to fulfil his or her responsibilities should not compromise their rights. It is the duty of the adults to protect the rights of children.	

Activity	Roles Of Stakeholders In Protecting The Rights Of Children.
Time required	60 minutes (depends on numbers of groups – 15 minutes per group for role play and feedback)
Activity type	Buzz groups Role plays
Resources required	None
Facilitator roles	
Objective	By the end of the activity participants will be able to explain the roles of different stakeholders in protecting the rights of children.
Facilitator Notes	Potential activities for children: Flashcards to help young children understand their rights Draw my village – to highlight all those who are involved in ensuring the rights of children with disabilities. Children’s role plays – using simple topics e.g. exploring the right to go to school. Community questionnaire to explore why children don’t go to school
<ol style="list-style-type: none"> 1. Ask the participants in buzz groups to define the concept stakeholder and give examples. After 2 minutes ask them to share their stakeholders and write them on a flip chart. 2. Divide the participants into groups and ask them to prepare a short 3 minute roleplay to explore one of the following topics each. Allow 15 minutes for preparation. <ul style="list-style-type: none"> • The roles of the community in promoting child rights in a village, where stigma and discrimination for children with disabilities is high. • The roles of the school administration in promoting child rights at school, where there is limited consideration of children with disabilities • The roles of children in supporting their peers to advocate for their own rights. 3. Ask participants to share their roleplay. After each roleplay allow 10 minutes to engage the participants in the discussion – what did you see/hear from the role play that caught your attention? 4. Highlight the following roles of different stakeholders in promoting the rights of children (see table below) 5. Close the session by telling participants that - Upholding the rights of children should not be looked at as being entirely the role of government or parents alone. Everyone has a role to play since we all interact with children at various levels and times. 	

Child Rights_Rights, Roles, Responsibilities handout

Children's roles

Children can play an active role in understanding and ensuring their rights:

- Seek information about their rights and responsibilities
- Stand up to defend their rights and responsibilities
- Ensure that their responsibilities are fulfilled
- Take the responsibility of supporting one another
- Campaign against harmful practices that violate their rights
- Report cases of rights violations and abuses to relevant authorities

Family roles

Parents/caretakers must fulfil their roles and responsibilities to protect their children and advocate for their rights. They exert tremendous effort every day to protect their children from the violence of the streets, to make sure that they go to school, to have proper clothing and proper food, to protect them from harm and illness even when housing conditions are bad, to comfort them when they are bullied, and to assure them that they are lovable and loved. The family also has the responsibility to:

- Create a safe environment for the children to operate in
- Avoid exposing children to risks
- Provide the basic needs, such as food, shelter, clothing, medical care and education
- Report cases of abuse to relevant authorities
- Maintain contact and communication with the child
- Work with other institutions, such as the school, to ensure the child is protected. The parent/guardian should keep appointments for visitation and attend parents' meetings
- Work toward their child's timely return home by making necessary changes or correcting conditions which resulted in the child's placement
- Provide emotional support for their child
- Be involved, whenever possible, in specific activities affecting the child, such as medical care, religious, and social events
- Provide financial support for the child according to their ability and needs
- Provide information appropriate information to the child

Community roles

- Create a platform where children can advocate for their rights. This can be done through the Child Rights Clubs
- Sensitize children about their rights
- Visit and give support to families with children with disabilities
- Protect children from harm; for example, from traditional practices that deprive children from their rights, such as child marriage
- Report the cases of violation and abuses to relevant authorities
- Link abused children to relevant service providers for help

School Administration Roles

- Provide facilities in school to accommodate children with disabilities e.g. accessible classrooms, toilets, play areas.
- Hold meetings with parents, community leaders and children to share ideas and make recommendations to improve the delivery of support services to the children.
- Involve children in issues that concern their welfare

<ul style="list-style-type: none"> • Encourage children to participate in discussions on issues that affect them and to form their own clubs • Train teachers on starting and running clubs. The school may consider training some teachers to specialize in teaching children with disabilities • Organise public forums for children to express their opinions, e.g., during the Day of the African Child • Work hand in hand with children and caretakers to ensure the protection of children. This can be done through home visits. • Provide livelihood skills to children for self-reliance • Train children in life skills, child rights and responsibilities • Provide counselling services to children who have experienced abuse
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Activity	The Legal Provisions Enshrining The Rights Of Children
Time required	30 minutes
Activity type	Group discussion
Resources required	Hand out: Legal Provisions Hand out: Legal provisions in your context (you will need to research this yourself in advance)
Objective	By the end of the session participants will be aware of existing laws that protects and promotes children rights
Facilitator Notes	
<ol style="list-style-type: none"> 1. Divide participants into groups and ask them to read the Legal Provisions Handout and make interpretations. <ul style="list-style-type: none"> • UN Convention on the Rights of the Child provisions • UN Convention on the Rights of Persons with Disabilities provisions • African provisions • Your country provisions 2. Ask one participant per group to give the feedback in plenary. 3. End the session with the following emphasis. In order to ensure the well-being of all children, consistent and stable care and support from affectionate caregivers must be upheld. Children rights entitle every child to this form of care. Rights and responsibilities in the African societies go hand in hand and are not meant to give children freedom to do whatever they want or to remove parental control and influence over the children. They are meant to give children protection to ensure full growth and development in preparation for their adult lives. The issue that should be emphasized to children, parents and other actors is that rights come with responsibilities, and that both rights and responsibilities should be discussed and understood by all actors. It is only when they are understood and appreciated by parents and children that they will be respected. Children's needs should be met according to 	

the ability of the family to provide them. Rights go hand in hand with responsibilities of children.

Day 2 Activities:

Activity	Colour coding/Skittles
Time required	5 minute introduction, 5 minute discussion, 1 minute per participant, 5 minute reflection Total: 30 minutes for 15 participants
Activity type	Icebreaker
Resources required	Coloured tokens – these could be coloured sweets/candy, or bottle tops, pieces of paper Flip chart paper or Power Point Slide
Facilitator roles	Lead: Introduce the activity and facilitate discussion Assistant: Timekeeper and write on flip charts
Objective	Participants to introduce themselves and share something about themselves
Facilitator Notes	<p>Prepare flip chart or PowerPoint Slide in advance On a flip chart paper/Power Point write up a few questions you'd like the participants to answer and allocate a colour to it. E.g. Red: Favourite food Yellow: Favourite pastime Blue: Favourite childhood toy/game Try to keep your participants to time as this activity is supposed to be short and not eat into your main activities. Tips for keeping to time: Use an egg timer, or timer on screen. Get everyone to stand. If you have a big group, you can ask people to put ideas for the group agreement onto a flip chart whilst they wait for others to arrive.</p>
	<ol style="list-style-type: none"> 7. Ask participants to take a token from the bag – and if it is a sweet/candy – tell them not to eat it just yet. 8. Reveal your flip chart with your colour coded questions. 9. Go around the group and ask each person to introduce themselves briefly and answer the question associated with the colour token they are holding. 10. If you have time, you can go around the circle again or give multiple tokens to start with. Participants will more likely want to go again if there is a sweet/candy!

Activity	Recap day 1
Time required	30 minutes
Activity type	Interactive

Resources required	PowerPoint Ball (or soft item that can be easily thrown and caught)
Facilitator roles	Lead: Introduce the activity and facilitate discussion Assistant: Timekeeper
Objective	Assess what participants have retained from day one –Create the background for day two
Facilitator Notes	Encourage participants to share rather than you leading this session. Use the PowerPoint at the end to consolidate and fill any gaps not raised by the participants.
<ol style="list-style-type: none"> 1. Introduce the activity saying that you want to quickly recap on what was covered the previous day and hear what they have appreciated or learnt. 2. Use the ball to randomly select group participants and ask them to share a reflection from the previous day (depending on the abilities of you group you can throw the ball, or hand it to individuals). 3. Depending on the size of your group, once you have got feedback from everyone or you feel that you have covered the main points/exhausted ideas recap on any information that wasn't well covered by the group. 	

Activity	An introduction to Child Rights Clubs
Audience	Child rights club facilitators
Time required	45 minutes
Activity type	Group discussion
Resources required	Case study handouts
Objective	By the end of the session participants will understand concept of Child Rights Clubs and what they entail.
Facilitator Notes	

To complete these activities, it is recommended that you have completed the Child Rights and Responsibilities activities.

Begin the session by sharing:

The Child Rights and Responsibilities activities explored the different rights and responsibilities of children, and the role of the various actors in promoting and safeguarding the rights of children and guiding them to embrace their responsibilities.

Children, as much as they have rights, also have responsibilities and duties towards their families, society and the state, so they need to understand these rights and responsibilities.

Children with disabilities have inadequate information about their rights and responsibilities or how to effectively protect themselves from abuse. The CRCs provide a platform Children with disabilities to participate.

The CRCs act as a way for children to come together and learn more about their rights and how they can network with other actors to participate in safeguarding and promoting their rights and embracing their responsibilities.

They provide a platform for children to learn, interact, share, have a sense of belonging and advocate for their rights. Through their interaction and sharing, children are bound to develop new identities, alternative and preferred stories that will ignite their hidden potentials and awaken each individual's sense of self-worth, value for life and the purpose of their existence.

Prepare the case study in advance to share with the group. This is an example which you can adapt to be most relevant for your context. Read it to the group and provide handouts for those who would like to read it.

Beatrice is a 10-year-old girl who currently lives in Masaka. Beatrice has a physical disability and is the youngest girl among the four children in the family. Beatrice treasured her

relationship with the mother who always believed in her and always told Beatrice to trust in God for her future.

Mr. Mukasa and Mrs. Margret died a year later leaving Beatrice and the other three children (one male and two elder sisters) alone in the house with no one to care for them. The parents left behind three rental houses in Kyanamukaka, but the relatives took over and sold them all leaving Beatrice and other three children in a small room. Life for them became difficult, and the elder girl, who was 14 by then, decided to lean on men for survival, and she eventually had a child of her own to look after. The second girl aged 12 decided to marry and to move away from the problems. The relatives decided to take Beatrice and the young brother to live with the uncle in another village. They were denied access to education and were over worked, a condition that forced Beatrice's young brother to go to the streets in Nyendo.

Beatrice joined one of the Child Rights Club in Masaka and learned life skills, among other things. She found a friend by the name of Stella who she shared her problem with. Stella was touched by Beatrice's story and she decided to share it with her parents. Stella's parents were very moved by the story and decided to offer Beatrice an opportunity to live in their home, and they took her to school. Beatrice is now in Primary 6 in Masaka and doing well, both at home and at school. She wants to become a social worker and help other children with disabilities.

Questions for reflection:

- What actions did Beatrice take to help herself out of the problem?
- What made Beatrice respond differently from her siblings?
- How did the Child Rights Club and peers help Beatrice?
- Ask the participants if they have come across a similar story like that of Beatrice in their community. If so, ask them to share the story with the group.

Activity	The purpose of child rights clubs
Audience	Child rights club facilitators
Time required	30 minutes
Activity type	Buzz groups, lecture and group work
Resources required	Flip chart Hand out: Child Rights Clubs Roles and Responsibilities
Objective	By the end of the sessions participants will understand why child rights clubs are important
<ol style="list-style-type: none"> 1. Reflecting on the story of Beatrice, ask the participants to brainstorm the importance of Child Rights Clubs in buzz groups (pairs). 2. Capture the responses on a flip chart. 3. Emphasis the following: <p style="background-color: #f2f2f2; padding: 5px;">Child Rights Clubs help children learn their rights and responsibilities in an organized setting, and they enable children to participate actively and effectively in advocating for their rights. Children must therefore be made aware that as children they possess human rights and are entitled to have those rights legally protected.</p> <p style="background-color: #f2f2f2; padding: 5px;">Child Rights Clubs also provide children with opportunities, especially for those most vulnerable children, like Children with disabilities, to actively participate in activities that promote their rights and responsibilities, thus making positive contributions in developing a generation of people that respect human rights.</p> <p style="background-color: #f2f2f2; padding: 5px;">Child Rights Clubs should bring children together to articulate their rights and responsibilities as active citizens and to find practical solutions to problems facing children in schools, communities, and homes.</p> <p style="background-color: #f2f2f2; padding: 5px;">Child Rights Clubs create a platform where children come together to learn more about their rights and how they can help each other in safeguarding those rights and embracing their responsibilities</p> 	

Children with disabilities lack adequate information about their rights and responsibilities and how to effectively protect themselves from abuse, and the CRCs provide a platform for them to actively take part. The participation of parents and community members in the CRCs becomes a crucial platform for advancing child rights and protection of children in their homes and the communities where they live.

4. Divide the participants into groups and ask them to discuss the following questions:
 - Can any school or any community start a Child Rights Club?
 - Who can become members of the child rights club?
 - How should Leadership composition at CRC leadership look like?
 - Who should become a Child Rights Club facilitator?
 - Who should facilitate a CRC?
 - List the roles of stakeholders in the CRCs
5. **Allow 15 minutes for preparation and 5 minutes for presentation per group.**
6. **Share the following information with the participants.**

Can any school or any community start A Child Rights Club?

Yes, it is not difficult at all to start a Child Rights Club in a school or community. A Child Rights Club can be started in both primary and secondary schools, as well as in communities. Any school interested in forming a Child Rights Club should be able to support it, just as it supports other traditional clubs in the school, e.g., the debating club, wild life club, Girl Guides, etc.

Who can become members of the Child Rights Club?

Child Rights Clubs should be inclusive of all children, not discriminating by age or gender. Patrons should, however, group children according to age and give appropriate activities for various age groups and abilities.

Who should become a Child Rights Club facilitator?

- Keen interest in issues of children’s rights and responsibilities
- Knowledge about children’s rights, or a willingness to learn about children’s rights
- An ability to help children learn about their rights and responsibilities
- No record of child abuse
- Is friendly and approachable for all children
- Has a genuine commitment to developing the Child Rights Club
- Is willing to work on a voluntary basis
- Is honest
- Is hardworking and innovative
- Is capable of keeping children’s problems confidential or secret. e.g., does not discuss children’s problems in public
- A teacher or any active member of the community can become a club facilitator. This person is chosen by the school management or the community and should have the following qualities.

Activity	Leadership in Child Rights Clubs
Audience	Child Rights Club Facilitators
Time required	30 minutes
Activity type	Brainstorm and lecture
Resources required	Flipchart Roles and Responsibilities Handout Club Leaders Handout

Objective	By the end of this session participants should show the understanding and appreciation of leadership in child rights club.
Facilitator Notes	
	<ol style="list-style-type: none"> 1. Ask the participants to brainstorm the qualities of the good club facilitator and Peer Educator at CRC. 2. Capture the responses on a flipchart 3. Share the Roles and Responsibilities and Club Leaders Handout

Activity	Defining Child Participation
Audience	Child Rights Club Facilitators
Time required	30 minutes
Activity type	Brainstorm
Resources required	Handout: Legal Provisions
Objective	To ensure that children are empowered to participate in and led the understanding, exploration, and implementation of their rights. Children should be empowered to advocate for their own rights and those of their peers, ensuring that they understand what participation is, different levels of participation and how they advocate for it
	<ol style="list-style-type: none"> 1. Begin the session by saying: "The concept of child participation has its roots in the Convention on the Rights of the Child, as well as the African Charter on the Rights and Welfare of the Child. These documents recognize that making sustainable improvements in the lives of children requires the recognition of children as individuals with their own needs, rights and aspirations within their communities. So children need to be provided with opportunities to influence and make guided decisions about their welfare." 2. As a group conduct a brainstorm activity asking participants how they define the concept of child participation and what it entails. Write up responses on a flip chart. <p>During the discussion you are looking for participants to share issues as described below. Once the group have exhausted their ideas, refer to the description below and add any missing points.</p> <ol style="list-style-type: none"> 3. Based on the definition of child participant ask the group to reflect on what hinders child participation in their communities. Question for reflection – to what extent is this a result of the ability of children, or other factors? <p style="text-align: center;">CHILD PARTICIPATION</p> <p style="text-align: center;">Child participation is both a process and the means through which it can be achieved.</p>

As a process, child participation involves guiding and supporting children to take part in implementing, influencing or making decisions on issues that affect them and the community in which they live. Children can also take part in influencing issues that affect children at a broader level like international or regional levels. This enables children to acquire more skills and knowledge to identify critical issues that affect their lives and to articulate them to the right audience; e.g., policy makers, school authorities, community leaders, parents associations, etc. Thereby, they become empowered to campaign for their rights.

Child participation involves observing and exploring the children’s potential as well as nurturing their strengths, interests and abilities through the provision of meaningful opportunities to contribute to their own development and that of their peers, families and communities. This usually involves learning to give children simple tasks and engaging them in making simple decisions so gradually nurturing their potential until they can engage in making more challenging decisions and tasks.

Involving children in making basic decisions about their welfare at the family level is important and a starting point for child participation.

Activity	Exploring Child Participation
Time required	30 minutes
Activity type	Role Play
Resources required	
Objective	Explore how children can play an active role in different areas of their lives
Facilitator Notes	<p>Divide participants into groups and give them the following scenarios:</p> <p>Group 1: Role-play different activities that the child can take part in at Child Rights Club</p> <p>Group 2: Role-play different activities that the child with disability can take part in at school.</p> <p>Group 3: Role-play various activities that the child with disability can take part in at family level.</p> <p>Each groups should consider children with different abilities, and explore how children could take on leadership roles and support their peers.</p> <p>Questions for reflection:</p> <p>a) According to the role-plays, what did you see/hear that caught your attention?</p> <p>b) What else is essential but was not reflected in the role-plays?</p>



Activity	Ladder of Participation						
Time required	30 minutes						
Activity type	Interactive – pair work						
Resources required	Ladder of participation handout, scissors						
Objective	By the end of the session participants will understand that there are different levels of participation						
Facilitator Notes	<ol style="list-style-type: none"> Put the group into pairs and hand each pair the ladder of participation handout. Ask each pair to match the headline with the statement <ul style="list-style-type: none"> Question for reflection: Think about your Child Rights Club, where is your club on the ladder of participation, where do you want to be? What do you need to do to get there? <p>Ladder of participation:</p> <p>Below the statements and the ladder headings are correctly matched. In the handout the statements are not in the correct order.</p> <table border="1"> <thead> <tr> <th>Ladder</th> <th>Statement</th> </tr> </thead> <tbody> <tr> <td>Children and Adults share decision making</td> <td>Club members are given little choice and a limited voice. Club members are only asked to take part for the club to look like it lets children participate even though it doesn't really</td> </tr> <tr> <td>Children lead and initiate action</td> <td>Club Facilitator has idea and club members are involved in designing, developing and delivering the project</td> </tr> </tbody> </table>	Ladder	Statement	Children and Adults share decision making	Club members are given little choice and a limited voice. Club members are only asked to take part for the club to look like it lets children participate even though it doesn't really	Children lead and initiate action	Club Facilitator has idea and club members are involved in designing, developing and delivering the project
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Children lead and initiate action	Club Facilitator has idea and club members are involved in designing, developing and delivering the project						

Adult initiated, shared decision with children	Even though club members were asked to take part, they don't really have any say in what happens
Children are consulted and informed	Club Facilitator is in charge, and they use club member ideas. Club members are not involved in idea or project development
Children are assigned but informed	Club members design and develop the project. They lead and invite Club Facilitator to help them. They are equal partners
Tokenism	Club Facilitator designs the project but support club members make decisions and act. Club facilitator give club members feedback on what they've done
Decoration	Club Facilitator choose a project and club members help
Manipulation	Club members have the idea, design and lead the project, club members can get help from Club Facilitator if they need it

Activity	Ensuring effective child participation
Time required	45 minutes
Activity type	Group work/presentation
Resources required	Flip charts and markers
Objective	To identify different ways of ensuring meaningful child participation
Facilitator Notes	
<p>1. Divided the participants into groups and asked them to prepare presentations on the following tasks:</p> <p>Group 1: Scenario 1: Child Club X received 11 T-shirts that are to be used by the club and yet you have 25 members in the Child Rights Club. As a club facilitator, you are required to organize and facilitate a</p>	

meeting with club members who will find the solution to the challenge at hand.

Group 2: Scenario 2: The Child Rights Club has just received a letter from the District Education Officer to prepare for the Day of the African Child slated for 3rd December. The theme of the day is 'Participation of children is a collective responsibility" design activities to support club members to come up with the program, activities, and key advocacy messages for the day.

Group 3: Scenario 3: Members of the CRC are to sit and develop a plan for a session on health competition to be held the following week.

Group 4: Discuss the factors which Leaders at CRC should consider in the process of ensuring effective child participation.

Questions for reflection:

- a) What did you like from the presentations?
- b) According to the role-plays, did you identify issues of child participation?
- c) How would you approach the same situation differently?
- d) What factors do facilitators at CRC need to consider in the process of ensuring effective child participation.

2. Share the following information with the participants.

Factors to consider when involving children at CRC activities:

- The best interest of the child
- Transparency and informed consent
- Equal opportunity and democracy
- Care, safety and protection
- Appreciation, recognition and mutual respect
- Non discrimination
- Ethical consideration, which involves accountability, transparency, honest and realistic goals.
- Get permission from the parent/ caretaker
- Get permission from the child
- Give the child time to prepare, learn and choose what to do
- Methods used in the club must be child friendly, putting in consideration issues of age, gender and disability
- Children's information should not be distorted by adults
- All that is done in the club must be culturally appropriate and gender sensitive
- The environment should be safe and take in consideration gender and disability concerns

Child participation can be enhanced by doing the following:

- Through motivation /appreciation
- Giving the children the chance to participant in activities
- Creation of a friendly environment to enable participation

- Through exposure to learn from others
- Equipping children with the necessary materials to participate especially CWDS
- Allow children to evaluate themselves in their activities
- Through organizing exhibitions
- Paying attention to the learners concern
- Guidance and counselling
- Listening and respecting children's views
- Give children rewards and certificates
- Providing appropriate resources to enable the children to take part in activities

Activity	Designing Activities That Protect And Promote Child Rights.																			
Time required	1 hour																			
Audience	Child Rights Club Facilitators/Partner staff																			
Activity type	Group work and presentation																			
Resources required	Flip chart paper																			
Objective	To design activities at child level, family level and community level that will protect and promote child rights and responsibilities																			
Facilitator Notes	Include examples of positive case studies to give participants inspiration about what can be achieved.																			
<p>1. Divide the participants into groups and assign them the following tasks, give them a piece of flip chart paper with the table below marked out:</p> <p>Group 1: Imagine that you are one of three children who are from the same family. Draw up a plan/program that will enable you to promote your rights and responsibilities.</p> <p>Group 2: Imagine you are a family, draw up a plan of action that will enable you to promote the rights and responsibilities of children in your home.</p> <p>Group 3: Imagine you are community members, make a plan that you will do to promote the rights and responsibilities of children in your village.</p> <p>Give 20 minutes for preparation and 5 minutes per group presentation in plenary.</p> <p>They could use this framework for their plan:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Objective</th> <th>Activity</th> <th>Target</th> <th>Time</th> <th>Responsible person</th> <th>Requirements</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>Why do you want to do what you want to do?</td> <td>What will you do?</td> <td>Whom do you want benefit?</td> <td>When will you carry out the activity?</td> <td>Who will be responsible for seeing that the activity is done?</td> <td>What will you need?</td> <td></td> </tr> </tbody> </table>							Objective	Activity	Target	Time	Responsible person	Requirements	Remarks	Why do you want to do what you want to do?	What will you do?	Whom do you want benefit?	When will you carry out the activity?	Who will be responsible for seeing that the activity is done?	What will you need?	
Objective	Activity	Target	Time	Responsible person	Requirements	Remarks														
Why do you want to do what you want to do?	What will you do?	Whom do you want benefit?	When will you carry out the activity?	Who will be responsible for seeing that the activity is done?	What will you need?															
<p>2. After the presentations use the following reflections for discussion.</p> <p>According to the group presentations, which programming issues did you identify that were helpful?</p> <p>Identify the gaps according to the presentations and share the possible solutions.</p>																				

Activity	Designing Activities for the Child Rights Club					
Time required	1 hour					

Audience	Child Rights Club Facilitators/Partner staff
Activity type	Group work and presentation
Resources required	Flip chart paper
Objective	To design activities at for children with different abilities to do during their child rights club.
Facilitator Notes	Include examples of positive case studies to give participants inspiration about what can be achieved.
<p>1. Divide the participants into groups and assign them the following tasks, give them a piece of flip chart paper with the table below marked out:</p> <p>Scenario: Children in the Child Rights Club have identified that many children with disabilities are not in school in the community, and they want to do something to change that.</p> <p>Points for consideration:</p> <ul style="list-style-type: none"> • How will you ensure that all children will participate? • What adaptations will you make for the different abilities in your club? <p>Group 1: Design an art activity that children can complete in a club session that will help raise awareness of the issue.</p> <p>Group 2: Design a community awareness activity that the children could lead</p> <p>Group 3: Design a debate activity which explores the issue.</p> <p>Give 30 minutes for preparation and 5 minutes per group presentation in plenary.</p> <p>2. After the presentations ask the participants to critique and make suggestions for improving the activities, and share experiences or other activities which could benefit the group.</p>	

Activity	Action Plan
Time required	30 minutes
Activity type	Action Plan
Resources required	A5 cards/post-its
Objective	Encourage participants to think about actions that they can take to embed and take forward what they have learnt from the training.
Facilitator Notes	
<p>1. Individually ask participants to reflect on what they have learnt from the workshop</p> <p>2. Hand out cards. Ask participants to write down some actions that they would like to take forward from the workshop. Encourage them to be achievable.</p> <p>3. Ask them to put down a quick win, and a longer-term objective that they'd like to achieve.</p> <p>4. Go around the group and ask people to share the actions.</p>	

Activity	
Time required	
Audience	
Activity type	
Resources required	
Objective	
Facilitator Notes	

Child rights clubs facilitator training and resources overview

What is the Child Rights Clubs Facilitator Training and Resources?

The Child Rights Clubs Facilitator Training and Resources give a practical and theoretical orientation for people planning to establish a Child Rights Club.

The resources and handouts associated with the training, can be used to support training activities as well as provide practical take aways that can be referred to when planning activities for a child rights club.

Resources available are:

- A full 2-day training guide which can be delivered to potential child rights club facilitators
- The 2-day training separated into separate modules, if planning to deliver over a number of weeks
- Glossary of child rights terminology
- Rights, Roles and Responsibilities handout
- Legal provisions handout
- Child rights club leader's handout
- Club members roles and responsibilities handout
- Child rights club activity ideas
- Tips for inclusive child friendly activities
- Ladder of participation handout

Why are Child Rights Clubs important?

Children with disabilities are systematically denied their rights. By empowering children and young people with disabilities with knowledge of their rights, they break down the barriers to their inclusion and fulfil their potential. We believe that children should know their rights and are themselves powerful agents for change. Central to our approach is the development of Child Rights Clubs for children with and without disabilities to learn about, and advocate for their rights in their schools and communities.

Who created this resource?

These resources are based on materials co-created by Able Child and USDC Uganda

Associated resources

- Child to Child Teachers Guide

Child Rights Glossary

A child is any person under the age of 18 as defined by the UN Convention of the Rights of the Child. Different countries have different legal definitions of a child. Check the legal provision for a child in your country.

Child Rights Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. They are human beings and are the subject of their own rights.

The Convention on the Rights of the Child sets out the rights that must be realized for children to develop to their full potential (see Human Rights)

Child Rights' Club is an organized group of children aged 18 and below, who come together to learn about their rights and responsibilities, and publicly campaign, and defend their rights through practical activities at home, school or in community.

Child Rights Peer Educators are the children chosen to lead in the club activities, including giving feedback on child abuse and neglect to the club patrons or the local authorities

Club Facilitator/Patron is an adult chosen by the community to lead the club.

Community is a group of people who may live in the same area. It also means people with shared interests or concerns.

Disability is a long-term physical, mental, intellectual or sensory impairment which, in interaction with environmental, attitudinal and institutional barriers, prevents full and effective participation in society

Discrimination means unfair treatment of a person or group because of their race, religion, gender, other differences or because they have a disability. It also includes the denial of reasonable accommodation.

Discrimination on the basis of disability means that people are not treated fairly or are excluded because they have a disability.

Government is the ruling body of a country. Governments must do all they can to make sure that every child in their countries can enjoy all their rights

Responsibilities are activities or roles a child is supposed to do either at home, school or community.

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. Children everywhere have the right to food and health care, the right to go to school and to be allowed to say what he or she feels without being afraid.

Impairment is not disability, but they are often confused. Impairment refers to problems in bodily function and structure as a result of a health condition – for example, blindness or paralysis. You can be born with an impairment, or acquire it as a result of ill health or an accident.

Language is a means of communication used by a group of people. It is used through speech, words, signs or other means.

Organization is a place where people come together for a common purpose

Child rights: facilitator training introduction to inclusion for children with disabilities overview

What is Child Rights Club Facilitator Training – Introduction to Inclusion for Children with Disabilities?

Introduction to Inclusion for Children with Disabilities is one module of a two-day training workshop to orient potential Child Rights Club facilitators. It will give them a theoretical background on child rights and the legal frameworks that protect child rights, and practical considerations for establishing and running a Child Rights Club. The training is delivered through a combination of discussion on key concepts and activities for reflection and actions for running a Child Rights Club.

It contains handouts to use during the training and a facilitators guide to support the delivery of training activities.

Why is Child Rights Club Facilitator Training important?

It is important for anyone facilitating Child Rights Club activities have a good understanding of the theories and frameworks that underpin these activities, and are able to reflect on what makes a good club facilitator. This workshop lays the foundations for taking forward Child Rights Club activities.

By the end of the module learners will:

- Have refreshed their knowledge of the models of disability
- Know how children with disabilities can support each other to protect their rights
- Have explored ways to give care and support to children with disabilities

By the end of the complete training course learners will:

- Understand rights and responsibilities of children
- Be able to explain the roles of different stakeholders in protecting the rights of children.
- Be aware of existing laws that protects and promotes children rights
- Understand concept of Child Rights Clubs and what they entail
- Understand why child rights clubs are important
- Show understanding and appreciation of leadership in child rights club
- Have designed activities focused on child rights

Am I ready to use this tool?

The training contains refresher activities on disability rights and inclusion. It is recommended that participants have received foundational training Disability Rights and Inclusion before taking this training. At a minimum anyone who is facilitating the training should have received similar training themselves.

Who created this resource?

This resource was adapted from materials co-created by Able Child and Uganda Society for Disabled Children.

Questions and answers

Who should carry out Child Rights Club Facilitator Training?

It is recommended that you prepare and co-facilitate this session. A paired facilitation allows for more support to group activities and to identify where there is a need to adjust activities to the needs of learners.

Who should be involved in Child Rights Club Facilitator Training?

Child Rights Club Facilitators can be teachers or community volunteers. You may need to adapt the training content based on the knowledge and previous experience of your participants.

If there is a Child Rights Club existing in the wider community e.g. in another school you may want to invite the facilitator to support the training and share their experience.

When should Child Rights Club Facilitator Training be carried out?

This activity should be carried out as a foundational activity when developing Child Rights Clubs in a project.

How should Child Rights Club Facilitator Training be carried out?

This training is aimed to be interactive, and discussion based using a combination of lectures and group discussion and activity. There are handouts to accompany the training. You may want to create PowerPoint slides or flip charts for key information you want to share during the training.

How much time do I need?

The module is designed to be completed as a two-day workshop, but modules could be conducted individually over a longer period of time e.g. one module per week.

Using the tool

How to implement the tool safely?

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Getting ready

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Next steps

What do I do once I've completed the tool?

Even if you are only doing one module of the training it is still recommended that you complete a post-training questionnaire and encourage participants to develop an action plan.

Further modules are available:

- Introduction to Inclusion for Children with Disabilities
- Rights and Responsibilities
- Child Rights Clubs
- Child Participation

Additional resources

- Handouts are available for many of the activities in the training
- Child-to-child teachers guide

Activity	Introduction to disability inclusion
Audience	Child rights club facilitators
Time required	Dependent on previous training provided on disability inclusion
Objective	By the end of the session participants will be knowledge about: Social/Rights based model of disability The difference between impairment and disability
<p>As part of the Child Rights Club Facilitator training it is essential that facilitators are aware of some basic principles about disability inclusion. If participants have no or little prior knowledge, and haven't received training in the past it is recommended that you conduct a full training focused on an introduction to disability inclusion.</p> <p>Disability Rights and Inclusion is a one day training that can be adapted for this audience. If your participants have already received this training or similar, you can use the following activities as a refresher.</p>	

Activity	Introduction to disability inclusion - refresher
Audience	Child rights club facilitators
Time required	1 hour
Activity type	
Resources required	Child to Child Teacher Guide – provides content on social model of disability and impairment definitions.
Objective	By the end of the session participants will have refreshed their knowledge about: Social/Rights based model of disability The difference between impairment and disability
<ol style="list-style-type: none"> 8. Ask the participants to brainstorm the key concepts of the medical model and social model of disability. 9. Ask participants to brainstorm the difference between disability and impairment. 10. Capture the feedback on a flip chart. 11. Share the following definition disability and impairments as provided in the Child to Child Teacher Guide. 12. Ask participants to share causes of impairments, then ask them to share what barriers result in these impairments becoming disabilities. 	

Activity	Introduction to disability inclusion - refresher
Audience	Child rights club facilitators
Time required	1 hour
Activity type	Case Study and Discussion
Resources required	Child to Child Teacher Guide – provides content on social model of disability and impairment definitions. Slide or printouts of case study
Objective	By the end of the session participants will know how children with disabilities can support each other to protect their rights
<ol style="list-style-type: none"> 1. Divide the participants into small groups. 2. Read the case study. 3. Ask participants to discuss the four questions that will follow. <p>Case Story – Simon - Junior leader assists other children. Simon is a 13-year-old boy born in Hoima district. He is the last born child in the family. His father and mother are both alive. Simon’s parents have always had to struggle to provide scholastic material and encourage him to work hard in school for a better future. Simon understands the condition at home and he has put all his hopes into school. He treasures his relationship with his parents, teachers, and fellow pupils, and actively takes part in activities at home and curricular activities at school. Simon loves sports and has a positive self-image. He has hope for a better future.</p> <p>Simon is among the empowered, motivated junior leaders in Uganda. He is 10 and has been participating in Right To Play activities. Because of his love for sports, he always participates with children without disabilities in all games and he takes the role of blowing the whistle every time a foul is made. Simon blows the whistle with a lot of passion and this is evident by the smile on his face every time he starts the game. The children love him so much that they always look for him to be their referee before the game starts.</p> <p>Last year, his wheel chair had become old so his fellow children improvised. They brought him a household cushion to try and help him sit on the tilted wheelchair. This helped him until he received a replacement wheelchair.</p> <p>Simon has since been given a wheelchair by a local organisation and he continues to assist as co-coach in his school club. He has been doing this since he joined the Child Rights Club activities in when he was 6, and because of him, many other children with special needs have been encouraged to participate in Right To Play activities. He loves school and he wants to become a teacher and help other children with disabilities.</p> <p>When children like Simon play, the world wins. Written by Kansime Alice Twongyeirwe - National Training Officer - RTP</p> <ol style="list-style-type: none"> 4. Questions for reflection <ul style="list-style-type: none"> • Identify things that Simon did to overcome barriers he experienced • How did fellow children help Simon to overcome barriers he experienced? 13. Ask participants if they have ever come across a similar care like that of Simon to share with the larger group. 14. End the session by saying: <p>Children with disabilities have a huge potential to support each other, and they do it sometimes better than other children and adults. Adults need to help to build resilience and give other forms of support to children with disabilities. It is also important to note that children with disabilities, like other children, have the fundamental right to be children and should not be overwhelmed with responsibilities meant for adults. When children with disabilities have consistent care and support, they are better able to withstand challenges. They can draw strength from their peers and other people in their environment to overcome barriers they experience. This ability to withstand challenges is often referred to as resilience.</p>	

Activity	Supporting children with disabilities in your community
Audience	Child Rights Club Facilitators
Time required	45 minutes
Activity type	Brainstorm, Case Study and Discussion
Resources required	Slide or printouts of case study
Objective	By the end of the session participants will have explored ways to give care and support to children with disabilities.
<p>1. Ask participants to brainstorm some of the barriers that children with disabilities face in life and suggest possible solutions (Disability Rights and Inclusion training has in-depth activity that can be adapted if there is time in your training).</p> <p>2. Emphasis by saying: “Children with disabilities, like any other children, need care and support to be able to grow up healthier, have meaningful relationships with others and to freely interact with the environment in which they live. They need to be understood, appreciated and involved in issues that concern their welfare.”</p> <p>3. Divide the participants into four groups and give them the following tasks to do based on this story. Jane is 8 years old girl with visual impairment. She lost her father, who loved her and promised to take her to school when she grew up. Unfortunately, he died when Jane was only 4 years old. Jane now stays with her mother, who does not want to expose her to the outer world and always keeps her indoors when other children leave for school. Jane also wants to go to school, but the mother locks her in the house.</p> <p>Group 1: You are members of a child rights club and want to advocate for the rights of all children in your community. What can you do to change the situation for Jane?</p> <p>Group 2: You are members on the school parents teacher association (PTA) board and very aware of Jane’s issue. What can you do to change the situation for Jane?</p> <p>Group 3: You are community leaders and this case is in your village. Jane’s mother is your strong supporter during election time, but there is a problem now. What can you do to change the situation for Jane?</p> <p>Questions for reflection:</p> <p>a) What did you see/hear in the story that struck accord for you?</p> <p>b) How different would you approach the same situation?</p> <p>c) Do you know of any child in your communities who has gone through the similar experiences?</p> <p>d) Allow 20 minutes for preparation and 10 minutes per group for feedback in plenary.</p>	

Child rights facilitator training rights and responsibilities overview

What is Child Rights Club Facilitator Training – Rights and Responsibilities?

Rights and Responsibilities is one module of a two-day training workshop to orient potential Child Rights Club facilitators. It will give them a theoretical background on child rights and the legal frameworks that protect child rights, and practical considerations for establishing and running a Child Rights Club. The training is delivered through a combination of discussion on key concepts and activities for reflection and actions for running a Child Rights Club.

It contains handouts to use during the training and a facilitator's guide to support the delivery of training activities.

Why is Child Rights Club Facilitator Training important?

It is important for anyone facilitating Child Rights Club activities have a good understanding of the theories and frameworks that underpin these activities, and are able to reflect on what makes a good club facilitator. This workshop lays the foundations for taking forward Child Rights Club activities.

By the end of the complete training course learners will:

- Have refreshed their knowledge of the models of disability
- Know how children with disabilities can support each other to protect their rights
- Have explored ways to give care and support to children with disabilities
- Understand concept of Child Rights Clubs and what they entail
- Understand why child rights clubs are important
- Show understanding and appreciation of leadership in child rights club
- Have designed activities focused on child rights

By the end of the module learners will:

- Understand rights and responsibilities of children
- Be able to explain the roles of different stakeholders in protecting the rights of children.
- Be aware of existing laws that protects and promotes children rights

Am I ready to use this tool?

The training contains refresher activities on disability rights and inclusion. It is recommended that participants have received foundational training Disability Rights and Inclusion before taking this training. At a minimum anyone who is facilitating the training should have received similar training themselves.

Who created this resource?

This resource was adapted from materials co-created by Able Child and Uganda Society for Disabled Children.

Questions and Answers

Who should carry out Child Rights Club Facilitator Training?

It is recommended that you prepare and co-facilitate this session. A paired facilitation allows for more support to group activities and to identify where there is a need to adjust activities to the needs of learners.

Who should be involved in Child Rights Club Facilitator Training?

Child Rights Club Facilitators can be teachers or community volunteers. You may need to adapt the training content based on the knowledge and previous experience of your participants.

If there is a Child Rights Club existing in the wider community e.g. in another school you may want to invite the facilitator to support the training and share their experience.

When should Child Rights Club Facilitator Training be carried out?

This activity should be carried out as a foundational activity when developing Child Rights Clubs in a project.

How should Child Rights Club Facilitator Training be carried out?

This training is aimed to be interactive, and discussion based using a combination of lectures and group discussion and activity. There are handouts to accompany the training. You may want to create PowerPoint slides or flip charts for key information you want to share during the training.

How much time do I need?

The module is designed to be completed as a two-day workshop, but modules could be conducted individually over a longer period of time e.g. one module per week.

Using the tool

How to implement the tool safely?

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Getting ready

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Next steps

What do I do once I've completed the tool?

Even if you are only doing one module of the training it is still recommended that you complete a post-training questionnaire and encourage participants to develop and action plan.

Further modules are available:

- Introduction to Inclusion for Children with Disabilities
- Child Rights Clubs
- Child Participation

Section 5: The tool

Activity	Child rights and responsibilities
Audience	Training for child rights club facilitators
Time required	60 Minutes
Activity type	<ul style="list-style-type: none">• Question and answer• Brain storming• Card presentations• Quiz
Resources required	<ul style="list-style-type: none">• Notes on legal provisions UNCRC and UNCRPD, ACRWC• Notes on legal provisions in your country for the rights of children with disabilities• Flip charts.• Markers.• Cards.

Facilitator roles	
Objective	By the end of the session, participants will be able to; <ul style="list-style-type: none"> Describe the rights and responsibilities of children
Facilitator Notes	This activity could be adapted to use with secondary age children. See My Rights Self Reporting for prompt cards that could be used to adapt this activity for younger children.

Activity 1: Buzzing Definitions

5. Divide the participants into buzz groups (pairs) and ask the participants to brainstorm the following concepts for 5 minutes:

A "child"

A "right"

A "responsibility"

6. Ask the buzz groups to share their ideas on the definitions

7. Write participants' responses on a flip chart.

8. Share the definitions that you have prepared on the flip chart (see Child Rights Glossary).

Activity 2: Child rights brainstorm

4. Distribute a card to each participant with instructions to write down one child right.

5. Pin up the cards and read out each contribution, asking participants whether they think the answer is a right or a responsibility.

6. Clear up any misconceptions or queries that any answer may have caused.

The table below shows the four major categories of child rights

Type of right	Examples of what each right entails.
Survival rights: These are rights that a child needs to survive, i.e., basic needs	Right to food, medical care, clothing, shelter and parental care
Protection rights are those rights that a child needs to be safe and secure	The right to life and liberty, freedom from child abuse, discrimination, child labor, sexual abuse and exploitation, right to a name and nationality.
Development rights A child needs rights to develop physically, mentally, socially and culturally.	Right to education Right of access to information Right to rest and play
Participation rights The right of children to participate in society and national activities so as to realize their rights	Freedom of opinion, freedom of association, freedom of worship, freedom of expression, right to engage in cultural activities that are not harmful

Activity 3: Rights and responsibilities

6. From the rights identified in the previous activity ask participants to think of a corresponding responsibility.

7. Draw a table with two columns headed Rights and Responsibilities, respectively

8. Ask participants to write a responsibility down on a card and match it to a right.

Right	Responsibility
Right to play	Balance work and play, play fairly

Right to education	Enrol a child in school, make the most of their education, encourage others	
Right to food	Appreciate the food they have, share with others less fortunate	
Right to have an opinion, to be taken seriously	To listen to others and take them seriously	
<p>Conclude the session by saying; Failure by the child to fulfil his or her responsibilities should not compromise their rights. It is the duty of the adults to protect the rights of children.</p>		

Activity	Roles Of Stakeholders In Protecting The Rights Of Children.
Time required	60 minutes (depends on numbers of groups – 15 minutes per group for role play and feedback)
Activity type	Buzz groups Role plays
Resources required	None
Facilitator roles	
Objective	By the end of the activity participants will be able to explain the roles of different stakeholders in protecting the rights of children.
Facilitator Notes	<p>Potential activities for children:</p> <p>Flashcards to help young children understand their rights</p> <p>Draw my village – to highlight all those who are involved in ensuring the rights of children with disabilities.</p> <p>Children’s role plays – using simple topics e.g. exploring the right to go to school.</p> <p>Community questionnaire to explore why children don’t go to school</p>
<p>4. Ask the participants in buzz groups to define the concept stakeholder and give examples. After 2 minutes ask them to share their stakeholders and write them on a flip chart.</p> <p>5. Divide the participants into groups and ask them to prepare a short 3 minute roleplay to explore one of the following topics each. Allow 15 minutes for preparation.</p> <ul style="list-style-type: none"> • The roles of the community in promoting child rights in a village, where stigma and discrimination for children with disabilities is high. • The roles of the school administration in promoting child rights at school, where there is limited consideration of children with disabilities • The roles of children in supporting their peers to advocate for their own rights. <p>6. Ask participants to share their roleplay. After each roleplay allow 10 minutes to engage the participants in the discussion – what did you see/hear from the role play that caught your attention?</p> <p>9. Highlight the following roles of different stakeholders in promoting the rights of children (see table below)</p> <p>10. Close the session by telling participants that - Upholding the rights of children should not be looked at as being entirely the role of government or parents alone. Everyone has a role to play since we all interact with children at various levels and times.</p>	
Children’s roles	
<p>Children can play an active role in understanding and ensuring their rights:</p> <ul style="list-style-type: none"> • Seek information about their rights and responsibilities • Stand up to defend their rights and responsibilities • Ensure that their responsibilities are fulfilled • Take the responsibility of supporting one another • Campaign against harmful practices that violate their rights • Report cases of rights violations and abuses to relevant authorities 	
Family roles	

Parents/caretakers must fulfill their roles and responsibilities to protect their children and advocate for their rights. They exert tremendous effort every day to protect their children from the violence of the streets, to make sure that they go to school, to have proper clothing and proper food, to protect them from harm and illness even when housing conditions are bad, to comfort them when they are bullied, and to assure them that they are lovable and loved. The family also has the responsibility to:

- Create a safe environment for the children to operate in
- Avoid exposing children to risks
- Provide the basic needs, such as food, shelter, clothing, medical care and education
- Report cases of abuse to relevant authorities
- Maintain contact and communication with the child
- Work with other institutions, such as the school, to ensure the child is protected. The parent/guardian should keep appointments for visitation and attend parents' meetings
- Work toward their child's timely return home by making necessary changes or correcting conditions which resulted in the child's placement
- Provide emotional support for their child
- Be involved, whenever possible, in specific activities affecting the child, such as medical care, religious, and social events
- Provide financial support for the child according to their ability and needs
- Provide information appropriate information to the child

Community roles

- Create a platform where children can advocate for their rights. This can be done through the Child Rights Clubs
- Sensitize children about their rights
- Visit and give support to families with children with disabilities
- Protect children from harm; for example, from traditional practices that deprive children from their rights, such as child marriage
- Report the cases of violation and abuses to relevant authorities
- Link abused children to relevant service providers for help

School Administration Roles

- Provide facilities in school to accommodate children with disabilities e.g. accessible classrooms, toilets, play areas.
- Hold meetings with parents, community leaders and children to share ideas and make recommendations to improve the delivery of support services to the children.
- Involve children in issues that concern their welfare
- Encourage children to participate in discussions on issues that affect them and to form their own clubs
- Train teachers on starting and running clubs. The school may consider training some teachers to specialize in teaching children with disabilities
- Organise public forums for children to express their opinions, e.g., during the Day of the African Child
- Work hand in hand with children and caretakers to ensure the protection of children. This can be done through home visits.
- Provide livelihood skills to children for self-reliance
- Train children in life skills, child rights and responsibilities
- Provide counselling services to children who have experienced abuse

Activity	Designing Activities That Protect And Promote Child Rights.
Time required	1 hour
Audience	Child Rights Club Facilitators/Partner staff
Activity type	Group work and presentation
Resources required	Flip chart paper
Objective	To design activities at child level, family level and community level that will protect and promote child rights and responsibilities
Facilitator Notes	Include examples of positive case studies to give participants inspiration about what can be achieved.

3. Divide the participants into groups and assign them the following tasks, give them a piece of flip chart paper with the table below marked out:

Group 1: Imagine that you are one of three children who are from the same family. Draw up a plan/program that will enable you to promote your rights and responsibilities.

Group 2: Imagine you are a family, draw up a plan of action that will enable you to promote the rights and responsibilities of children in your home.

Group 3: Imagine you are community members, make a plan that you will do to promote the rights and responsibilities of children in your village.

Give 20 minutes for preparation and 5 minutes per group presentation in plenary.

They could use this framework for their plan:

Objective	Activity	Target	Time	Responsible person	Requirements	Remarks
Why do you want to do what you want to do?	What will you do?	Whom do you want benefit?	When will you carry out the activity?	Who will be responsible for seeing that the activity is done?	What will you need?	

4. After the presentations use the following reflections for discussion.

According to the group presentations, which programming issues did you identify that were helpful?

Identify the gaps according to the presentations and share the possible solutions.

Activity	The Legal Provisions Enshrining The Rights Of Children
Time required	60-90 minutes
Activity type	Group discussion
Resources required	Hand out: Legal Provisions Hand out: Legal provisions in your context (you will need to research this yourself in advance)
Facilitator roles	
Objective	By the end of the session participants will be aware of existing laws that protects and promotes children rights
Facilitator Notes	

4. Divide participants into groups and ask them to read the **Legal Provisions Handout** and make interpretations.
 - UN Convention on the Rights of the Child provisions
 - UN Convention on the Rights of Persons with Disabilities provisions
 - African provisions
 - Your country provisions
5. Ask one participant per group to give the feedback in plenary.
6. End the session with the following emphasis.

In order to ensure the well-being of all children, consistent and stable care and support from affectionate caregivers must be upheld. Children rights entitle every child to this form of care. Rights and responsibilities in the African societies go hand in hand and are not meant to give children freedom to do whatever they want or to remove parental control and influence over the children. They are meant to give children protection to ensure full growth and development in preparation for their adult lives. The issue that should be emphasized to children, parents and other actors is that rights come with responsibilities, and that both rights and responsibilities should be discussed and understood by all actors. It is only when they are understood and appreciated by parents and children that they will be respected. Children's needs should be met according to the ability of the family to provide them. Rights go hand in hand with responsibilities of children.

Activity	
Time required	
Activity type	
Resources required	
Facilitator roles	
Objective	
Facilitator Notes	

Child Rights:

Rights, Roles and Responsibilities Handout

Children's roles

Children can play an active role in understanding and ensuring their rights:

- Seek information about their rights and responsibilities
- Stand up to defend their rights and responsibilities
- Ensure that their responsibilities are fulfilled
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- Report cases of rights violations and abuses to relevant authorities

Family roles

Parents/caretakers must fulfil their roles and responsibilities to protect their children and advocate for their rights. They exert tremendous effort every day to protect their children from the violence of the streets, to make sure that they go to school, to have proper clothing and proper food, to protect them from harm and illness even when housing conditions are bad, to comfort them when they are bullied, and to assure them that they are lovable and loved. The family also has the responsibility to:

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Community roles

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School Administration Roles

- Provide facilities in school to accommodate children with disabilities e.g., accessible classrooms, toilets, play areas.
- Hold meetings with parents, community leaders and children to share ideas and make recommendations to improve the delivery of support services to the children.
- Involve children in issues that concern their welfare
- Encourage children to participate in discussions on issues that affect them and to form their own clubs
- Train teachers on starting and running clubs. The school may consider training some teachers to specialize in teaching children with disabilities
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- Train children in life skills, child rights and responsibilities
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Provisions for the rights of children with disabilities

UN Provisions:

The UN Convention on the Rights of the Child (1989)

The United Nations Convention on the Rights of the Child (UNCRC) is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

- Articles 7 and 8:** Provides for the children's right to protection.
- Articles 20 and 22:** Provides for legal Identity and right to birth registration.
- Article 28:** Provides for the right to an education
- Article 29:** Provides for education that should help children fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences.
- Articles 19 and 34:** Provides for care for unaccompanied children, which include refugees and internally displaced children.
- Article 31:** Has provisions on the right to rest, relax, play and to take part in cultural and creative activities
- Article 32:** Has provisions on violence, neglect and sexual exploitation
- Article 38:** Has provisions on harmful child labour.

The UN Convention on the Rights of Persons with Disabilities (CRPD 2006)

The purpose of The Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 7: In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

Article 23: 3: States Parties shall ensure that children with disabilities have equal rights with respect to family life. With a view to realizing these rights, and to prevent concealment, abandonment, neglect and segregation of children with disabilities, States Parties shall undertake to provide early and comprehensive information, services and support to children with disabilities and their families.

Article 23:4: States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. In no case shall a child be separated from parents on the basis of a disability of either the child or of one or both of the parents.

Article 23:5: States Parties shall, where the immediate family is unable to care for a child with disabilities, undertake every effort to provide alternative care within the wider family, and failing that, within the community in a family setting.

Article 24: States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities. Refer to CRPD for more details.

Article 24:2 (a) Persons with disabilities is not excluded from the general education system on the basis of disability, and children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

Article 24:2 (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the community on the basis of a disability of either the child or of one or both of the parents.

Article 24: 2 (c) Reasonable accommodation of the individual's requirements is to be provided; Persons with disabilities receive the support required, within the general education system, to facilitate their effective education.

Article 24: 2.3 (c) Ensuring that the education of persons, and in particular, children who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

African provisions

The African Charter on the Rights and Welfare of the Child (ACRWC 1990)

The African charter affirms all the rights in the convention on the rights of the child and also recognizes the rights and responsibilities of parents and children and states that every child has rights and responsibilities towards his/her family, the society, the state and other legally recognized communities, and the international community. The ACRWC spells out among other rights:

Article 13: Spells out the rights of children with disabilities.

Every child who is mentally or physically disabled shall have the right to special measures of protection in keeping with his or her physical and moral needs and under conditions that ensure dignity, and promote self-reliance and active participation in the community.

Article 13 (b): States Parties to the present Charter shall ensure, subject to available resources, to a disabled child and to those responsible for his care, of assistance for which application is made and which is appropriate to the child's condition and in particular shall ensure that the disabled child has effective access to training, preparation for employment and recreation opportunities in a manner conducive to the child achieving the fullest possible social integration, individual development and his cultural and moral development.

Article 13 (c): The States Parties to the present Charter shall use their available resources with a view to achieving progressively the full convenience of the mentally and physically disabled person to movement and access to public highway buildings and other places to which the disabled may legitimately want to have access.

Article 14: Every child shall have the right to enjoy the best attainable state of physical, mental and spiritual health.

Article 31: Spells out children's responsibilities and duties as follows:

- a) To work for the cohesion of the family, respect their parents and elders and always help them in case of need.
- b) To serve the national community by placing their physical and intellectual abilities at its service.
- c) To preserve and strengthen social and national solidarity.
- d) To preserve and strengthen African cultural values in their relations with other members of the society in the spirit of tolerance, dialogue and consultation, and to contribute to the moral well being of society.
- e) To preserve and strengthen the independence and integrity of their country
- f) To contribute to the best of their abilities, always and at all levels, to the promotion and achievement of African unity.

Article 20: Parents or other persons responsible for the child shall have the primary responsibility for the upbringing and development the child and shall have the duty.

- b) To ensure that the best interests of the child are their basic concern at all times
- c) To secure, within their abilities and financial capacities, conditions of living necessary to the child's development
- d) To ensure that domestic discipline is administered with humanity and in a manner consistent with the inherent dignity of the child

Child rights: facilitator training child rights club overview

What is Child Rights Club Facilitator Training – Child Rights Clubs?

Child Rights Clubs is one module of a two-day training workshop to orient potential Child Rights Club facilitators. It will give them a theoretical background on child rights and the legal frameworks that protect child rights, and practical considerations for establishing and running a Child Rights Club. The training is delivered through a combination of discussion on key concepts and activities for reflection and actions for running a Child Rights Club.

It contains handouts to use during the training and a facilitators guide to support the delivery of training activities.

Why is Child Rights Club Facilitator Training important?

It is important for anyone facilitating Child Rights Club activities have a good understanding of the theories and frameworks that underpin these activities, and are able to reflect on what makes a good club facilitator. This workshop lays the foundations for taking forward Child Rights Club activities.

By the end of the complete training course learners will:

- Have refreshed their knowledge of the models of disability
- Know how children with disabilities can support each other to protect their rights
- Have explored ways to give care and support to children with disabilities
- Understand rights and responsibilities of children
- Be able to explain the roles of different stakeholders in protecting the rights of children.
- Be aware of existing laws that protects and promotes children rights

By the end of the module learners will:

- Understand concept of Child Rights Clubs and what they entail
- Understand why child rights clubs are important

- Show understanding and appreciation of leadership in child rights club
- Have designed activities focused on child rights

Am I ready to use this tool?

The training contains refresher activities on disability rights and inclusion. It is recommended that participants have received foundational training Disability Rights and Inclusion before taking this training. At a minimum anyone who is facilitating the training should have received similar training themselves

Who created this resource?

This resource was adapted from materials co-created by Able Child and Uganda Society for Disabled Children.

Questions and answers

Who should carry out Child Rights Club Facilitator Training?

It is recommended that you prepare and co-facilitate this session. A paired facilitation allows for more support to group activities and to identify where there is a need to adjust activities to the needs of learners.

Who should be involved in Child Rights Club Facilitator Training?

Child Rights Club Facilitators can be teachers or community volunteers. You may need to adapt the training content based on the knowledge and previous experience of your participants.

If there is a Child Rights Club existing in the wider community e.g. in another school you may want to invite the facilitator to support the training and share their experience.

When should Child Rights Club Facilitator Training be carried out?

This activity should be carried out as a foundational activity when developing Child Rights Clubs in a project.

How should Child Rights Club Facilitator Training be carried out?

This training is aimed to be interactive, and discussion based using a combination of lectures and group discussion and activity. There are handouts to accompany the training. You may want to create PowerPoint slides or flip charts for key information you want to share during the training.

How much time do I need?

The module is designed to be completed as a two-day workshop, but modules could be conducted individually over a longer period of time e.g. one module per week.

Using the tool

How to implement the tool safely?

This activity may bring up child protection issues and these must be recorded and reported to your organisation’s designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Getting ready

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Next steps

What do I do once I’ve completed the tool?

Even if you are only doing one module of the training it is still recommended that you complete a post-training questionnaire and encourage participants to develop and action plan.

Further modules are available:

- Introduction to Inclusion for Children with Disabilities
- Child Rights and Responsibilities
- Child Participation
- Record Keeping for Child Rights Clubs

Section 5: The tool

Activity	An introduction to Child Rights Clubs
Audience	Child rights club facilitators
Time required	45 minutes
Activity type	Group discussion
Resources required	Case study handouts
Facilitator roles	
Objective	By the end of the session participants will understand concept of Child Rights Clubs and what they entail.
Facilitator Notes	<p>To complete these activities, it is recommended that you have completed the Child Rights and Responsibilities activities.</p> <p>Begin the session by sharing:</p> <p>The Child Rights and Responsibilities activities explored the different rights and responsibilities of children, and the role of the various actors in promoting and safeguarding the rights of children and guiding them to embrace their responsibilities.</p> <p>Children, as much as they have rights, also have responsibilities and duties towards their families, society and the state, so they need to understand these rights and responsibilities.</p> <p>Children with disabilities have inadequate information about their rights and responsibilities or how to effectively protect themselves from abuse. The CRCs provide a platform Children with disabilities to participate.</p>

The CRCs act as a way for children to come together and learn more about their rights and how they can network with other actors to participate in safeguarding and promoting their rights and embracing their responsibilities.

They provide a platform for children to learn, interact, share, have a sense of belonging and advocate for their rights. Through their interaction and sharing, children are bound to develop new identities, alternative and preferred stories that will ignite their hidden potentials and awaken each individual's sense of self-worth, value for life and the purpose of their existence.

Prepare the case study in advance to share with the group. This is an example which you can adapt to be most relevant for your context. Read it to the group and provide handouts for those who would like to read it.

Beatrice is a 10-year-old girl who currently lives in Masaka. Beatrice has a physical disability and is the youngest girl among the four children in the family. Beatrice treasured her relationship with the mother who always believed in her and always told Beatrice to trust in God for her future. Mr. Mukasa and Mrs. Margret died a year later leaving Beatrice and the other three children (one male and two elder sisters) alone in the house with no one to care for them. The parents left behind three rental houses in Kyanamukaka, but the relatives took over and sold them all leaving Beatrice and other three children in a small room. Life for them became difficult, and the elder girl, who was 14 by then, decided to lean on men for survival, and she eventually had a child of her own to look after. The second girl aged 12 decided to marry and to move away from the problems. The relatives decided to take Beatrice and the young brother to live with the uncle in another village. They were denied access to education and were over worked, a condition that forced Beatrice's young brother to go to the streets in Nyendo.

Activity	The purpose of child rights clubs
Audience	Child rights club facilitators
Time required	30 minutes
Activity type	Buzz groups, lecture and group work
Resources required	Flip chart Hand out: Child Rights Clubs Roles and Responsibilities
Facilitator roles	
Objective	By the end of the sessions participants will understand why child rights clubs are important

5. Reflecting on the story of Beatrice, ask the participants to brainstorm the importance of Child Rights Clubs in buzz groups (pairs).
6. Capture the responses on a flip chart.
7. Emphasis the following:

Child Rights Clubs help children learn their rights and responsibilities in an organized setting, and they enable children to participate actively and effectively in advocating for their rights. Children must therefore be made aware that as children they possess human rights and are entitled to have those rights legally protected.

Child Rights Clubs also provide children with opportunities, especially for those most vulnerable children, like Children with disabilities, to actively participate in activities that promote their rights and responsibilities, thus making positive contributions in developing a generation of people that respect human rights.

Child Rights Clubs should bring children together to articulate their rights and responsibilities as active citizens and to find practical solutions to problems facing children in schools, communities and homes.

Child Rights Clubs create a platform where children come together to learn more about their rights and how they can help each other in safeguarding those rights and embracing their responsibilities

Children with disabilities lack adequate information about their rights and responsibilities and how to effectively protect themselves from abuse, and the CRCs provide a platform for them to actively take part. The participation of parents and community members in the CRCs becomes a crucial platform for advancing child rights and protection of children in their homes and the communities where they live.

8. Divide the participants into groups and ask them to discuss the following questions:

- Can any school or any community start a Child Rights Club?
 - Who can become members of the child rights club?
 - How should Leadership composition at CRC leadership look like?
- Who should become a Child Rights Club facilitator?
 - Who should facilitate a CRC?
 - List the roles of stakeholders in the CRCs

5. **Allow 15 minutes for preparation and 5 minutes for presentation per group.**

6. **Share the following information with the participants.**

Can any school or any community start A Child Rights Club?

Yes, it is not difficult at all to start a Child Rights Club in a school or community. A Child Rights Club can be started in both primary and secondary schools, as well as in communities. Any school interested in forming a Child Rights Club should be able to support it, just as it supports other traditional clubs in the school, e.g., the debating club, wild life club, Girl Guides, etc.

Who can become members of the Child Rights Club?

Child Rights Clubs should be inclusive of all children, not discriminating by age or gender. Patrons should, however, group children according to age and give appropriate activities for various age groups and abilities.

Who should become a Child Rights Club facilitator?

- Keen interest in issues of children’s rights and responsibilities
- Knowledge about children’s rights, or a willingness to learn about children’s rights
- An ability to help children learn about their rights and responsibilities
- Is friendly and approachable for all children
- Has a genuine commitment to developing the Child Rights Club
- Is willing to work on a voluntary basis
- Is honest
- Is hardworking and innovative
- Is capable of keeping children’s problems confidential or secret. e.g., does not discuss children’s problems in public
- A teacher or any active member of the community can become a club facilitator. This person is chosen by the school management or the community and should have the following qualities.

Beatrice joined one of the Child Rights Club in Masaka and learned life skills, among other things. She found a friend by the name of Stella who she shared her problem with. Stella was touched by Beatrice’s story and she decided to share it with her parents. Stella’s parents were very moved by the story and decided to offer Beatrice an opportunity to live in their home, and they took her to school. Beatrice is now in Primary 6 in Masaka and doing well, both at home and at school. She wants to become a social worker and help other children with disabilities.

Questions for reflection:

- What actions did Beatrice take to help herself out of the problem?
- What made Beatrice respond differently from her siblings?
- How did the Child Rights Club and peers help Beatrice?
- Ask the participants if they have come across a similar story like that of Beatrice in their community. If so, ask them to share the story with the group.

A sample child rights club activity plan

Meeting Plan

Name of the club:

Name of the club facilitator:

Date:

Venue/school/village: Who is our target?

Time for the meeting: 2 hours

Activity for the day/ Agenda:

Objective(s)

1. .
2. .
3. .

Overall organizer:

Activity	Time allocation	Materials	Responsible person
Arrival, registration, introduction, song & opening prayer	25 minutes.	Register and a pen	Children leaders Ruth
Ice breaker and introduction of the guest speaker	10 minutes	None	Peer mobilizer
Discussion in groups on health competition	30 minutes	Flip chart and markers	James- Prominent soccer player.
Games in groups	40 minutes	Balls	Jane and group leaders
Games debriefing	10 minutes	None	Amos and group leaders
Reflection and closing prayer & Departure	5 minutes		John- club member

Child rights clubs: facilitator and peer educator qualities and requirements

The Facilitator/ Patron

Should have the following qualities:

- Have keen interest in issues of children's rights and responsibilities
- Be knowledgeable about children's rights, or have a willingness to learn about the rights of children.
- Be able to help children learn about their rights and responsibilities.
- Have no record of child abuse.
- Be friendly and approachable to all children.
- Have genuine commitment to developing the Child Rights Club.
- Be willing to work on a voluntary basis
- Be honest
- Be hardworking and innovative
- Be capable of keeping children's problems confidential or secret; e.g., does not discuss children's problems in public.

Peer Leader/Educator

A Peer Leader is a young person or older sibling who commands respect among fellow peers. He/she lives in the community where the club is situated and is a member of the club. For every club, there should be two peer leaders (male and female). These leaders are elected by children and should possess the following qualities:

- Qualities of a good Peer Leader/ Educator at CRC
- Easy to talk to and open to other children and adults' ideas
- Fair to all club members, acts with respect to all members
- Has many ideas which are useful
- Able to act without fearing people's opinions
- Able to speak well so that others can easily understand
- Understands others and is tolerant.
- Is smart and clean
- Is careful and seeks advice before carrying out important responsibilities
- Has passion about their work
- Has good listening skills
- Loves to work with children
- Has a teachable spirit
- Is a team player
- Takes initiatives
- Is motivated and is a motivator
- Knows and respects boundaries
- Is approachable to other children and leaders
- Is trustworthy and also able to trust others
- Is empathetic
- Is not judgmental but keeps an open mind.

Example Code of Conduct

This code of conduct applies to all staff, volunteers, and associates, international and local, employed or contracted by the organisation.

I will

- Be sensitive to different cultures, beliefs, and points of view, and treat differences of physical or intellectual ability, race, gender, sexuality, and social background with respect and dignity.
- Ensure physical contact is always appropriate and not an invasion of the individual's privacy, where physical contact is necessary in order to provide care for some individuals with disabilities, I will ensure there is agreement and consent from individuals themselves.
Use positive, non-violent methods to manage behaviour, even if that behaviour is linked to a disability.
- Ensure the proportionate use of the 'Two-Adult Rule'. This means, when interacting with children in a work context, I will ensure that another adult is always present or within reach. If the two-adult rule is not possible, for example when working with children with personal care needs, such as support when changing or going to the toilet, the safety and dignity of the child or at-risk adult will remain paramount. I will work with other staff and the service user and care giver to agree clear processes around the two- adult rule based on what is necessary and appropriate to safeguard them and uphold their dignity, this process will be documented, and consent gained and stored.
- Always respect an individual's dignity and their need to be safeguarded when taking photographs, filming, or writing reports.
Always refer to a child with disabilities using their preferred or given name as opposed to their disability type.
- Be mindful and proactively seek to challenge the specific discrimination and stigma some children with disabilities may face.
- Ensure that when including individuals in your work, that fully informed consent/assent has been obtained in a way that is disability-inclusive and accessible.
- Ensure that when photographing, filming or interviewing children with disabilities consent/assent has been obtained, individuals are properly dressed and are not depicted in a way that promotes a narrative of victimhood, overwhelming suffering, or exaggerated praise of children with disabilities that could demean them, or in a way that characterises them as being reliant on the viewer.
- Ensure that any media protects the privacy of the individual and that no personally identifiable information (PII) is shared, this includes PII related to children's disability type.
- Ensure my conduct is underpinned by the guiding principles of the Convention on the Rights of Persons with Disabilities (CRPD).

I will never

- Physically assault an individual including using excessive force or corporal punishment as a means to move, communicate or control a child with disabilities.

- Never wave in the face of a child with disabilities or pull and grab them to get their attention unless this was agreed with them as a way of communicating and consent has been obtained prior to delivery.
- Never emotionally or psychologically abuse a child with disabilities, including acting in ways intended to shame, humiliate, belittle, or degrade others.
- Never refer to or single out children with disabilities as examples of vulnerability.
- Refer to a child with disabilities by their disability type or any other derogatory term relating to their disability.
- Help at-risk children with disabilities with acts of an intimate or private nature, which they can do for themselves.
- Spend excessive time alone with a child with disabilities, away from others, behind closed doors or in a secluded area (in line with the 'two-adult rule') unless a child has personal care needs and a clear process has been agreed around the two-adult rule principle based on what is necessary and appropriate to safeguard them.

Child rights clubs: roles and responsibilities

Roles And Responsibilities of Club Facilitators:

- To guide children in discussing and learning about their rights and responsibilities.
- To guide children in making posters, songs, etc, which communicate child rights messages to the public
- To identify and encourage Children with Disabilities to participate and report abuse and refer abused children for appropriate services.
- To influence the school administration and community to budget for CRC activities
- To collect information on current issues (e.g., in media) concerning children and to discuss them with children, parents and local leaders. This is an opportunity to update children on current trends of abuse, like child sacrifice and sexual abuse, and to teach them how to protect themselves
- To encourage and mobilize children to join the club
- Conduct trainings in Child Rights and Responsibilities and on other issues that concern the well-being of children.
- Data collection and reporting.

Roles and responsibilities of the community in Child Rights Clubs:

- Provide space where children can meet and carry out their activities, e.g., the community centres, play fields, and class rooms, among others.
- Work hand in hand with the facilitator to monitor the activities of the club.
- Attend meetings organized by the club and share information on how best to support the CRC for purposes of sustainability.
- Contribute resources to facilitate the running of the club. These can be financial, material and human resources.
- Visit and support children at risk
- Link the club to agencies that can offer support.

Roles and responsibilities of children in Child Rights Clubs:

- Attend club sessions and encourage peers to participate
- Participate in the planning, implementation of activities as well as monitoring and evaluation
- Take the role of leadership. The role of the facilitator is to facilitate a process where children are empowered to lead others in the club.
- Support each other against any sort of abuse
- Participate in laying down rules and regulations that govern the operations of the club and behavior of members
- Take part in electing their leaders into various responsibilities
- Carry out peer to peer counseling (see Child to Child approach)

Child rights club activity ideas

Drama:

- Child Rights Clubs can with the help of a facilitator write scripts. The facilitator can provide the area the plays should highlight.
- The plays can highlight issues concerning the rights and responsibilities of the child, issues like: Shelter, education, parental love and care, exploitation, abuse and neglect, discrimination, child labour, children with disabilities etc.
- The length of the play will be dictated by the facilitators (if it is an Intra-school competition) or by a group of club leaders (if it is a community outreach).

Short Stories:

- Short stories may be either real experiences or imagined experiences. (Therefore, contributions can remain anonymous.)
- Stories can be written, pictures or collages
- The content of the stories should be in line with the rights of the child. Rights include education, immunization, protection against violence and ill treatment, sexual discrimination, religious and cultural discrimination. etc.
- The children with the help of the facilitators can decide what the content of the short stories will be.

Poetry:

- The poems may highlight children's plights, their joys, successes, needs and dreams.
- Poems should portray freedom of expression of the child's ideas without biased influence from the facilitator.

Art

- Design a child rights cartoon superhero to educate other children

Debates and Group Discussions:

- The topic for discussion can be focused by the facilitator. Ensure that the topics revolve around the rights of the child, which include rights to survival, rights to development, rights to participation, right to protection and other human rights issues.
- The facilitator ensures that the club members' seating arrangement encourages group cohesion and maximum participation.

Essay Competition:

- Essay competition topics should be chosen by the facilitator or through discussion with the group.

- The competitions can be either intra- or inter-school competitions.
- The length of the essay will be determined by the facilitator
- Good grammar should be observed.

Sports and Games:

- Sports and games should be included to ensure a child's holistic development. Emphasis is on a child's physical development.
- Team work, cooperation and solidarity should be encouraged and facilitated.
- Games can be either indoor or out door games. As much as possible, locally available materials should be used to make the game equipment.

Skills Training:

- Skills like public speaking and speech writing should be taught to the children.
- Guest visitors can be invited to give talks to educate and motivate the children towards meaningful future occupations.
- Skills like music, arts and crafts can be taught to interested club members.

Contributing To the Media:

- Facilitators should emphasize that contributions to the media must be in line with the children's rights.
- Patrons should be in charge of selecting promotional-worthy material, in terms of grammar and relevancy of the contents.
- The finally selected material should then be grouped according to the children's level (Lower Primary; Upper Primary, Lower Secondary, Upper Secondary), and the content (short plays, short stories, poems, jokes, pen pals, drawings, children's letters or essays.)

Note to the facilitator: The activities in the CRCs should not be limited only to those mentioned above. Activities chosen must take in consideration of children age and ability to ensure the inclusion of all members and the relevancy of the activities to the target group.

Most of all make the activities fun, inspiring and motivating!

Child rights clubs: tips for inclusive and child friendly activities

Facilitate Active Involvement

Encourage

- all club members to participate (of all abilities, girls and boys)
- creativity
- taking part
- suggestions and decision making
- expressing opinions and views
- sharing about their lives
- experimentation, trial and error

Focus on:

- the children's interests
- the children's wellbeing
- the positives of children's efforts
- activities that require active participation from members

Provide

- activities that are fun, engaging and participatory
- support
- advice
- positive messages
- examples and illustrations and real-life scenarios

Adapt

- The content of activities to be appropriate for the age and ability of club members
- The duration of activities to be appropriate for the age and ability of club members

Child rights facilitator training child participation overview

What is Child Rights Club Facilitator Training – Child Participation?

Child Participation is one module of a two-day training workshop to orient potential Child Rights Club facilitators. It will give them a theoretical background on child rights and the legal frameworks that protect child rights, and practical considerations for establishing and running a Child Rights Club. The training is delivered through a combination of discussion on key concepts and activities for reflection and actions for running a Child Rights Club. It contains handouts to use during the training and a facilitators' guide to support the delivery of training activities.

Why is Child Rights Club Facilitator Training important?

It is important for anyone facilitating Child Rights Club activities have a good understanding of the theories and frameworks that underpin these activities and are able to reflect on what makes a good club facilitator. This workshop lays the foundations for taking forward Child Rights Club activities.

By the end of the complete training course learners will:

- Have refreshed their knowledge of the models of disability
- Know how children with disabilities can support each other to protect their rights
- Have explored ways to give care and support to children with disabilities
- Understand concept of Child Rights Clubs and what they entail
- Understand why child rights clubs are important
- Show understanding and appreciation of leadership in child rights club
- Have designed activities focused on child rights
- Understand rights and responsibilities of children
- Be able to explain the roles of different stakeholders in protecting the rights of children.
- Be aware of existing laws that protects and promotes children rights

By the end of the module learners will:

- Understand the concept of child participation and what it entails
- Have identified different ways of ensuring meaningful child participation.
- Be able to explain the legal provisions for child participation at Child Rights Clubs.

Am I ready to use this tool?

The training contains refresher activities on disability rights and inclusion. It is recommended that participants have received foundational training Disability Rights and Inclusion before taking this training. At a minimum anyone who is facilitating the training should have received similar training themselves

Who created this resource?

This resource was adapted from materials co-created by Able Child and Uganda Society for Disabled Children.

Questions and answers

Who should carry out Child Rights Club Facilitator Training?

It is recommended that you prepare and co-facilitate this session. A paired facilitation allows for more support to group activities and to identify where there is a need to adjust activities to the needs of learners.

Who should be involved in Child Rights Club Facilitator Training?

Child Rights Club Facilitators can be teachers or community volunteers. You may need to adapt the training content based on the knowledge and previous experience of your participants.

If there is a Child Rights Club existing in the wider community e.g. in another school you may want to invite the facilitator to support the training and share their experience.

When should Child Rights Club Facilitator Training be carried out?

This activity should be carried out as a foundational activity when developing Child Rights Clubs in a project.

How should Child Rights Club Facilitator Training be carried out?

This training is aimed to be interactive, and discussion based using a combination of lectures and group discussion and activity. There are handouts to accompany the training. You may want to create PowerPoint slides or flip charts for key information you want to share during the training.

How much time do I need?

The module is designed to be completed as a two-day workshop, but modules could be conducted individually over a longer period of time e.g. one module per week.

Using the tool

How to implement the tool safely?

This activity may bring up child protection issues and these must be recorded and reported to your organisation’s designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#).

Getting ready

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Next steps

What do I do once I’ve completed the tool?

Even if you are only doing one module of the training it is still recommended that you complete a post-training questionnaire and encourage participants to develop and action plan.

Further modules are available:

- Introduction to Inclusion for Children with Disabilities
- Child Rights and Responsibilities
- Child Rights Clubs
- Record Keeping for Child Rights Clubs

Activity	Defining Child Participation
Audience	Child Rights Club Facilitators
Time required	30 minutes
Activity type	Brainstorm
Resources required	Handout: Legal Provisions
Objective	To ensure that children are empowered to participate in and led the understanding, exploration, and implementation of their rights. Children should be empowered to advocate for their own rights and those of their peers, ensuring that they understand what participation is, different levels of participation and how they advocate for it
<p>4. Begin the session by saying: “The concept of child participation has its roots in the Convention on the Rights of the Child, as well as the African Charter on the Rights and Welfare of the Child. These documents recognize that making sustainable improvements in the lives of children requires the recognition of children as individuals with their own needs, rights and aspirations within their communities. So children need to be provided with opportunities to influence and make guided decisions about their welfare.”</p> <p>5. As a group conduct a brainstorm activity asking participants how they define the concept of child participation and what it entails. Write up responses on a flip chart.</p> <p>During the discussion you are looking for participants to share issues as described below. Once the group have exhausted their ideas, refer to the description below and add any missing points.</p>	

6. Based on the definition of child participant ask the group to reflect on what hinders child participation in their communities.
Question for reflection – to what extent is this a result of the ability of children, or other factors?

CHILD PARTICIPATION

Child participation is both a process and the means through which it can be achieved.

As a process, child participation involves guiding and supporting children to take part in implementing, influencing or making decisions on issues that affect them and the community in which they live. Children can also take part in influencing issues that affect children at a broader level like international or regional levels. This enables children to acquire more skills and knowledge to identify critical issues that affect their lives and to articulate them to the right audience; e.g., policy makers, school authorities, community leaders, parents associations, etc. Thereby, they become empowered to campaign for their rights.

Child participation involves observing and exploring the children’s potential as well as nurturing their strengths, interests and abilities through the provision of meaningful opportunities to contribute to their own development and that of their peers, families and communities. This usually involves learning to give children simple tasks and engaging them in making simple decisions so gradually nurturing their potential until they can engage in making more challenging decisions and tasks.

Involving children in making basic decisions about their welfare at the family level is important and a starting point for child participation.

Activity	Exploring Child Participation
Time required	30 minutes
Activity type	Role Play
Resources required	
Objective	Explore how children can play an active role in different areas of their lives
Facilitator Notes	
<p>Divide participants into groups and give them the following scenarios:</p> <p>Club</p> <p>Group 1: Role-play different activities that the child can take part in at Child Rights Club</p> <p>Group 2: Role-play different activities that the child with disability can take part in at school.</p> <p>Group 3: Role-play various activities that the child with disability can take part in at family level.</p> <p>Each groups should consider children with different abilities, and explore how children could take on leadership roles and support their peers.</p>	

Questions for reflection:

- c) According to the role-plays, what did you see/hear that caught your attention?
- d) What else is essential but was not reflected in the role-plays?

Activity	Ladder of Participation
Time required	30 minutes
Activity type	Interactive – pair work
Resources required	Ladder of participation handout, scissors
Objective	By the end of the session participants will understand that there are different levels of participation
Facilitator Notes	

3. Put the group into pairs and hand each pair the ladder of participation handout.
4. Ask each pair to match the headline with the statement

- **Question for reflection:** Think about your Child Rights Club, where is your club on the ladder of participation, where do you want to be? What do you need to do to get there?

Ladder of participation:

Below the statements and the ladder headings are correctly matched. In the handout the statements are not in the correct order.

Ladder	Statement
Children and Adults share decision making	Club members are given little choice and a limited voice. Club members are only asked to take part for the club to look like it lets children participate even though it doesn't really
Children lead and initiate action	Club Facilitator has idea and club members are involved in designing, developing and delivering the project
Adult initiated, shared decision with children	Even though club members were asked to take part, they don't really have any say in what happens

Children are consulted and informed	Club Facilitator is in charge, and they use club member ideas. Club members are not involved in idea or project development
Children are assigned but informed	Club members design and develop the project. They lead and invite Club Facilitator to help them. They are equal partners
Tokenism	Club Facilitator designs the project but support club members make decisions and act. Club facilitator give club members feedback on what they've done
Decoration	Club Facilitator choose a project and club members help
Manipulation	Club members have the idea, design and lead the project, club members can get help from Club Facilitator if they need it

Activity	Ensuring effective child participation
Time required	45 minutes
Activity type	Group work/presentation
Resources required	Flip charts and markers
Objective	To identify different ways of ensuring meaningful child participation
Facilitator Notes	

1. Divided the participants into groups and asked them to prepare presentations on the following tasks:

Group 1: Scenario 1: Child Club X received 11 T-shirts that are to be used by the club and yet you have 25 members in the Child Rights Club. As a club facilitator, you are required to organize and facilitate a meeting with club members who will find the solution to the challenge at hand.

Group 2: Scenario 2: The Child Rights Club has just received a letter from the District Education Officer to prepare for the Day of the African Child slated for 3rd December. The theme of the day is 'Participation of children is a collective responsibility' design activities to support club members to come up with the program, activities, and key advocacy messages for the day.

Group 3: Scenario 3: Members of the CRC are to sit and develop a plan for a session on health competition to be held the following week.

Group 4: Discuss the factors which Leaders at CRC should consider in the process of ensuring effective child participation.

Questions for reflection:

- e) What did you like from the presentations?
- f) According to the role-plays, did you identify issues of child participation?
- g) How would you approach the same situation differently?
- h) What factors do facilitators at CRC need to consider in the process of ensuring effective child participation.

2. Share the following information with the participants.

Factors to consider when involving children at CRC activities:

- The best interest of the child
- Transparency and informed consent
- Equal opportunity and democracy
- Care, safety and protection
- Appreciation, recognition and mutual respect
- Non discrimination
- Ethical consideration, which involves accountability, transparency, honest and realistic goals.
- Get permission from the parent/ caretaker
- Get permission from the child
- Give the child time to prepare, learn and choose what to do
- Methods used in the club must be child friendly, putting in consideration issues of age, gender and disability
- Children's information should not be distorted by adults
- All that is done in the club must be culturally appropriate and gender sensitive
- The environment should be safe and take in consideration gender and disability concerns

Child participation can be enhanced by doing the following:

- Through motivation /appreciation
- Giving the children the chance to participant in activities
- Creation of a friendly environment to enable participation
- Through exposure to learn from others
- Equipping children with the necessary materials to participate especially CWDS
- Allow children to evaluate themselves in their activities
- Through organizing exhibitions
- Paying attention to the learners concern
- Guidance and counselling
- Listening and respecting children's views
- Give children rewards and certificates
- Providing appropriate resources to enable the children to take part in activities

Ladder	Statement
Children and Adults share decision making	Club members design and develop the project. They lead and invite Club Facilitator to help them. They are equal partners
Children lead and initiate action	Club members have the idea, design and lead the project, club members can get help from Club Facilitator if they need it
Adult initiated, shared decision with children	Club Facilitator designs the project but support club members make decisions and act. Club facilitator give club members feedback on what they've done
Children are consulted and informed	Club Facilitator has idea and club members are involved in designing, developing and delivering the project
Children are assigned but informed	Club Facilitator choose a project and club members help
Tokenism	Club Facilitator is in charge, and they use club member ideas. Club members are not involved in idea or project development.
Decoration	Club members are given little choice and a limited voice. Club members are only asked to take part for the club to look like it lets children participate even though it doesn't really
Manipulation	Even though club members were asked to take part, they don't really have any say in what happens

Ladder of participation

Explanation of the ladder of participation:

Manipulation: If children have no understanding of the issue and hence do not understand their actions, then this is manipulation; e.g., young children used to carry political placards concerning the impact of social policies on children.

Decoration: Adults do not pretend that children inspire the cause. They simply use the children to bolster their cause in a relatively indirect way; e.g., those frequent occasions when children are given T-shirts related to some cause, and may sing or dance at the event in such dress, but have little idea of what they sing about or even campaign for.

Tokenism: This is used to describe those instances in which children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions.

Consulted and informed: Young people sometimes work as consultants for adults in a manner which has great integrity. The project is designed and run by adults, but children understand the process and their opinions are treated seriously.

Adult initiated shared decisions with children:

Here we talk about participation because, though adults initiate the projects at this level, the decision-making is shared with young people.

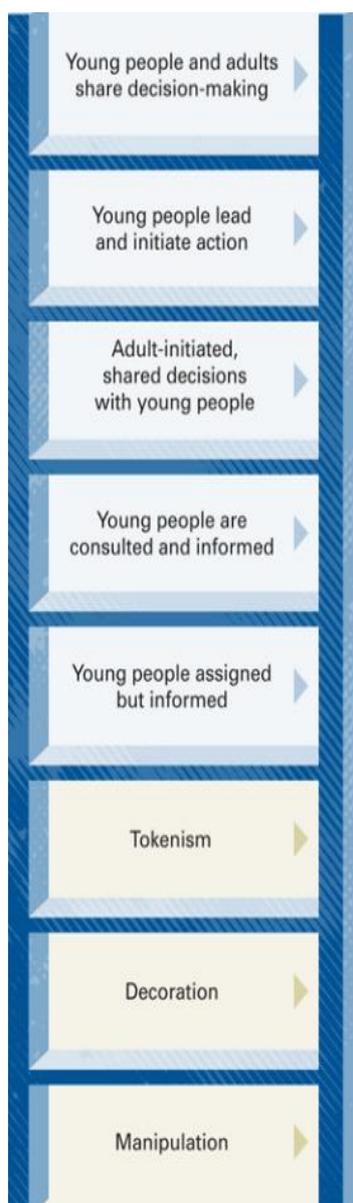
Child initiated and directed: There are several examples where children in their play conceive of and carry out complex projects. When the conditions are supportive for them, even very young children can work cooperatively in large groups.

Child initiated shared decisions with adults: This relies heavily upon the impressive insight of adults. It is usually only children in their upper teenage years that tend to incorporate adults into projects they have designed and managed.

Note:

The ladder of participation diagram is designed to serve as a beginning typology for thinking about children's participation in projects. The ladder metaphor is borrowed from an article on adult participation, though new categories have been developed.

Source: Children's Participation, UNICEF

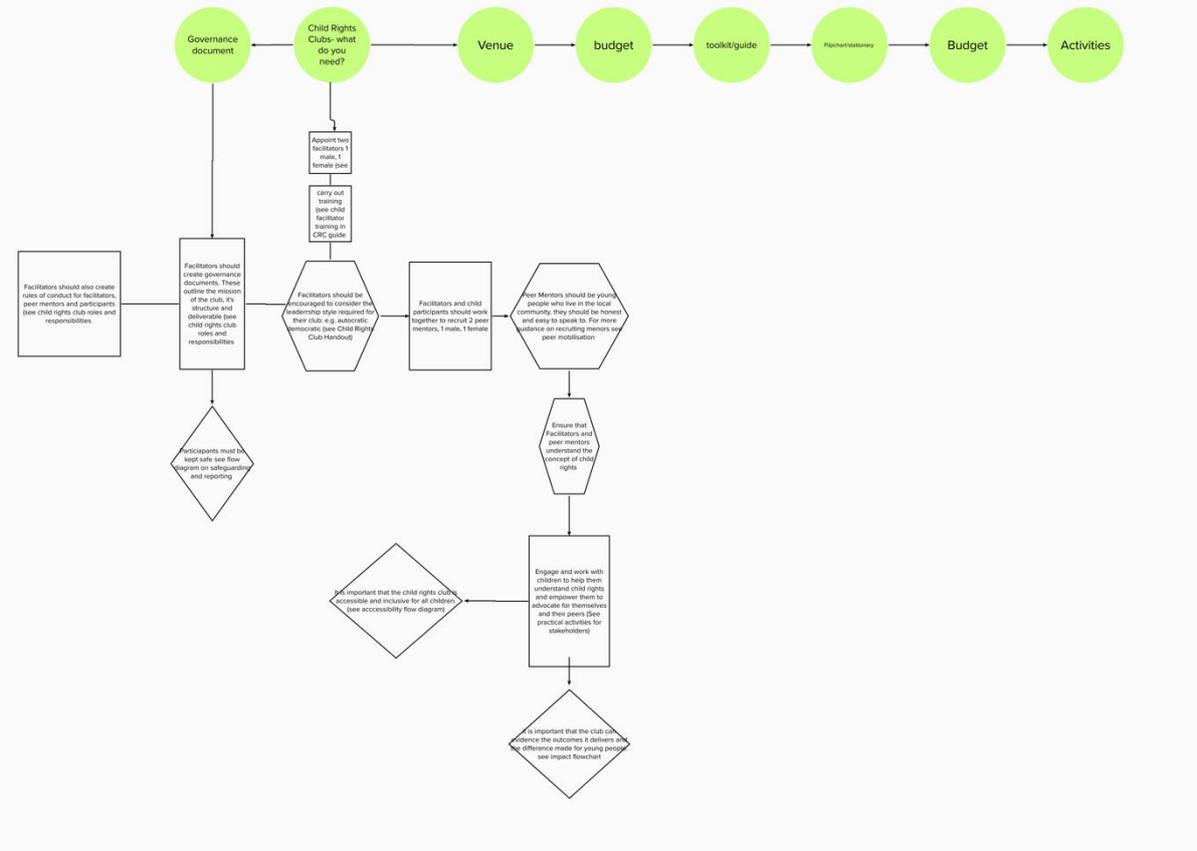


Child Rights Flow Charts:

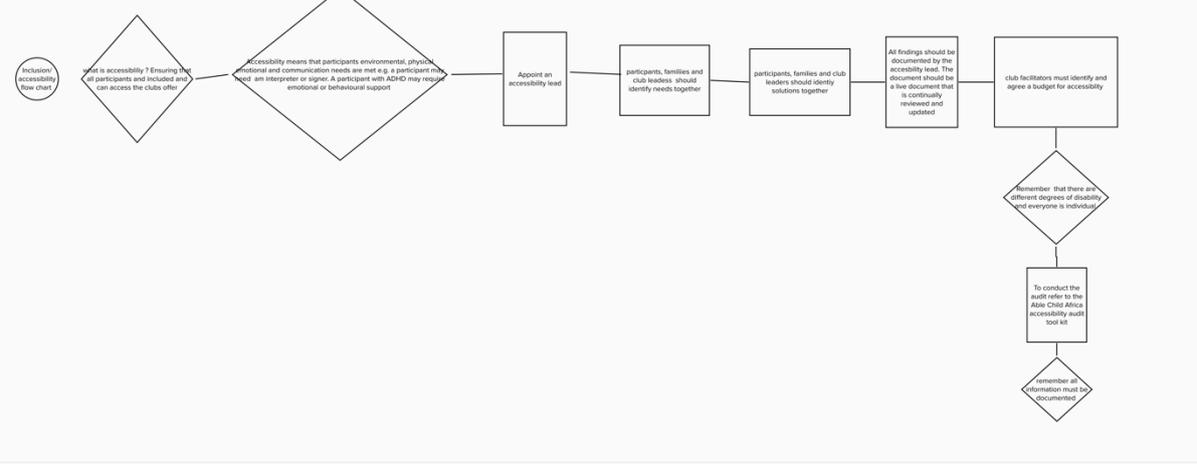
They are all available in the mural

<https://app.mural.co/invitation/mural/sarahpalmer5801/1654775891497?sender=ufdf94146fa15815cf7a51634&key=3545f42d-f3b4-4219-9837-1598c654beb4>

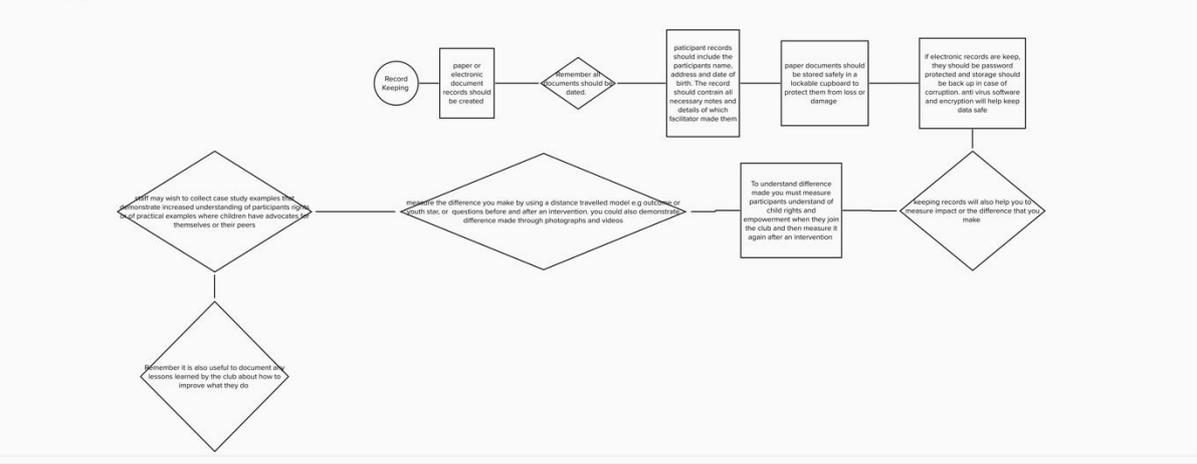
What you need to set up a Child Rights Club



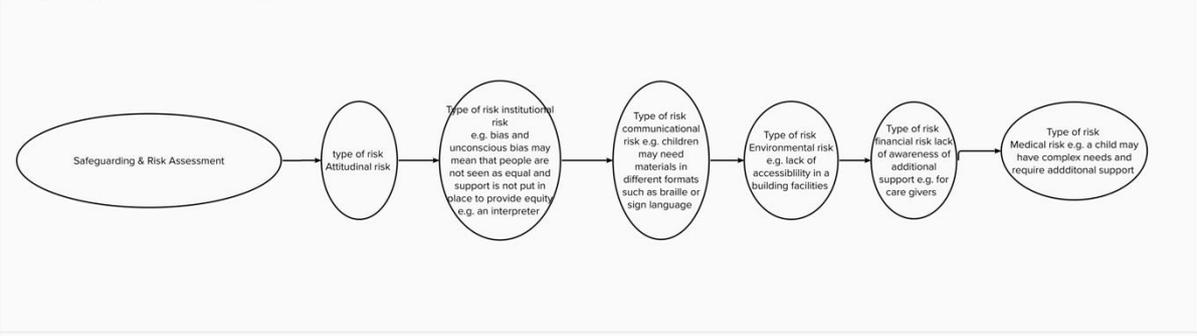
Accessibility



Record Keeping



Safeguarding and Risk Assessment



Child rights clubs facilitator training: record keeping

Activity	Record keeping and report writing in the Child Rights Clubs
Audience	Child Rights Club Facilitators
Time required	1 hour
Activity type	<ul style="list-style-type: none"> • Question and answer • Discussion • Brainstorming
Resources required	<ul style="list-style-type: none"> • Markers • Flip charts • Samples of record type e.g. a diary, a case record sheet, a letter etc • Masking tape • File folders • Exercise books • Pens • A box containing 20 items e.g. pen, comb, piece of paper, leaf, flower, chalk, spoon, fork, toy, shell, bottle top, stone – some items can be repeated, e.g. 3 bottle tops.
Objective	By the end of the session participants will be able to demonstrate an understanding of the importance of record keeping and report writing at Child Rights Clubs
Facilitator Notes	You may need to adapt this activity to reflect your organisation's own data storage and protection policies and procedures.
<p>This activity aims to highlight the importance of systematic record keeping over keeping information informally, or for individuals to rely on their own memory.</p> <ol style="list-style-type: none"> 1. Prepare your box with twenty different items before the session. 2. Split participants into two groups. 3. Group 1: Give notebooks and pens – they can use this to write or draw Group 2: Give nothing 4. Open the box and ask the participants to remember what is in the box in two minutes. Tell the participants that you will quiz them after two minutes. <p>Facilitator note: this activity is intending to show that there is value in keeping records, over relying on memory alone. If the group that don't have notepads take a photo of the items or find an alternative way to document/remember the items let them do so.</p> <ol style="list-style-type: none"> 5. Do a quick fire quiz with the groups asking 5 questions about the items. Keep it quick and fun – don't allow much time for discussion. e.g. <ul style="list-style-type: none"> • How many items were there in total? • How many bottle tops were there? • What colour was the comb? • Ask a question about an object that wasn't in the box. E.g. was there a peg in the box? 	

- Ask a question about an object that was in the box e.g. was there a pen in the box?

Facilitator note: You would expect that the group 1 will do better, as they were able to keep a record of what was in the box. If both groups do equally well, ask the groups to reflect. Which group found it easier and why? What methods did the group without the notebook use to remember the items?

6. Ask the participants to share their feelings and lessons learned about the exercise in relation to keeping information.
7. Allow 10 minutes for discussions.
8. Ask the participants what they understand by the word “record” and “report”.
9. Write the answers given on the flip chart and use them to form an operational definition.

RECORDS refers to documentation of information about an event or series of events. This can be written down, stored on the computer, film, photograph, files, diaries, notebooks, etc., so that it can be looked at in the future. To keep records is to document details of things as they happen.

A REPORT is a written or spoken description of a situation or event, giving people information they need.

10. Ask participants to mention various ways through which important information is stored or kept in their communities.
11. Following their discussion, divide participants into three groups and ask them to discuss the importance of keeping important information, as well as the challenges involved.
12. Allow 10 minutes for discussion and then 5 for presentation in plenary.
13. Allow questions and comments.

Activity	Types of records needed in Child Rights Clubs
Audience	Child Rights Club Facilitators
Time required	1 hour
Activity type	<ul style="list-style-type: none"> • Question and answer • Discussion • Brainstorming
Resources required	
Objective	By the end of the session participants will understand what records can be kept at Child Rights Clubs
Facilitator Notes	You may need to adapt this activity to reflect your organisation’s own data storage and protection policies and procedures.
1. Divide the participants into three groups and ask them to discuss the following questions.	

- Group 1: List the types of records kept at CRCs
- Group 2: Discuss the importance of keeping records at CRCs
- Group 3: Discuss the challenges involved with keeping records at CRCs and possible solutions.

2. Allow 15 minutes for group discussions and 10 for presentation in plenary.
3. Ensure that the following key points are highlighted:

Type of records kept at CRCs

- Diaries
- Child safeguarding cases (see Inclusive Child Safeguarding Toolkit)
- Photographs, children stories, articles, etc
- Activity reports
- Recorded tapes
- Letters.

Importance of record keeping

- Records are used for future reference
- Records are used for accountability purposes
- Records enable the facilitator and children to remind people of issues that have happened
- Records enable the facilitator to assess the progress of CRC work and measure its impact

Challenges involved in keeping records

- Records are often destroyed by pests, e.g., cockroaches and rats
- Misinformation may lead to wrong records. This may be due to exaggeration of issues or misreporting
- Lack of materials for recording, e.g., lack of cameras, notebooks, recorders etc

Facilitators guide: teacher training – inclusive water hygiene and sanitation overview

What is the Inclusive WASH Facilitators guide?

This tool is a one-day training workshop introducing key concepts on Inclusive WASH in schools.

The training is delivered through a combination of lectures on key concepts and activities for reflection and actions towards inclusive education practice.

It contains a PowerPoint to use during the training and a facilitators guide to support the delivery of training activities.

Why is Inclusive WASH training important?

It is important for anyone undertaking WASH activities to have a good understanding of the facts about WASH, children with disabilities have specific needs related to WASH which can make them vulnerable to ill health and abuse. This workshop lays the foundations for taking forward WASH activities with children with disabilities.

By the end of the training learners will:

- Facts about Water, Sanitation and Hygiene
- Why WASH is important
- Why WASH is an important activity in school
- Identify the three main areas where barriers to inclusion exist for WASH.
- Identify potential solutions to make WASH in school more inclusive.

Am I ready to use this tool?

This training requires the facilitator to be confident in key principles associated with disability inclusion and inclusive education and WASH. At a minimum anyone who is facilitating the training should have received similar training themselves.

Who created this resource?

This resource was co-created by Able Child and UWEZO Rwanda.

Questions and Answers

Who should carry out Inclusive WASH training?

It is recommended that you prepare and co-facilitate this session with a person living with a disability e.g. a member of an OPD, who will be able to share both their expertise and lived experience. A paired facilitation allows for more support to group activities and to identify where there is a need to adjust activities to the needs of learners.

Who should be involved in Inclusive WASH training?

This training is aimed at teachers; however it can be adapted for anyone who requires an introduction to inclusive WASH the context of inclusive education.

When should Inclusive WASH training be carried out?

This training builds on the one-day Disability Rights and Inclusion training. To create a two-day package of training on inclusive education and inclusive WASH

Both trainings are good to do at the start of a project, or as a refresher. `

How should Inclusive WASH training be carried out?

This training is aimed to be interactive, and discussion based using a combination of lectures and group discussion and activity. There is a PowerPoint slide deck to accompany the training. Activities can be conducted without the PowerPoint using handouts and flip chart.

How much time do I need?

The training is designed to be completed as a one-day workshop.

Using the tool

How to implement the tool safely?

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Getting ready

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Next steps

What do I do once I've completed the tool?

The final activities in the training are a post-training questionnaire and developing an Action Plan. It is recommended to schedule follow up with the participants to see how they have implemented what they have learnt, and to answer any questions they have after the training.

Additional resources

- A PowerPoint presentation is available to support activities in this training

The tool

Disability, Rights and Inclusion Training: A Guide for Facilitators

This training is an **introductory session** to orient teachers on the key principles of inclusive WASH

Methodology

- Interactive sessions
- Knowledge sessions – using presentations and/or handouts
- A PowerPoint presentation is available to support activities in this training

Preparation

Review the facilitation guide and make sure you have all the physical resources and content you will need to conduct the training. It is important that you adapt your content to make it relevant for participants.

Example Agenda

Arrivals + pre-training questionnaire	09.00 – 09.30
Recap from Day 1	09.30 – 10.00
What is Inclusive WASH	10.00 – 11.00
BREAK	11.00 – 11.30
Inclusive WASH Quiz time	11.30 – 12.30
LUNCH	12.30 – 01.30
Why is Inclusive WASH important?	01.30 – 02.00
Removing Barriers - WASH	02.00 – 03.00
BREAK	
Post training questionnaire	3.30 – 3.45
Recap day 2 and close	3.45 – 4.15

Activity	Colour coding/Skittles
Time required	5 minute introduction, 5 minute discussion, 1 minute per participant, 5 minute reflection Total: 30 minutes for 15 participants
Activity type	Icebreaker
Resources required	Coloured tokens – these could be coloured sweets/candy, or bottle tops, pieces of paper Flip chart paper or Power Point Slide
Facilitator roles	Lead: Introduce the activity and facilitate discussion Assistant: Timekeeper and write on flip charts
Objective	Participants to introduce themselves and share something about themselves
Facilitator Notes	Prepare flip chart or PowerPoint Slide in advance On a flip chart paper/Power Point write up a few questions you'd like the participants to answer and allocate a colour to it. E.g. Red: Favourite food Yellow: Favourite pastime Blue: Favourite childhood toy/game Try to keep your participants to time as this activity is supposed to be short and not eat into your main activities. Tips for keeping to time: Use an egg timer, or timer on screen. Get everyone to stand. If you have a big group, you can ask people to put ideas for the group agreement onto a flip chart whilst they wait for others to arrive.
<p>11. Ask participants to take a token from the bag – and if it is a sweet/candy – tell them not to eat it just yet.</p> <p>12. Reveal your flip chart with your colour coded questions.</p> <p>13. Go around the group and ask each person to introduce themselves briefly and answer the question associated with the colour token they are holding.</p> <p>14. If you have time, you can go around the circle again or give multiple tokens to start with. Participants will more likely want to go again if there is a sweet/candy!</p>	
Activity	Recap day 1
Time required	30 minutes
Activity type	Interactive
Resources required	PowerPoint Ball (or soft item that can be easily thrown and caught)
Facilitator roles	Lead: Introduce the activity and facilitate discussion Assistant: Timekeeper
Objective	Assess what participants have retained from day one – Disability Rights and Inclusion. Create the background for day two – Inclusive WASH
Facilitator Notes	Encourage participants to share rather than you leading this session. Use the PowerPoint at the end to consolidate and fill any gaps not raised by the participants.

4. Introduce the activity saying that you want to quickly recap on what was covered the previous day and hear what they have appreciated or learnt.
5. Use the ball to randomly select group participants and ask them to share a reflection from the previous day (depending on the abilities of you group you can throw the ball, or hand it to individuals).
6. Depending on the size of your group, once you have got feedback from everyone or you feel that you have covered the main points/exhausted ideas show the PowerPoint slide and recap on any information that wasn't well covered by the group.

Activity	What is Inclusive WASH
Time required	45 minutes to 1 hour
Activity type	Lecture
Resources required	PowerPoint slides Prepare your own notes so you are confident with the content of the slides.
Facilitator roles	Lead: Present the PowerPoint slides Assistant: Timekeeper, observe participants and indicate to lead facilitator if you think participants are not following any points.
Objective	Participants will learn: <ul style="list-style-type: none"> • Facts about Water, Sanitation and Hygiene • the difference between impairment and disability
Facilitator Notes	<ol style="list-style-type: none"> 1. Present the slide deck. Depending on the size of your group encourage questions as you progress or hold a Q&A at the end.

Activity	Inclusive WASH Quiz
Time required	1 hour
Activity type	Interactive Quiz
Resources required	<ul style="list-style-type: none"> • PowerPoint
Facilitator roles	Lead: Introduce activity and lead discussions Support: Timekeeper,
Objective	By the end of the activity participants will have had the opportunity to gain and consolidate their knowledge and to ask questions.
Facilitator Notes	Make sure you familiarise yourself with the answers before hand, so that you can prompt participants if there are multiple correct answers for a question.
<ol style="list-style-type: none"> 1. The slides have animations so that you can reveal the question, the possible answers and the correct answers 2. Reveal the question, then ask participants to respond. If there are more than one correct answer for a question – ask multiple participants to increase engagement. 3. If there are incorrect answers given ensure these are corrected. 	

Activity	Why Inclusive WASH is important
Time required	30 Minutes
Activity type	PowerPoint – Lecture
Resources required	PowerPoint
Facilitator roles	Lead: Present the PowerPoint slides Assistant: Timekeeper, observe participants and indicate to lead facilitator if you think participants are not following any points.
Objective	Participations will learn <ul style="list-style-type: none"> • Why WASH is important • Why WASH is an important activity in school
Facilitator Notes	
<ol style="list-style-type: none"> 1. Present the slide deck. Depending on the size of your group encourage questions as you progress or hold a Q&A at the end. 	

Activity	Removing barriers – WASH
Time required	1 hour
Activity type	Interactive – group work
Resources required	<ul style="list-style-type: none"> • Three flip charts for each barrier domain <ul style="list-style-type: none"> ○ Attitudinal ○ Environmental ○ Institutional • A5 cards of large post-its to represent the bricks in the wall. • Marker pens for each group • Masking tape/blue tack (to fix flip charts and cards to the wall)
Facilitator roles	Lead: Introduce activity and lead discussions Support: Timekeeper, support groups and steer towards barriers that the group are not covering. Support with building the wall and look for patterns and themes emerging.
Objective	By the end of the activity participants will be able to <ul style="list-style-type: none"> • Identify the three main areas where barriers to inclusion exist for WASH. • Identify potential solutions to make WASH in school more inclusive.
Facilitator Notes	This activity builds on the Removing Barriers activity from day 1 - Disability rights and inclusion
<p>Advance Preparation</p> <ul style="list-style-type: none"> • Prepare the flip charts for each barrier domain. Draw on the bricks of your wall, large enough that the responses from the group can fit within the bricks. <p>Room Set up</p> <ul style="list-style-type: none"> • Tables or spaces for small groups work distributed throughout the room • Identify blank wall space or use easels to post flipcharts next to each other in the room with enough space for participants to review the flipcharts. • <p>Open</p> <p>Introduce the activity and explain that for this activity you'll be working in small groups (3-6 per group).</p> <p>Activity Building the Wall</p> <ol style="list-style-type: none"> 6. Ask everyone to take a few moments to look at the responses on the wall from the previous session. 7. Divide into mixed groups. Give each group post-it notes (or A5 pieces of paper, with tape to attach to flip charts). Ask the groups to add any additional barriers that might exist which specifically relate to WASH and write down one idea per post-it note or piece of paper. 8. Ask one person from each group, in turn, to place their post-it notes/pieces of paper onto the 'wall' – thinking about the best heading (attitude, environment, institutional) for each post-it/piece of paper. Discussions should flow as people try to decide where to place their obstacles and why. If people aren't talking, and you can see ideas going into barriers that are not appropriate, lead a discussion on it. Use this to help people understand the reasons behind the barriers and categories. 	

9. Invite people to discuss their experiences of identifying barriers and what they've learned. Ask the group to reflect on how these barriers might impact on a child with disabilities accessing education.

Removing barriers

1. Create three groups and give each group a specific area of the wall e.g Institutional, Environmental, Attitudinal
2. After 15 minutes - Bring the group back together to discuss the solutions and reflect on the process overall. Use the PowerPoint slides to consolidate and highlight any gaps that were not covered by the groups and add them to the wall.

Close

Environmental barriers are often easiest to identify. But don't let the group get too focused only on physical access – steps, narrow pathways, uneven surfaces for example. Access issues are just as significant for those with sensory or communication impairments where information isn't available in formats they can understand.

Institutional barriers are some of the most difficult to identify. Without a proactive search for them, they won't be as immediately evident. That's because they're often linked to social and cultural norms and written into policies and legislation. The way to start identifying them is to focus on sectors in which you work, and try to map the legal, cultural and social practices that might need addressing. Consulting with local disabled people will be an essential part of helping identify them.

Attitudinal barriers are the most important to identify – time and time again they are the main reason prohibiting progress on disability inclusion. Negative attitudes and assumptions have led to many disabled people believing themselves to be worthless, dependent and in need of support. This cycle of charity and dependency can be difficult to break.

You need to draw out all these issues – and more – as you talk through barriers with the group. It's worth trying to identify some local examples in advance.

Activity	Recap day 2
Time required	30 minutes
Activity type	Interactive
Resources required	PowerPoint Ball (or soft item that can be easily thrown and caught)
Facilitator roles	Lead: Introduce the activity and facilitate discussion Assistant: Timekeeper
Objective	Assess what participants have retained from the day
Facilitator Notes	Encourage participants to share rather than you leading this session. Use the PowerPoint at the end to consolidate and fill any gaps not raised by the participants.
	<ol style="list-style-type: none"> 1. Introduce the activity saying that you want to quickly recap on what was covered the from the day and hear what they have appreciated or learnt. 2. Use the ball to randomly select group participants and ask them to share a reflection from the previous day (depending on the abilities of you group you can throw the ball, or hand it to individuals). 3. Depending on the size of your group, once you have got feedback from everyone or you feel that you have covered the main points/exhausted ideas show the PowerPoint slide and recap on any information that wasn't well covered by the group.

A practical guide for WASH female youth with disabilities mentors

What is the Practical Guide for WASH Female Youth with Disabilities Mentors?

This guide is designed as a resource for youth mentors to support younger children with disabilities. The guide includes information on the role of mentors and mentees, tips for mentors and suggested activities

The activity content is focused on WASH, however this guide can be adapted for mentors focused on other topics.

Why are female youth mentors with disabilities important?

Mentoring is a relationship designed to build confidence and support the mentee, so they can take control of their own development and work.

Mentorship to children and youth with disabilities through one-on-one mentorship and group mentorship in schools and in homes has shown great results. The relationship is mutually beneficial for both mentor and mentee, with both gaining skills in advocacy and active involvement in decision making processes.

Who created this resource?

This resource was co-created by Able Child and UWEZO Rwanda

Associated resources

Hygiene Heroes Comic

Disability Inclusive Child Safeguarding Toolkit

Disability Inclusive Sexual And Reproductive Health And Rights: A Handbook For Teachers

Disability-inclusive sexual and reproductive health and rights: a handbook for teachers

What is the Disability Inclusive Sexual and Reproductive Health and Rights: A Handbook for Teachers?

This handbook is intended to guide the training of girls with disabilities by being a reference tool for teachers, facilitators and parents. Training using this handbook will support teachers and facilitators to disseminate accurate information on SRHR to girls with disabilities.

It contains information on topics including puberty, menstruation, sexuality, contraception, sexually transmitted infections, drugs and substance abuse, accessing SRH services, sexual and gender-based violence, stigma and discrimination.

The handbook emphasises inclusive participatory learning and provides inclusive activities to support learners to engage on sensitive topics.

Why is Inclusive Sexual and Reproductive Health and Rights important?

Women and girls with disabilities account for almost one-fifth of the world's population of women (WHO). They are just as likely to be sexually active as their peers without disabilities despite inaccurate stereotypical views to the contrary. They have the same Sexual and Reproductive Health (SRH) needs as women and girls without disabilities. Due to multiple and intersecting forms of discrimination on the basis of gender and disability, however, women and girls with disabilities face unique and pervasive barriers to full realization of their Sexual and Reproductive Health and Rights (SRHR).

Failure to recognise the sexual and reproductive health rights of women and girls with disabilities reduce the likelihood of them receiving the vital knowledge and tools on SRHR that they need to keep themselves safe from sexual abuse, unwanted pregnancies and Sexually Transmitted Infections (STIs). For girls with disabilities this means that they are more likely to drop out of school and miss out on essential education.

Who created this resource?

This resource was co-created by Able Child and ANDY Kenya

Associated resource

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

A Practical Guide for WASH Female Youth with Disabilities Mentors

Child-friendly self-reporting tool: myself overview

What is a Child-Friendly Self-Reporting tool?

A Child Friendly Self Reporting tool is an activity that can be conducted with a child to capture evidence of the impact of an activity. It does not require a child to be able to read or write, instead using simple resources and activities, e.g. pictures, pointing, using counters to aid a child's understanding and engagement in the activity.

The tool aims to create a positive experience for the child and produce comparable data for monitoring purposes.

Able Child have developed a suite of Child Friendly Self Reporting tools to monitor different activities. The methodology can be adapted for different topics.

- My Self – assesses how a child feels about an activity or topic
- My Rights – assesses a child's understandings of their rights
- My Teacher – assesses whether activities conducted with teachers have resulted in a change for the child
- My Parents - assesses whether activities conducted with parents have resulted in a change for the child

What is the “My Self” tool?

This tool is designed for school or project staff to assess a child's feelings in relation to an activity using a five-point scale. It uses faces from very sad to very happy for a child to point to in response to a statement.

The tool contains guidance on how to prepare and deliver this monitoring activity with a child with disabilities. It includes example data sheets and explains how this data can be recorded and analysed numerically.

Why is a Child-Friendly Self-Reporting tool important?

Our goal in inclusive education is for our activities to have a positive impact for children. Many of our activities can involve a range of stakeholders including teachers, parents, peers, government officials to name but a few. However, it is always best to monitor what impact these activities have on the children themselves. **The best way to understand if an activity has had an impact on children is to ask them directly.**

Using child friendly reporting tools before and after project activities will give you a baseline and evidence of the change experienced by the children.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

Who created this resource?

This resource was co-created by Able Child and UWEZO in Rwanda

Questions and answers

Who should carry out the “My Self” activity?

This tool can be used as part of a project monitoring, the activity therefore may be led by someone responsible for monitoring evaluation and learning for your project even if they are not administering the tool directly.

Who should be involved in the “My Self” activity?

It is important to involve your project stakeholders to review the tool before you use it to make sure that it is appropriate for your context. You may need to change the content of some of the questions or reduce the number of questions. If you do this, you will also need to adjust the score sheets accordingly.

Whenever you are doing an activity in a school, you will need to jointly plan the activity with school stakeholders to ensure that the activity will be conducted in a way that will be beneficial for everyone and minimise disruption to other planned activities.

Remember, it is essential to build into any monitoring activity time to feedback immediately and once you have conducted your analysis and develop an action plan for future action.

You will need two people to carry out the My Self activity

When should the “My Self” activity be carried out?

You can use this tool before starting your activities to collect a baseline and then it is recommended to be used periodically e.g. annually, to monitor progress.

How much time do I need?

Our experience is that you will need a minimum of 30 minutes per child for this activity.

For any activity which involves interacting with a child it is important that you allow sufficient time for the activity, considering that you may need to spend time explaining to the child and supporting them to understand. The child should never feel rushed, or that they are doing something too slowly.

This activity can be conducted on a one-to-one basis or as a group, whatever is most appropriate and comfortable for the children involved.

Using the tool

How to implement the tool safely?

Two adult rule: Standard behavioural code of conducts usually includes something called the 'two-adult rule.' The 'two-adult rule' usually means that when interacting with children in a work context, staff members are required to ensure another adult is always present or within easy reach.

A child's wellbeing is always our priority: It is possible that a child may get upset or frustrated about an activity, particularly if they perceive that they are not getting it "right" or they cannot understand what is being asked of them. If a child does start to become upset or frustrated, you can try to explain the activity in another way. However, ultimately do not continue if the activity is not going to be a positive experience for the child.

Consent: Children with disabilities have a right to decide that they do or do not want to participate in activities or share information and practitioners should seek to understand their preference and respect their decisions. Refer to Able Child Disability Inclusive Child Safeguarding Toolkit for details of how to obtain consent inclusively.

Arrange for the right people and resources to be available. For children who experience communication barriers, you may need a facilitator who is best able to communicate with the child. It may be necessary to use symbols, signs and pictures to get responses from the child.

Decide your location - conduct the activity in a location that the child will feel comfortable. This does not need to be in a private room, but away from too many distractions.

Safe data: Data collected from this tool can be collected manually or electronically. You will need to ensure data is kept safe by backing it up regularly. All results will be shared only on a need-to-know basis and will be kept private and confidential other than being used in the ways described above.

What resources will I need?

- Card sheets sliced into individual cards
- H sheet
- Counter (this could be a stone, bottle top, small ball)

What do I need to do in advance?

1. Prepare your large sheet of paper with 5 moods on it. Draw or print 5 faces
 - Very Happy
 - Happy
 - Neutral
 - Sad
 - Very Sad
2. Prepare your picture cards based on the topics you want to you want to assess with the child.

For the introductory activity include images of activities a child will relate to in their lives – their family, home, sport, daily activities, plate full of food, empty plate. Include some activities that you are confident they will be sad about so that you are sure they understand the range of emotions.

For your main assessment activity include pictures related to school that you wish to assess for example a teacher, a classroom, lesson subjects, toilets, areas for play.

3. Agree roles for the activity - You need two people for this activity. One person to be the primary facilitator who will lead the activity with the child. The second person is a note taker and will document responses on the scoring sheet.
4. Prepare your scoring sheets. Adjust the data analysis matrix according to the number of questions that you will be asking the child.

Activity instructions

Stage 1: This stage is designed to encourage the child to feel comfortable and to establish the method of assessment.

1. Place the sheet with the different emotions on a table or the floor and explain the different emotions to the child. Explain to the child that you will show them some pictures and they will place the counter on the face that matches their emotion about the picture.
2. Show one of your introductory cards to the child and ask them to explain what the picture is, then ask them to put the counter on the emotion that it makes them feel. Keep the remaining cards to yourself to not distract the child. Keep playing with single cards until you are confident the child understands
3. Then introduce two cards simultaneously and ask the child what emotion they feel when the two cards are combined. For example, sport and friends (anticipate a positive response), sport and rain (expect a negative response), Keep playing with introductory cards until you are confident the child understands

Stage 2: This stage is designed to assess whether the activity you wish to assess has had an impact on the child. For example, whether a child has positive feelings about a topic that has been taught to them.

1. Using the same method as above, start with one card from your assessment cards ask them to place the counter on the face that matches their emotion about the picture.
2. Then introduce two or three cards simultaneously for the questions you wish to answer.

Example questions based on a training given to teachers and mentoring on inclusive WASH in school.

1. How do you feel about going to the toilet at school?
Cards: You + Toilet + School
2. How do you feel about menstruating whilst at school?
Cards: You + menstruation + School

Notetaker instructions

1. Introduce yourself and let the child know that you will be taking notes, but then sit somewhere the child can not easily see what you are doing so they won't be distracted or feel uncomfortable. Every effort should be made to make the child feel as comfortable as possible.
2. Make sure it is easy for you to see or hear the face the child is selecting each time, so you don't need to interrupt.
3. Use the score sheet to note the child's answer and the reason they gave.
4. Note down if they child feel's they can't do

Tips for facilitators

Be positive:

- Let the child lead the conversation.
- Take your time, make sure that the child has enough time to understand and ask questions
- Emotions can be a difficult concept for some children to understand. Keep playing the introductory activity until you are confident the child understands the game.
- Ensure that even if a child says they can't do something or they don't feel confident to do something that it remains positive. Let the child know that they will learn about some of the things they don't know in the following year.
- Encourage the conversation to focus on what the child can do, try to move on from 'can'ts' to positive 'cans'.
- If you are not confident that the child understands the introductory game, do not move on to phase 2.

IMPORTANT!

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Next steps

What do I do once I've completed the tool?

All monitoring activities must include a plan for feedback and follow up with the school to ensure that learning is shared and to ensure monitoring provides an opportunity for reflection and development.

It is recommended that you plan for brief feedback on the day of monitoring and that you schedule time for detailed feedback once the analysis is complete. This time is also an opportunity for school stakeholders to reflect on anything that could be done differently to improve monitoring activities in the future.

Additional resources

- Child Friendly Reporting - My Parents
- Child Friendly Reporting - My Rights
- Child Friendly Reporting - My Teacher

A child-friendly self-reporting tool: my parents overview

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The tool aims to create a positive experience for the child and produce comparable data for monitoring purposes.

Able Child have developed a suite of Child Friendly Self Reporting tools to monitor different activities. The methodology can be adapted for different topics.

- My Self – assesses how a child feels about an activity or topic
- My Rights – assesses a child's understandings of their rights
- My Teacher – assesses whether activities conducted with teachers have resulted in a change for the child
- My Parents - assesses whether activities conducted with parents have resulted in a change for the child

What is the “My Parents” tool?

This tool is designed for school or project staff to assess a child's feelings in relation to an activity with parents using a five-point scale. It uses faces from very sad to very happy for a child to point to in response to a statement.

The tool contains guidance on how to prepare and deliver this monitoring activity with a child with disabilities. It includes example data sheets and explains how this data can be recorded and analysed numerically.

Why is a Child-Friendly Self-Reporting tool important?

Our goal in inclusive education is for our activities to have a positive impact for children. Many of our activities can involve a range of stakeholders including teachers, parents, peers, government officials to name but a few. However, it is always best to monitor what impact these activities have on the children themselves. **The best way to understand if an activity has had an impact on children is to ask them directly.**

Using child friendly reporting tools before and after project activities will give you a baseline and evidence of the change experienced by the children.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

It is appropriate to use this tool if you have conducted child rights activities

Who created this resource?

This resource was co-created by Able Child and UWEZO Rwanda

Questions and answers

Who should carry out the “My Parents” activity?

This tool can be used as part of project monitoring, planning the activity may be led by someone responsible for monitoring, evaluation and learning for your project even if they are not administering the tool directly.

Who should be involved in the “My Parents” activity?

It is important to involve your project stakeholders to review the tool before you use it to make sure that it is appropriate for your context. You may need to change the content of some of the questions or reduce the number of questions. If you do this, you will also need to adjust the score sheets accordingly.

Whenever you are doing an activity in a school, you will need to jointly plan the activity with school stakeholders to ensure that the activity will be conducted in a way that will be beneficial for everyone and minimise disruption to other planned activities.

Remember, it is essential to build into any monitoring activity time to feedback immediately and once you have conducted your analysis and develop an action plan for future action.

You will need two people to conduct the My Parents activity with a child.

When should the “My Parents” activity be carried out?

You can use this tool before starting your activities to collect a baseline and then it is recommended to be used periodically e.g. annually, to monitor progress.

How much time do I need?

Our experience is that you will need a minimum of 30 minutes per child for this activity, however this will vary according to the abilities of the child.

For any activity which involves interacting with a child it is important that you allow sufficient time for the activity, considering that you may need to spend time explaining to the child and supporting them to understand. The child should never feel rushed, or that they are doing something too slowly.

This activity can be conducted on a one-to-one basis or as a group, whatever is most appropriate and comfortable for the children involved.

Using the tool

How to implement the tool safely?

Two adult rule: Standard behavioural code of conducts usually includes something called the 'two-adult rule.' The 'two-adult rule' usually means that when interacting with children in a work context, staff members are required to ensure another adult is always present or within easy reach.

A child's wellbeing is always our priority: It is possible that a child may get upset or frustrated about an activity, particularly if they perceive that they are not getting it "right" or they cannot understand what is being asked of them. If a child does start to become upset or frustrated, you can try to explain the activity in another way. However, ultimately do not continue if the activity is not going to be a positive experience for the child.

Consent: Children with disabilities have a right to decide that they do or do not want to participate in activities or share information and practitioners should seek to understand their preference and respect their decisions. Refer to [Able Child Disability Inclusive Child Safeguarding Toolkit](#) for details of how to obtain consent inclusively.

Arrange for the right people and resources to be available: For children who experience communication barriers, you may need a facilitator who is best able to communicate with the child. It may be necessary to use symbols, signs and pictures to get responses from the child.

Decide your location: Conduct the activity in a location that the child will feel comfortable. This does not need to be in a private room, but away from too many distractions.

Safe data: Data collected from this tool can be collected manually or electronically. You will need to ensure data is kept safe by backing it up regularly. All results will be shared only on a need-to-know basis and will be kept private and confidential other than being used in the ways described above.

What resources will I need?

- Card sheet sliced into individual cards
- H sheet
- Counter (this could be a stone, bottle top, small ball)

What do I need to do in advance?

5. Prepare your large sheet of paper with 5 moods on it. Draw or print 5 faces
 - Very Happy
 - Happy
 - Neutral
 - Sad
 - Very Sad
6. Prepare your picture cards based on the topics you want to you want to assess with the child.

For the introductory activity include images of activities a child will relate to in their lives – their family, home, sport, daily activities, plate full of food, empty plate. Include some activities that you are confident they will be sad about so that you are sure they understand the range of emotions. For your main assessment activity include pictures related to school that you wish to assess for example a teacher, a classroom, lesson subjects, toilets, areas for play.

7. Agree roles for the activity - You need two people for this activity. One person to be the primary facilitator who will lead the activity with the child. The second person is a note taker and will document responses on the scoring sheet.
8. Prepare your scoring sheets
Adjust the data analysis matrix according to the number of questions that you will be asking the child.

Activity instructions

Stage 1: This stage is designed to encourage the child to feel comfortable and to establish the method of assessment.

- Place the sheet with the different emotions on a table or the floor and explain the different emotions to the child. Explain to the child that you will show the child some pictures and they will place the counter on the face that matches their emotion about the picture.
- Show one of your introductory cards to the child and ask them to explain what the picture is, then ask them to put the counter on the emotion that it makes them feel. Keep the remaining cards to yourself to not distract the child. Keep playing with single cards until you are confident the child understands
- Then introduce two cards simultaneously and ask the child what emotion they feel when the two cards are combined. For example, sport and friends, sport and rain, grandparent and hospital. Keep playing with introductory cards until you are confident the child understands

Stage 2: This stage is designed to assess whether the activity you wish to assess has had an impact on the child. For example, whether training that a teacher has received is now being used in the classroom.

- Using the same method as above, start with one card from your assessment cards ask them to place the counter on the face that matches their emotion about the picture.
- Then introduce two or three cards simultaneously for the questions you wish to answer.

Example questions based on a training given to parents on inclusive WASH in school.

1. How do you feel about going to the toilet at home
Card: Toilet + Home
2. How do you feel about your parents asking for better toilets at school
Cards: Parents + School + Toilet
3. How do you feel about your parents support for your menstrual health?
Cards: You + Parents + Menstruation

Notetaker instructions

- Introduce yourself and let the child know that you will be taking notes, but then sit somewhere the child cannot easily see what you are doing so they won't be distracted or feel uncomfortable. Every effort should be made to make the child feel as comfortable as possible.
- Make sure it is easy for you to see or hear the face the child is selecting each time, so you don't need to interrupt.
- Use the score sheet to note the child's answer and the reason they gave.

Tips for facilitators

Be positive:

- Let the child lead the conversation.
- Take your time, make sure that the child has enough time to understand and ask questions
- Emotions can be a difficult concept for some children to understand. Keep playing the introductory activity until you are confident the child understands the game.
- Ensure that even if a child says they can't do something, or they don't feel confident to do something that it remains positive. Let the child know that they will learn about some of the things they don't know in the following year.
- Encourage the conversation to focus on what the child can do, try to move on from 'cannots' to positive 'cans'.
- If you are not confident that the child understands the introductory game, do not move on to phase 2.

IMPORTANT!

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Next steps

What do I do once I've completed the tool?

All monitoring activities must include a plan for feedback and follow up with the school to ensure that learning is shared and to ensure monitoring provides an opportunity for reflection and development.

It is recommended that you plan for brief feedback on the day of monitoring and that you schedule time for detailed feedback once the analysis is complete. This time is also an opportunity for school stakeholders to reflect on anything that could be done differently to improve monitoring activities in the future.

Additional resources

- Child Friendly Reporting - My Self
- Child Friendly Reporting - My Rights
- Child Friendly Reporting - My Teacher

A Child-friendly self-reporting tool: my teacher overview

What is a Child Friendly Self Reporting tool?

A Child Friendly Self Reporting tool is an activity that can be conducted with a child to capture evidence of the impact of an activity. It does not require a child to be able to read or write, instead using simple resources and activities, e.g. pictures, pointing, using counters to aid a child's understanding and engagement in the activity.

The tool aims to create a positive experience for the child and produce comparable data for monitoring purposes.

Able Child have developed a suite of Child Friendly Self Reporting tools to monitor different activities. The methodology can be adapted for different topics.

- My Self – assesses how a child feels about an activity or topic
- My Rights – assesses a child's understandings of their rights
- My Teacher – assesses whether activities conducted with teachers have resulted in a change for the child
- My Parents - assesses whether activities conducted with parents have resulted in a change for the child

What is the "My Teacher" tool?

This tool is designed for school or project staff to assess a child's feelings in relation to an activity with teachers using a five-point scale. It uses faces from very sad to very happy for a child to point to in response to a statement.

The tool contains guidance on how to prepare and deliver this monitoring activity with a child with disabilities. It includes example data sheets and explains how this data can be recorded and analysed numerically.

Why is a Child Friendly Self Reporting tool important?

Our goal in inclusive education is for our activities to have a positive impact for children. Many of our activities can involve a range of stakeholders including teachers, parents, peers, government officials to name but a few. However, it is always best to monitor what impact these activities have on the children themselves. **The best way to understand if an activity has had an impact on children is to ask them directly.**

Using child friendly reporting tools before and after project activities will give you a baseline and evidence of the change experienced by the children.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

It is appropriate to use this tool if you have conducted child rights activities

Who created this resource?

This resource was co-created by Able Child and UWEZO Rwanda

Questions and Answers

Who should carry out the “My Teacher” activity?

This tool can be used as part of a project monitoring, the activity therefore may be led by someone responsible for monitoring evaluation and learning for your project even if they are not administering the tool directly.

Who should be involved in the “My Teacher” activity?

It is important to involve your project stakeholders to review the tool before you use it to make sure that it is appropriate for your context. You may need to change the content of some of the questions or reduce the number of questions. If you do this, you will also need to adjust the score sheets accordingly.

Whenever you are doing an activity in a school, you will need to jointly plan the activity with school stakeholders to ensure that the activity will be conducted in a way that will be beneficial for everyone and minimise disruption to other planned activities.

Remember, it is essential to build into any monitoring activity time to feedback immediately and once you have conducted your analysis and develop an action plan for future action.

You will need two people to conduct the My Teacher activity with a child.

When should the “My Teacher” activity be carried out?

You can use this tool before starting your activities to collect a baseline and then it is recommended to be used periodically e.g., annually, to monitor progress.

How much time do I need?

Our experience is that you will need a minimum of 30 minutes per child for this activity.

For any activity which involves interacting with a child it is important that you allow sufficient time for the activity, considering that you may need to spend time explaining to the child and supporting them to understand. The child should never feel rushed, or that they are doing something too slowly.

This activity can be conducted on a one-to-one basis or as a group, whatever is most appropriate and comfortable for the children involved.

Using the tool

How to implement the tool safely?

Two adult rule: Standard behavioural code of conducts usually includes something called the 'two-adult rule.' The 'two-adult rule' usually means that when interacting with children in a work context, staff members are required to ensure another adult is always present or within easy reach.

A child's wellbeing is always our priority: It is possible that a child may get upset or frustrated about an activity, particularly if they perceive that they are not getting it "right" or they cannot understand what is being asked of them. If a child does start to become upset or frustrated, you can try to explain the activity in another way. However, ultimately do not continue if the activity is not going to be a positive experience for the child.

Consent: Children with disabilities have a right to decide that they do or do not want to participate in activities or share information and practitioners should seek to understand their preference and respect their decisions. Refer to Able Child Disability Inclusive Child Safeguarding Toolkit for details of how to obtain consent inclusively.

Arrange for the right people and resources to be available: For children who experience communication barriers, you may need a facilitator who is best able to communicate with the child. It may be necessary to use symbols, signs and pictures to get responses from the child.

Decide your location: conduct the activity in a location that the child will feel comfortable. This does not need to be in a private room, but away from too many distractions.

Safe data: Data collected from this tool can be collected manually or electronically. You will need to ensure data is kept safe by backing it up regularly. All results will be shared only on a need-to-know basis and will be kept private and confidential other than being used in the ways described above.

What resources will I need?

- Card sheet sliced into individual cards
- H sheet
- Counter (this could be a stone, bottle top, small ball)

What do I need to do in advance?

9. Prepare your large sheet of paper with 5 moods on it. Draw or print 5 faces
 - Very Happy
 - Happy
 - Neutral
 - Sad
 - Very Sad
10. Prepare your picture cards based on the topics you want to assess with the child.

For the introductory activity include images of activities a child will relate to in their lives – their family, home, sport, daily activities, plate full of food, empty plate. Include some activities that you are confident they will be sad about so that you are sure they understand the range of emotions.

For your main assessment activity include pictures related to school that you wish to assess for example a teacher, a classroom, lesson subjects, toilets, areas for play.

11. Agree roles for the activity - You need two people for this activity. One person to be the primary facilitator who will lead the activity with the child. The second person is a note taker and will document responses on the scoring sheet.
12. Prepare your scoring sheets
Adjust the data analysis matrix according to the number of questions that you will be asking the child.

Activity instructions

Stage 1: This stage is designed to encourage the child to feel comfortable and to establish the method of assessment.

4. Place the sheet with the different emotions on a table or the floor and explain the different emotions to the child. Explain to the child that you will show the child some pictures and they will place the counter on the face that matches their emotion about the picture.
5. Show one of your introductory cards to the child and ask them to explain what the picture is, then ask them to put the counter on the emotion that it makes them feel. Keep the remaining cards to yourself to not distract the child. Keep playing with single cards until you are confident the child understands
6. Then introduce two cards simultaneously and ask the child what emotion they feel when the two cards are combined. For example, sport and friends, sport and rain, grandparent and hospital. Keep playing with introductory cards until you are confident the child understands

Stage 2: This stage is designed to assess whether the activity you wish to assess has had an impact on the child. For example, whether training that a teacher has received is now being used in the classroom.

3. Using the same method as above, start with one card from your assessment cards ask them to place the counter on the face that matches their emotion about the picture.
4. Then introduce two or three cards simultaneously for the questions you wish to answer.

Example questions based on a training given to teachers on inclusive WASH in school.

4. How do you feel about your teacher?

Card: Teacher

5. How do you feel when your teacher gives a lesson on toilet hygiene?

Cards: Teacher + Lesson + Going to the toilet

6. How do you feel about your knowledge of menstruation?

Cards: You + Knowledge + Menstruation

Notetaker instructions

5. Introduce yourself and let the child know that you will be taking notes, but then sit somewhere the child cannot easily see what you are doing so they won't be distracted or feel uncomfortable. Every effort should be made to make the child feel as comfortable as possible.
6. Make sure it is easy for you to see or hear the face the child is selecting each time, so you don't need to interrupt.
7. Use the score sheet to note the child's answer and the reason they gave.

Tips for facilitators

Be positive:

- Let the child lead the conversation.
- Take your time, make sure that the child has enough time to understand and ask questions
- Emotions can be a difficult concept for some children to understand. Keep playing the introductory activity until you are confident the child understands the game.
- Ensure that even if a child says they can't do something, or they don't feel confident to do something that it remains positive. Let the child know that they will learn about some of the things they don't know in the following year.
- Encourage the conversation to focus on what the child can do, try to move on from 'cannots' to positive 'cans'.
- If you are not confident that the child understands the introductory game, do not move on to phase 2.

IMPORTANT!

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: [Disability Inclusive Child Safeguarding Toolkit](#)

Next steps

What do I do once I've completed the tool?

All monitoring activities must include a plan for feedback and follow up with the school to ensure that learning is shared and to ensure monitoring provides an opportunity for reflection and development.

It is recommended that you plan for brief feedback on the day of monitoring and that you schedule time for detailed feedback once the analysis is complete. This time is also an opportunity for school stakeholders to reflect on anything that could be done differently to improve monitoring activities in the future.

Additional resources

- Child Friendly Reporting - My Self
- Child Friendly Reporting - My Rights
- Child Friendly Reporting - My Parents

The tool

Example H Sheet

		
Very Happy	Happy	Neutral
Card box		
	Sad	Very Sad

Example prompt cards



Lesson



Washing Hands



School



Fetching Water



Family



Going Toilet



Disability



Carrying Water



Washing Body



Friends



Football



Music



Food



Clean



Dirty

 <p>Studyin g</p>	 <p>Mentor</p>	 <p>Uwezo</p>	 <p>My House</p>	 <p>Soap</p>
 <p>Father</p>	 <p>Mother</p>	 <p>Brother</p>	 <p>Sister</p>	 <p>Period/ Menstru ation</p>



Teacher



You



Parents



Talking



Guardians



Ask



Inclusive



Better



Worse



Scoring Cover Sheet

Name of Child:
 Name of School:
 Age:
 Gender:

Disability (According to Child Functioning Questions with a Parent or other Adult that knows the child well):
 Yes/ No

Example scoresheet

	Statement	Very Happy (4)	Happy (3)	Neutral (2)	Unhappy (1)	Very unhappy (0)	Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Data Analysis

Analysis Table

Scoring: Each answer has a score – 4 if it is a ‘very happy’, 3 if it is ‘happy’, 2 if it is ‘neutral’, 1 if it is ‘unhappy’ and 0 if it is ‘very unhappy’. Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each child will get one composite result. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Very Happy	4		
Happy	3		
Neutral	2		
Unhappy	1		
Very unhappy	0		

Example based on 10 questions

Scores	Description	Child result
35-40	Excellent	
30-34	Very Good	
20-29	Average	
Less than 20	Poor	

A child-friendly self-reporting tool: my rights overview

What is a Child-Friendly Self Reporting tool?

A Child Friendly Self Reporting tool is an activity that can be conducted with a child to capture evidence of the impact of an activity. It does not require a child to be able to read or write, instead using simple resources and activities, e.g. pictures, pointing, using counters to aid a child's understanding and engagement in the activity.

The tool aims to create a positive experience for the child and produce comparable data for monitoring purposes.

Able Child have developed a suite of Child Friendly Self Reporting tools to monitor different activities. The methodology can be adapted for different topics.

- My Self – assesses how a child feels about an activity or topic
- My Rights – assesses a child's understandings of their rights
- My Teacher – assesses whether activities conducted with teachers have resulted in a change for the child
- My Parents - assesses whether activities conducted with parents have resulted in a change for the child

What is the “My Rights” tool?

This tool can be used to understand how far children with disabilities understand their rights. The tool can be used in a project to determine if there has been a change in the way a child understands and view their own rights as a result of child rights activities. It uses pictures to demonstrate different statements to a child. The child places a counter in a pot to indicate whether the statement is a right, is not a right or they are not sure.

The tool contains guidance on how to prepare and deliver this monitoring activity with a child with disabilities. It includes example data sheets and explains how this data can be recorded and analysed numerically.

Whilst this tool includes examples based on child rights activities, it can be adapted to monitor learning on different topics

Why is a Child Friendly Self Reporting tool important?

Our goal in inclusive education is for our activities to have a positive impact for children. Many of our activities can involve a range of stakeholders including teachers, parents, peers, government officials to name but a few. However, it is always best to monitor what impact these activities have on the children themselves.

The best way to understand if an activity has had an impact on children is to ask them directly.

Using child friendly reporting tools before and after project activities will give you a baseline and evidence of the change experienced by the children.

Am I ready to use this tool?

It is recommended that the team using this tool have received training in Disability Rights and Inclusion.

It is appropriate to use this tool if you have conducted child rights activities.

Who created this resource?

This resource was co-created by Able Child and UWEZO Rwanda.

Question and answers

Who should carry out the “My Rights” activity?

This tool can be used as part project monitoring, the activity therefore may be led by someone responsible for monitoring evaluation and learning for your project even if they are not administering the tool directly.

The activity can be conducted by anyone (teacher, peer, project worker) in the school environment which the child is comfortable with.

Who should be involved in the “My Rights” activity?

It is important to involve your project stakeholders to review the tool before you use it to make sure that it is appropriate for your context. You may need to change the content of some of the questions or reduce the number of questions. If you do this, you will also need to adjust the score sheets accordingly.

Whenever you are doing an activity in a school, you will need to jointly plan the activity with school stakeholders to ensure that the activity will be conducted in a way that will be beneficial for everyone and minimise disruption to other planned activities.

Remember, it is essential to build into any monitoring activity time to feedback immediately and once you have conducted your analysis and develop an action plan for future action.

You will need two people to conduct the My Rights activity with a child.

When should the “My Rights” activity be carried out?

You can use this tool before starting your activities to collect a baseline and then it is recommended to be used periodically e.g. annually, to monitor progress.

How much time do I need?

Our experience is that you will need a minimum of 30 minutes per child for this activity, however this will vary according to the abilities of the child.

For any activity which involves interacting with a child it is important that you allow sufficient time for the activity, considering that you may need to spend time explaining to the child and supporting them to understand. The child should never feel rushed, or that they are doing something too slowly.

This activity can be conducted on a one-to-one basis or as a group, whatever is most appropriate and comfortable for the children involved.

Using the tool

How to implement the tool safely?

Two adult rule: Standard behavioural code of conducts usually includes something called the 'two-adult rule.' The 'two-adult rule' usually means that when interacting with children in a work context, staff members are required to ensure another adult is always present or within easy reach.

A child's wellbeing is always our priority: It is possible that a child may get upset or frustrated about an activity, particularly if they perceive that they are not getting it "right" or they cannot understand what is being asked of them. If a child does start to become upset or frustrated, you can try to explain the activity in another way. However, ultimately do not continue if the activity is not going to be a positive experience for the child.

Consent: Children with disabilities have a right to decide that they do or do not want to participate in activities or share information and practitioners should seek to understand their preference and respect their decisions. Refer to Able Child Safeguarding Toolkit for details of how to obtain consent inclusively.

Arrange for the right people and resources to be available: For children who experience communication barriers, you may need a facilitator who is best able to communicate with the child. It may be necessary to use symbols, signs and pictures to get responses from the child.

Decide your location: conduct the activity in a location that the child will feel comfortable. This does not need to be in a private room, but away from too many distractions.

Safe data: Data collected from this tool can be collected manually or electronically. You will need to ensure data is kept safe by backing it up regularly. All results will be shared only on a need-to-know basis and will be kept private and confidential other than being used in the ways described above.

What resources will I need?

- 4 containers or pots
- Labels
- 16 counters (this could be coloured stones/small balls/bottle tops or something similar. Note: it is important that the items that you use all look the same/ similar so that the child does not get confused).
- Picture cards which illustrate statements (see score sheet for statements)
- Scoring sheets

What do I need to do in advance?

1. **Prepare your resources:**
 - Write the following statements on your labels and fix them to your container or pot. Write the labels in the language most appropriate for your context.
 - It is my right to have this
 - I don't know

- It is not my right to have this

You could also use graphics, photos or emojis to support your statements



- Prepare your picture cards – you could use drawings, print photographs or graphics, or cut pictures from newspapers or magazines to represent the different questions.
 - Prepare your score sheets – make sure you have created enough copies for the children you intend to assess.
2. Agree roles for the activity - You need two people for this activity. One person to be the primary facilitator who will lead the activity with the child. The second person is a note taker and will document responses on the scoring sheet. It is essential for there to be two people for child protection purposes so that the child is not alone with an adult.
 3. Share the score sheets with the note taker and explain the scoring system.

Facilitator instructions

1. Create a comfortable environment: Have an ice breaker first to make the child feel as comfortable as possible before you start using the tool.

Example warm-up questions (ice-breaker): How has your day been? What have you been doing? What is your favourite sport?

Or you could play a short game with them or sing a song.

2. Give the child the counters

3. Place the three pots near the child and explain to the child what each of the pots represent and that you will show them some pictures. Tell them to look at each picture and decide if they think this is their right, or not, and if they are not sure then to use the middle pot.
4. Show each of the pictures and explain what the picture represents, take your time, and explain in different ways if necessary. Let them decide which pot they want to put the counter in. Try to guide the child as little as possible so that you can be sure that it is their own decision.
5. If possible, have a discussion with the child after they have chosen a pot for each picture to help you check that their response matches their thinking and to understand their reason for choosing that pot.
6. Once you have completed the questions, end the activity on a positive otherwise this activity has the danger of making a child feel less confident and more insecure.

Notetaker instructions

8. Introduce yourself and let the child know that you will be taking notes, but then sit somewhere the child cannot easily see what you are doing so they won't be distracted or feel uncomfortable. Every effort should be made to make the child feel as comfortable as possible.
9. Make sure it is easy for you to see or hear which pot the child is selecting each time, so you don't need to interrupt.
10. Use the score sheet to note the child's answer and the reason they gave.
11. Note down if they child feel's they can't do

Facilitator tips

Be positive:

- Let the child lead the conversation.
- Take your time, make sure that the child has enough time to understand and ask questions
- Ensure that even if a child says they can't do something or they don't feel confident to do something that it remains positive. Let the child know that they will learn about some of the things they don't know in the following year.
- Encourage the conversation to focus on what the child can do, try to move on from 'cannots' to positive 'cans'.

IMPORTANT!

This activity may bring up child protection issues and these must be recorded and reported to your organisation's designated safeguarding lead. A course of action must then be decided immediately.

Able Child: Disability Inclusive Child Safeguarding Toolkit

Next steps

What do I do once I've completed the tool?

All monitoring activities must include a plan for feedback and follow up with the school to ensure that learning is shared and to ensure monitoring provides an opportunity for reflection and development.

It is recommended that you plan for brief feedback on the day of monitoring and that you schedule time for detailed feedback once the analysis is complete. This time is also an opportunity for school stakeholders to reflect on anything that could be done differently to improve monitoring activities in the future.

Additional resources

- Child Friendly Reporting Tool - My Self
- Child Friendly Reporting - My Teacher
- Child Friendly Reporting - My Parents

ANNEX

Annex 1: Inclusive Play Observation tool

Scoring: Each answer has a score – 4 if it is a ‘always’, 3 if it is ‘very often’, 2 if it is ‘sometimes’, 1 if it is ‘rarely’ and 0 if it is ‘not at all’. The total score will range from a minimum of 0 (all ‘not at all’) to a maximum of ‘76’ (all ‘always’). Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each lesson will get one composite score. After adding the scores use the following table for further analysis and interpretation.

Assessment Area 1: Quality of planning a play session							
S/NO	ASPECT	Always (4)	Very often (3)	Some-times (2)	Rarely (1)	Never (0)	Notes
1.1	During the play session, the ratio of activity leaders to children is appropriate for the safety of the children.						
1.2	The selected play materials are relevant for the children in attendance.						
1.3	The leader of the session and those supporting are aware of the activities taking place and what their role should be.						
1.4	The play space is accessible and safe and prepared ready for the children.						

1.5	Individual needs are taken into consideration in the types of play activities delivered.						
1.6	The activity leader has considered the different accessibility needs of the children with disabilities and has made accommodations.						
1.7	The planned session was appropriate for the age of the children						

Assessment Area 2: Delivery of the play scheme session							
	ASPECT	Always (4)	Very often (3)	Some- times (2)	Rarely (1)	Never (0)	Notes
2.1	The activity leader clearly introduces what play they are going to do today						
2.2	The activity leader motivates the children to be interested in the play or games						
2.3	All the children are participating all of the time, children with disabilities are participating on an equal basis to children without disabilities						
2.4	Activity leader moves around play area providing support and guidance while children are playing						
2.5	Activity leader encourages children with and without disabilities to support each other during the session.						
2.6	Activity leader uses positive, friendly verbal and non-verbal language and behaviour						
2.7	Activity leader actively encourages participation of children with disabilities						

Assessment Area 3. Social interaction of Children with disabilities and children without disabilities

	ASPECT	Always (4)	Very often (3)	Some- times (2)	Rarely (1)	Never (0)	Notes
3.1	The children are cooperating with each other						
3.2	The children with disabilities appear to be happy						
3.3	The children with disabilities appear to have friends						
3.4	Children with disabilities display confidence (they are asking questions, approaching other children to play, giving them directions)						
3.5	In lessons (not just play scheme), children with and without disabilities are sitting next to each other						

Annex 2: Child Friendly Self Reporting tool: My Self

Example H Sheet

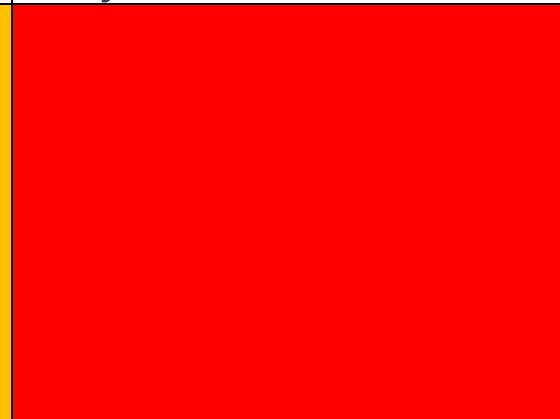
		
Very Happy	Happy	Neutral

Card box



Sad

Very Sad



Example prompt cards



Lesson



**Washing
Hands**



School



**Fetching
Water**



Family



Going Toilet



Disability



**Carrying
Water**



**Washing
Body**



Friends



Football



Music



Food



Clean



Dirty



Studying



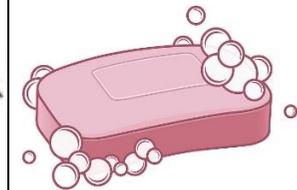
Mentor



Uwezo



My House



Soap



Father



Mother



Brother



Sister



**Period/
Menstruation**



Teacher



You



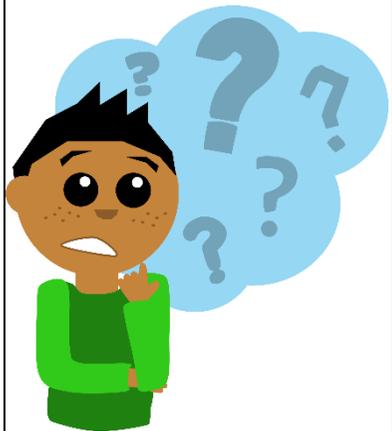
Parents



Talking



Guardians

 <p>Ask</p>	 <p>Inclusive</p>	 <p>Better</p>	 <p>Worse</p>	

Scoring Cover Sheet

Name of Child:

Name of School:

Age:

Gender:

Disability (*According to Child Functioning Questions with a Parent or other Adult that knows the child well*):

Yes/ No

Example scoresheet

	Statement	Very Happy (4)	Happy (3)	Neutral (2)	Unhappy (1)	Very unhappy (0)	Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Data Analysis

Analysis Table

Scoring: Each answer has a score – 4 if it is a 'very happy', 3 if it is 'happy', 2 if it is 'neutral', 1 if it is 'unhappy' and 0 if it is 'very unhappy'. Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each child will get one composite result. Le After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) $A \times B = C$
Very Happy	4		
Happy	3		
Neutral	2		
Unhappy	1		
Very unhappy	0		

Example based on 10 questions

Scores	Description	Child result
35-40	Excellent	
30-34	Very Good	
20-29	Average	
Less than 20	Poor	

ANNEX 3: A Child Friendly Self-Reporting Tool: My Parents

Example H Sheet

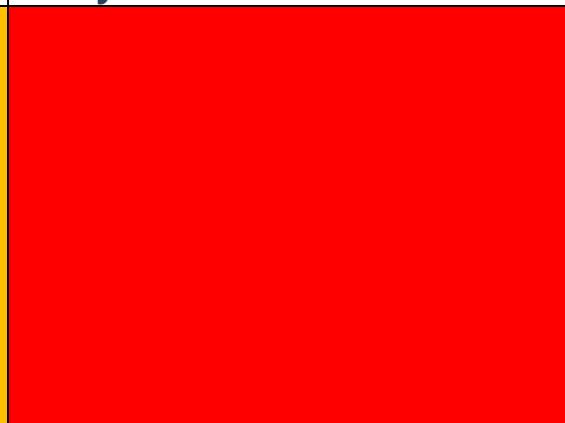
		
Very Happy	Happy	Neutral

Card box



Sad

Very Sad



Example prompt cards



Lesson



Washing
Hands



School



Fetching
Water



Family



Going
Toilet



Disability



Carrying
Water



Washing
Body



Friends



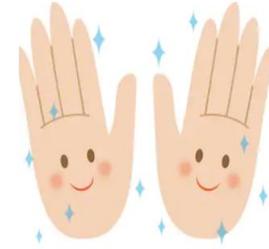
Football



Music



Food



Clean



Dirty



Studying



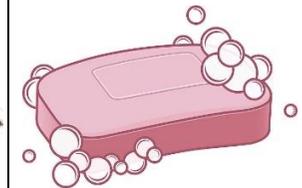
Mentor



Uwezo



My House



Soap



Father



Mother



Brother



Sister



Period/
Menstruation



Teacher



You



Parents



Talking



Guardians

 <p data-bbox="331 687 443 743">Ask</p>	 <p data-bbox="622 687 904 743">Inclusive</p>	 <p data-bbox="1055 651 1245 707">Better</p>	 <p data-bbox="1447 687 1648 743">Worse</p>	

Scoring Cover Sheet

Name of Child:

Name of School:

Age:

Gender:

Disability (*According to Child Functioning Questions with a Parent or other Adult that knows the child well*):

Yes/ No

Example scoresheet

	Statement	Very Happy (4)	Happy (3)	Neutral (2)	Unhappy (1)	Very unhappy (0)	Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Data Analysis

Analysis Table

Scoring: Each answer has a score – 4 if it is a ‘very happy’, 3 if it is ‘happy’, 2 if it is ‘neutral’, 1 if it is ‘unhappy’ and 0 if it is ‘very unhappy’. Count all the ✓ in the respective columns and multiply it with the corresponding score (4, 3, 2, 1 or 0). Add all the scores. Each child will get one composite result. After adding the scores use the following table for further analysis and interpretation.

	Score (A)	Number of ticks (B)	Total (C) A x B = C
Very Happy	4		
Happy	3		
Neutral	2		
Unhappy	1		
Very unhappy	0		

Example based on 10 questions

Scores	Description	Child result
35-40	Excellent	
30-34	Very Good	
20-29	Average	
Less than 20	Poor	

ANNEX 4: A Child Friendly Self-Reporting Tool



To live in a safe home



To own stylish clothes



To travel on a school bus



Eat food



To be able go to church or make prayers



Education



To be forced to collect plastic



To own a radio



To play with other children



To be treated the same as other children



Good health care



To own a television



To drink clean water AMAZI MEZA



To not work



To have friends



To own a personal bicycle

Scoring Sheet

Name of Child:

Name of School:

Age:

Gender:

Disability (*According to Child Functioning Questions with a Parent or other Adult that knows the child well*):

Yes/ No

NOTE: If the child's response is 'I don't know', no point can be awarded. They can only score 1 point if they respond according to the table below.

Number	Picture description	Response needed to score 1 point	Response of Child (ask follow-up questions to determine if the child's response matches what they are thinking – add the comments in this box)	Child's score based on their response
1	To live in a safe home	It is their right		
2	To own stylish clothes	It is not their right		
3	To travel on a school bus	It is not their right		
4	To eat food	It is their right		

5	To be able go to church or make prayers	It is their right		
6	To go to school	It is their right		
7	To refuse to be forced to collect plastic	It is their right		
8	To own a radio	It is not their right		

9	To play with other children	It is their right		
10	To be treated the same as other children	It is their right		
11	To go to the doctor/clinic	It is their right		
12	To own a television	It is not their right		

13	To drink clean water	It is their right		
14	To not work	It is their right		
15	To have friends	It is their right		
16	To own a personal bicycle	It is not their right		

END

Data Analysis

	Very Poor/ No Understanding	Poor/ Low Understanding	Average Understanding	Good Understanding	Full Understanding
Total	0-3	4-7	8-11	12-14	15-16

Total Score:	
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Based on the total score, the child has a (*very poor, poor, average, good, full*) _____ understanding of their rights.