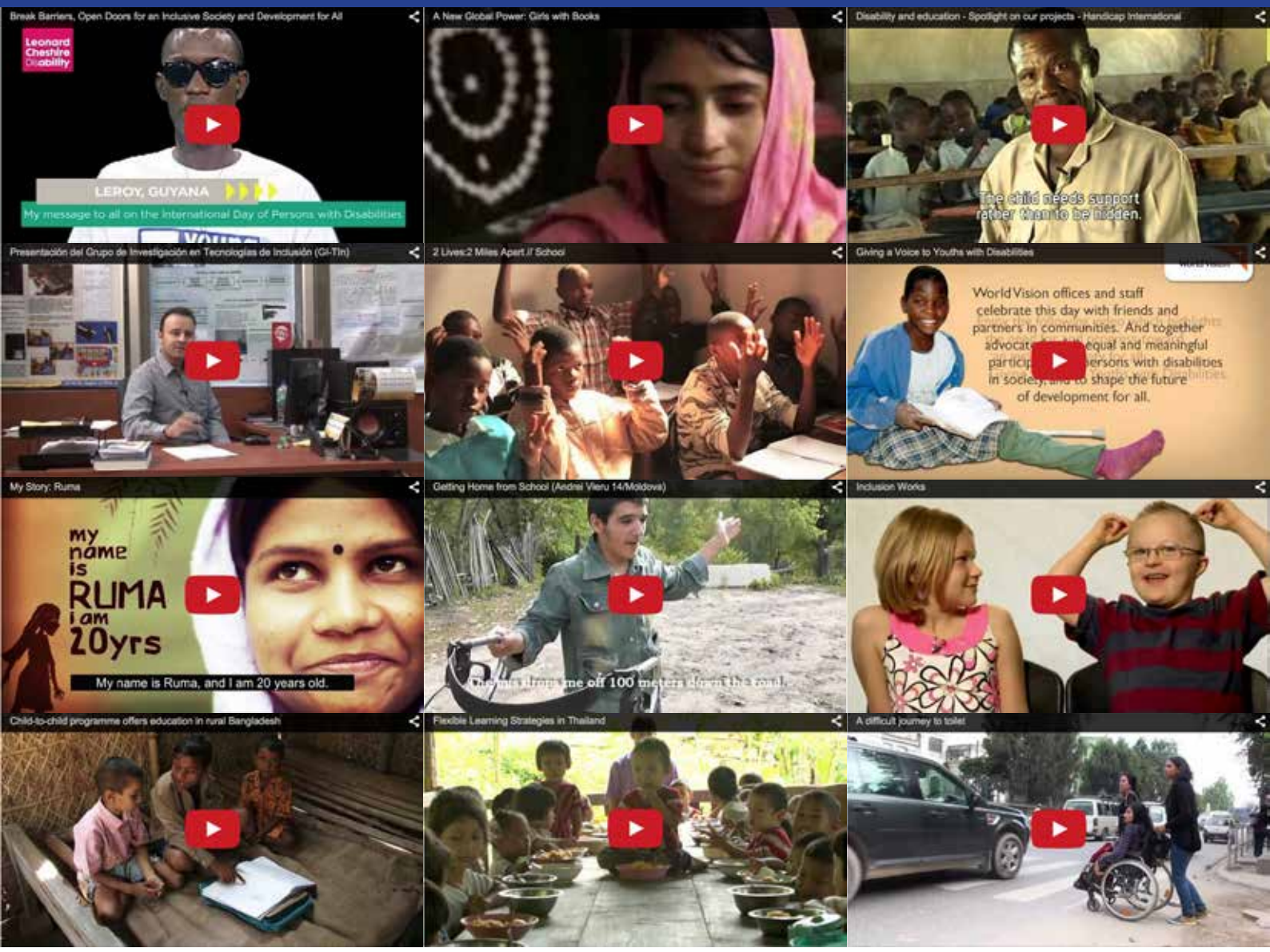
Inclusive Education Video Catalogue: Using videos effectively



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If you search YouTube for 'inclusive education', you will find about 57,000 videos! It can be very difficult to select a video that suits your needs when there are so many available.

We created this guide, because we know from our own experience that it can be difficult to use a video in a way which really adds value to a session, rather than simply filling time.

1. Introduction

EENET has compiled an online catalogue of videos about inclusive education and related issues.

If you search YouTube for 'inclusive education', you will find about 57,000 videos! It can be very difficult to select a video that suits your needs when there are so many available. We viewed hundreds of videos from around the world, and then selected about 80 which we think are most useful. These are now listed in the online catalogue, which can be found here:

www.eenet.org.uk/resources/video

This guide accompanies the catalogue.

1.1. Who is this guide for?

The guide is for facilitators who already have some experience of organising and facilitating sessions, but who would like some additional advice on using videos effectively as a training or advocacy tool. Users might include non-governmental organisation (NGO) staff, in-service and pre-service teacher trainers, community-based rehabilitation (CBR) and other community workers, members of parents' organisations and members of disabled people's organisations.

1.2. Why was it created?

We created this guide, because we know from our own experience that it can be difficult to use a video in a way which really adds value to a session, rather than simply filling time. No video ever perfectly matches the messages you want to convey in your session, but with careful facilitation it is possible to use videos to stimulate the discussions you want from your participants.

2. General guidance on using videos in training and advocacy activities

2.1. Using videos in inclusive education training

Inclusive education training is often carried out with:

- Teachers
- Teacher trainers
- Classroom assistants
- Specialist staff
- School leaderships
- School management committee members
- Parent Teacher Association members.

Boosting basic understanding and commitment

Inclusive education training often starts by encouraging participants to develop a belief in and commitment to the principle of inclusive education.[1] Understanding and embracing this concept can be difficult for many teachers, school principals, government officials, etc. They are often so familiar with established practice that they find it challenging to think 'outside the box' or contemplate alternative ways of working.

It is not always easy to demonstrate to a 'new' audience that inclusive education is possible. Stakeholders often benefit from being able to see a 'model' school, or meet with an education authority that implements inclusive approaches, or listen to parents of children who are learning in inclusive environments. However, such opportunities might not be available nearby. Videos can help to bridge this gap by showing real-life examples of what is possible. A good video may convey the voices of many stakeholders involved in an inclusive education initiative and offer a more convincing argument than a trainer can on his/her own.

Boosting practical capacity

Training is usually ineffective if it only helps participants to learn about inclusive education in theory. Teachers, in particular, need inclusive education training to be practical, so that they better understand the types of actions that are needed in the classroom. It is not always possible to offer teachers enough hands-on training opportunities, but videos can help to fill the gap.

[1] For more information about inclusive education, see EENET's website: www.eenet.org.uk/what_is_ie.php

Videos can be used to prepare teachers, NGO staff, government officials, etc, for new working environments and situations. They may, for instance, demonstrate teaching methods, classroom management techniques, ways of involving parents in the school and so on.

While reviewing videos for the catalogue we found relatively few videos that offer this sort of practical inclusive education guidance, making this an area that future video makers need to focus on more.[2]

2.2. Using videos in awareness-raising sessions

Inclusive education awareness raising is often done with:

- Parents, carers, family members
- Community members
- Government officials
- Local organisations, NGOs, disabled people's organisations, community-based organisations.

Videos can be very useful for creating awareness about issues that need to be addressed in your country, community or school. They can act as an entry point or stimulus for a discussion, or for a reflection and planning process.

A good video may challenge the audience's existing perceptions by demonstrating a different approach, or by acknowledging that marginalised groups have an opinion and a voice.

The video catalogue contains videos that were created for a variety of different audiences and purposes. When choosing a video to use during an awareness-raising session you need to ensure that the video will not overload the audience with information. If the audience is not (yet) very open to the concept of inclusive education, or you are trying only to raise awareness, then you need to offer just a few clear and straightforward messages. You will probably also need to provide extra explanations and facilitate discussions, since videos alone rarely convey exactly what you want to tell your audience.

Good quality videos from your own country may be the most relevant to choose. EENET's catalogue does not yet include videos from every country, but you may be able to find one from the same region that is culturally and contextually suitable.

[2] We prepared a short analysis of the videos we reviewed and made some suggestions for what future video makers need to pay more attention to (see Enabling Education Review 3 - www.eenet.org.uk/resources/eenet_newsletter/eer3/page22.php).

2.3. Practical advice for facilitators

2.3.1. Make sure your IT equipment is ready

Before the session starts, set up your computer and projector. Check that they are working, that all cables are plugged in, and that you have an internet connection to access online videos.

Open any online video at least 10 minutes before you want to show it. This will help the video to play as smoothly as possible and stop the content 'buffering' too much (stopping and starting while content is downloading from the internet).

If you open the video in advance and have problems viewing it, try reducing the video's quality to fit your internet connection. On YouTube, click the cog shape in the bottom right corner of the video, then choose a lower number from the list. Test the video and adjust the quality downwards until the video runs more smoothly.

Make sure you have a 'Plan B' ready, in case there are problems with your computer, projector or internet connection which prevent you from showing the video. Avoid spending lots of time trying to fix the problem – your participants will get bored. If the problem cannot be fixed within 1-2 minutes, move on to your back-up activity instead. You may be able to return to the video later in the session or at another time.

2.3.2. Get to know your audience in advance and ensure the video is accessible to them

All good facilitators try to find out about the expected participants when they are planning a training or awareness session. This helps them create activities and presentations that suit the interests, skills and levels of understanding of the participants.

It is equally important to find out about accessibility issues in advance. When planning a session using videos, check the following:

1. Does every participant understand English? (Most of the videos in the online catalogue are in English.)
   - If not, prepare a translated transcript in the local language so you can give the audience a written copy; and/or arrange for simultaneous interpretation while the video is playing.
   - Even if the audience has good English skills, be prepared to explain English terminology that is unfamiliar.

2. Do you have participants who are deaf or hard-of-hearing?
   - If yes, you could prepare a transcript of the video (in English or the local language, whichever is more appropriate); and/or try to arrange for simultaneous sign language interpretation while the video is playing.

3. Do you have participants who are blind or visually impaired?
   - If yes, ensure that they are able to sit as close to the video screen as they need to. You may choose to provide a large-print or Braille transcript of the video. You might also arrange for someone to sit with the blind/visually impaired participant to discreetly describe what is happening in the video and read captions to them.

The facilitator of course needs to remember to check that the venue is generally physically accessible, sufficiently spacious to allow people to move easily to their preferred position in the room, suitably lit, not too noisy, not too hot/cold, is well-ventilated and so on.

2.3.3. Choose which part(s) of the video to show

Some videos are very long, some contain sections that are promoting or seeking funding for an organisation, and some videos cover several topics, not all of which will be relevant for your audience or suit the topic of your session.

Make sure you are very familiar with the video you want to show. Watch it carefully several times while preparing for your session, and make notes about where you want to start and stop the video, so that you only show the parts that are relevant. You can use the time counter on the video to help with this (e.g. you can make a note to start viewing at 1 minute 33 seconds and to press stop at 3 minutes 46 seconds).

In advance, practise finding your chosen starting point and stopping the video at the right moment, so that you can do this smoothly during your session.

2.3.4. How to stimulate discussions

A video should not be used simply as a medium to fill gaps between workshop or advocacy sessions, or as a way to keep the audience occupied. Ideally, the video should lead to some form of activity or discussion. For instance:

1. Ask participants to reflect on their own experiences and situations, compared to the situations witnessed in the video. They can discuss similarities and differences.
2. Ask them to summarise the video, as a way of finding out how much they understood or how they have interpreted the messages.
3. Ask participants to discuss whether they agree or disagree with the messages conveyed by the video, and why.
4. Ask them to highlight anything they have seen/heard that is particularly useful for their own situation, or any ideas they want to try out.

Based on the exact content of each video, prepare a list of questions to stimulate reflection and discussion. Make sure you have some notes ready, to help if the participants are struggling to reflect on the video. For instance, if participants find it challenging to highlight the main messages from the video, be ready to give them a few messages that you have identified to get the discussion started.

3. Sample activities

Every facilitator will have their own reason for using a video, to achieve particular learning outcomes from their session. The activities offered in this section are just examples of what can be done with videos. We strongly encourage facilitators to make their own careful selection of videos and to design their own activities to suit the topic and their participants.

3.1. Child-to-child approach

Two videos have been selected for this example:

Video A

Title:	**Child-to-child programme offers education in rural Bangladesh**
URL:	www.youtube.com/watch?v=Q8SW4kyrLUM
Country:	Bangladesh
Publisher:	UNICEF
Language:	English
Start at:	0:00
Finish at:	4:36
Content summary:	This video is about a child-to-child programme in Bangladesh. It shows a child instructor with a group of younger children, and it shares the voices of a teacher, a government official, a child instructor and a parent.

Video B

Title:	**Getting Ready for School**
URL:	www.youtube.com/watch?v=EdHiLb0dE6E
Country:	Yemen
Publisher:	Child-to-Child
Language:	English
Start at:	0:00
Finish at:	2:00
Content summary:	This video is about a programme in Yemen. It shows a child instructor working with a group of younger children, doing activities such as learning to count. There is no narration for this section of the video.

Purpose of the activity

The following activity may be useful if the facilitator wants to introduce the idea of child-to-child methodology to personnel working in education who may not previously have used peer learning approaches. It may be a useful activity for personnel who have not yet considered the role that children can play in facilitating their own, and each other's, learning.

This activity may be useful for: NGO workers, teachers and education officials

1. Introduce the videos to the participants.
2. Ask the participants to watch the videos and make notes.
3. After watching, ask them to reflect on the possible benefits of using a child-to-child approach, and who benefits from the approach. They can highlight points that were shown in the film, as well as mentioning things they already know.
4. Encourage participants to reflect on their own educational experience. Have they ever experienced something that can be described as child-to-child (or peer-to-peer if it happened when they were older)? What happened and what were the benefits or problems with the approach?
5. Ask participants to reflect on whether they have observed child-to-child approaches happening in the school(s) they work with now?
6. If necessary, provide participants with some more structured information about the child-to-child concept and methodology, and answer their questions about the approach (see the 'useful reading' box for suggested sources of information).

Hints for the facilitator: Possible benefits and beneficiaries of the child-to-child approach

- Young children often learn very well from older children.
- They do not consider the 'lesson' to be a lesson as such; it is more like playing with their peers.
- Children are not afraid of their peers and may therefore ask questions that they might not dare to ask the teacher.
- Children can use different ways to engage with a fellow student than a formal teacher can.
- Teachers can share the workload. They can appoint good or older students as their teaching assistants to facilitate group work in the classroom or outside the classroom, which allows them in turn to monitor the work of several groups.
- Older or higher achieving students can share the knowledge and skills they already have with their peers. By doing so they practise their own skills and become more confident.
- Child-to-child can be a way of enabling pre-school learning to happen, even when there is no formal pre-school education system in place.
- It can help young children to gain some key skills and knowledge before they start formal primary school.

Useful reading on child-to-child

- **Child-to-Child Trust website:** www.childtochild.org.uk
- **Report on the Child-to-Child Trust and UNICEF project 'Getting Ready for School':** www.childtochild.org.uk/wp-content/uploads/2014/06/Final_C2C_brochure.pdf
- **Inclusive education and civic responsibility in Zambia:** www.eenet.org.uk/resources/eenet_newsletter/eer1/page22.php
- **Learning through community service in Trinidad and Tobago:** www.eenet.org.uk/resources/eenet_newsletter/news13/page10.php
- **Promoting Inclusive Education Through Child-to-Child Activities:** www.eenet.org.uk/resources/docs/promote.php

3.2. Gender, disability and multiple discrimination

The following video has been selected for this example:

Title:	**Education for girls with disabilities**
URL:	www.youtube.com/watch?v=qUpbj2JeDXU
Country:	Kenya
Publisher:	Leonard Cheshire
Language:	English
Start at:	0:00
Finish at:	2:57
Section 1:	0:00 – 1:26 This section focuses on Lucy, who is not going to school. It shares her story, her hopes for the future, her mother's hopes and wishes, and barriers that challenge Lucy's access to school.
Section 2:	1:26 – 2:57 Elisabeth, who is going to school, and her mother share their experience of an inclusive school.

Purpose of this activity

This activity will help participants to reflect on the barriers that prevent girls with disabilities from attending school and/or participating in learning once they are at school. It will also stimulate discussions about multiple discrimination.

This activity may be useful for: Parents/guardians, teachers

1. Introduce the video to the participants.
2. Show the video to the participants.
3. After they have finished watching, ask them to work in pairs and list all of the barriers to education that were mentioned or observed in the video.

4. Small groups should then be formed by bringing two pairs together (i.e. 4 people per group).
5. Within their groups, ask participants to share their lists of barriers from the video and discuss which of these barriers apply to their own community/school. Encourage them to reflect on similarities and differences between the situation in the video and their own situation.
6. Invite the groups to list barriers to access to, and participation in, education, which they regularly encounter, that were not mentioned in the video.
7. Ask the groups to think about which barriers particularly affect girls (or boys) and which barriers particularly affect children with disabilities.
8. Girls with disabilities may face multiple discrimination/barriers to education (e.g. because they are female and disabled). Ask the groups to think about the ways in which disabled girls experience multiple discrimination in their community/school. Then ask them to think about other examples of multiple discrimination that they are aware of in their school/ community (e.g. children who face discrimination because they are disabled and very poor, or because they are girls and from a minority ethnic group).
9. Ask the groups to take all of the barriers to access and participation in education they have discussed so far and decide if they are attitude barriers, practice barriers, policy barriers, resource barriers or environmental barriers.
10. Finally, ask the groups to think about solutions to these barriers to education. They can discuss solutions that they have already tried in their situation, and they can suggest solutions that they would like to try. Encourage participants to think about whether any of the solutions would help to address more than one barrier at once (e.g. a solution that helps to address several different attitude barriers at once).

Hints for the facilitator: What barriers were mentioned in the video?

- Negative attitudes
- Unsafe and inaccessible transport
- Poor sanitation facilities
- Inappropriate learning materials
- Family poverty
- Parents' beliefs about what children with disabilities can do.

Useful reading on disabiity and gender

- **INEE Pocket Guide to Supporting Learners with Disabilities:** www.eenet.org.uk/resources/docs/INEE_Supporting_Learners_with_Disabilities.pdf
- **Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments, Specialized Booklet 3:** Teaching Children with Disabilities in Inclusive Settings: http://unesdoc.unesco.org/images/0018/001829/182975e.pdf
- **Gender Equality in and through Education. INEE pocket guide to gender** http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1009/INEE_Pocket_Guide_to_Gender_EN.pdf
- **Promoting Gender Equality in Education: Gender in Education Network in Asia-Pacific (GENIA) Toolkit** www.unescobkk.org/resources/e-library/publications/article/gender-in-education-network-in-asia-pacific-genia-toolkit-promoting-gender-equality-in-education/

3.3. Urban refugees and education

The following video has been selected for this example:

Title:	**Urban Refugees: Access to Education**
URL:	www.youtube.com/watch?v=eg3-nuyipCk
Countries:	Kenya
Publisher:	Refugees International
Language:	English
Start at:	0:00
Finish at:	5:00

Content summary: The video features an urban school near Nairobi, Kenya, and describes the challenges faced by students in the school who are refugees from neighbouring countries. It raises issues related to access to education and to child protection.

Purpose of the activity

This activity may be useful in situations where there is conflict between communities, or discrimination against children (and their parents) because they come from a different country, language or religious group. It will help participants reflect on the challenges that discriminated-against children face, the violations of rights that are taking place, and the steps that can be taken to tackle discrimination and conflict in such contexts.

This activity may be useful for: Students, teachers, and community members

1. Ask participants to brainstorm about any conflicts they are aware of at the school or community level in their local situation – these could be conflicts between the local community/students and refugees, or between members of the community who speak different languages or come from different ethnic backgrounds, etc.
2. Ask the participants to reflect on the possible reasons for these conflicts.
3. Ask the participants for ideas for how these conflicts could be overcome.
4. Show the video to the participants.
5. Ask the participants to work in pairs and reflect on the problems that refugee students face – they can reflect on those that were shown in the video and other issues that they know about in their situation.
6. What solutions were mentioned in the video? And what solutions have been tried in the participants' local situation? What has worked well? What other ideas could they try in order to reduce or stop conflict between the local community/students and refugees or other minority groups?

Hints for the facilitator: Problems and solutions mentioned in the video?

Challenges that refugee students face:

- Harassment
- Being arrested by the police
- Unemployment (themselves or their parents)
- Having no parents/carers with them, and needing to be self-sufficient
- Negative attitudes from others, including from their peers in school
- Early marriage which prevents education and potentially pushes female students to become refugees.

Solutions:

- Training teachers to work with refugee students
- Educating all students in the school about refugee issues, and the rights of every child to an education
- Viewing refugees as a resource, as the future hope for bringing peace to their home countries.

Useful reading on refugee education in urban settings

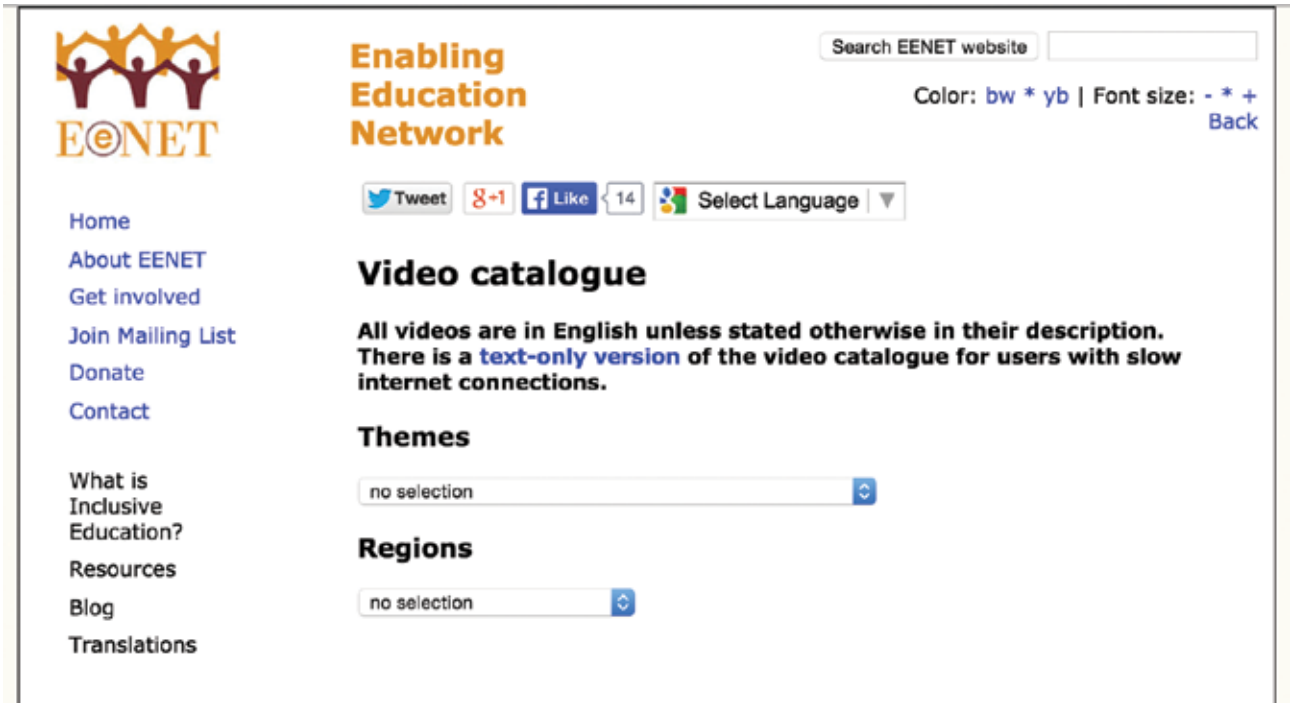
- **Refugee Education: A Global Review:** www.unhcr.org/4fe317589.html
- **Ensuring Access to Education. Operational Guidance on Refugee Protection and Solutions in Urban Areas:** www.unhcr.org/4ea9552f9.html
- **Refugees and asylum seekers speak out:** www.eenet.org.uk/resources/eenet_newsletter/news13/page19.php

Appendices

Appendix 1: How to search the video catalogue

When you open the video catalogue page in a web browser you have the option to search by theme or by region.

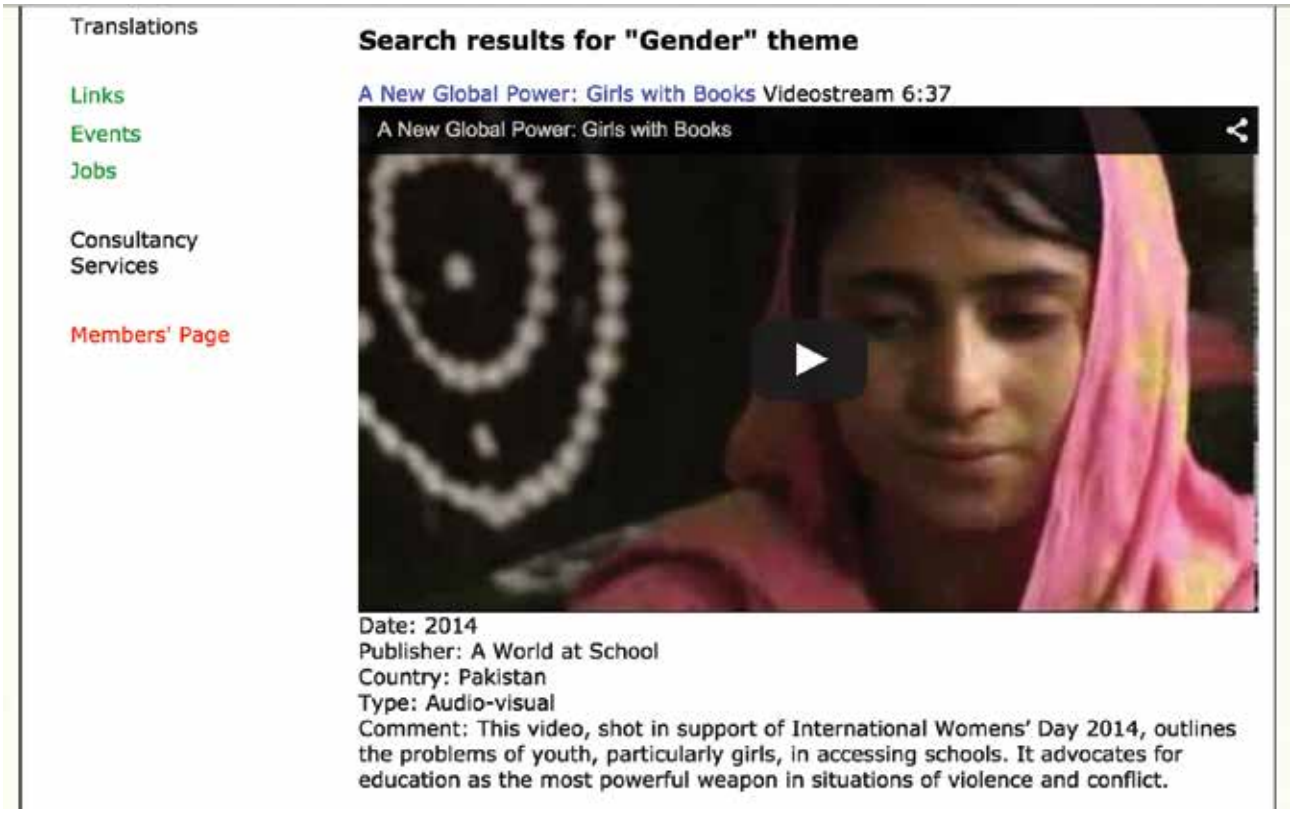
You also have the option to open a 'text-only' version of the catalogue . This version does not have all of the videos embedded into the search results, so you should choose the 'text-only' option if you are working with a slow internet connection.



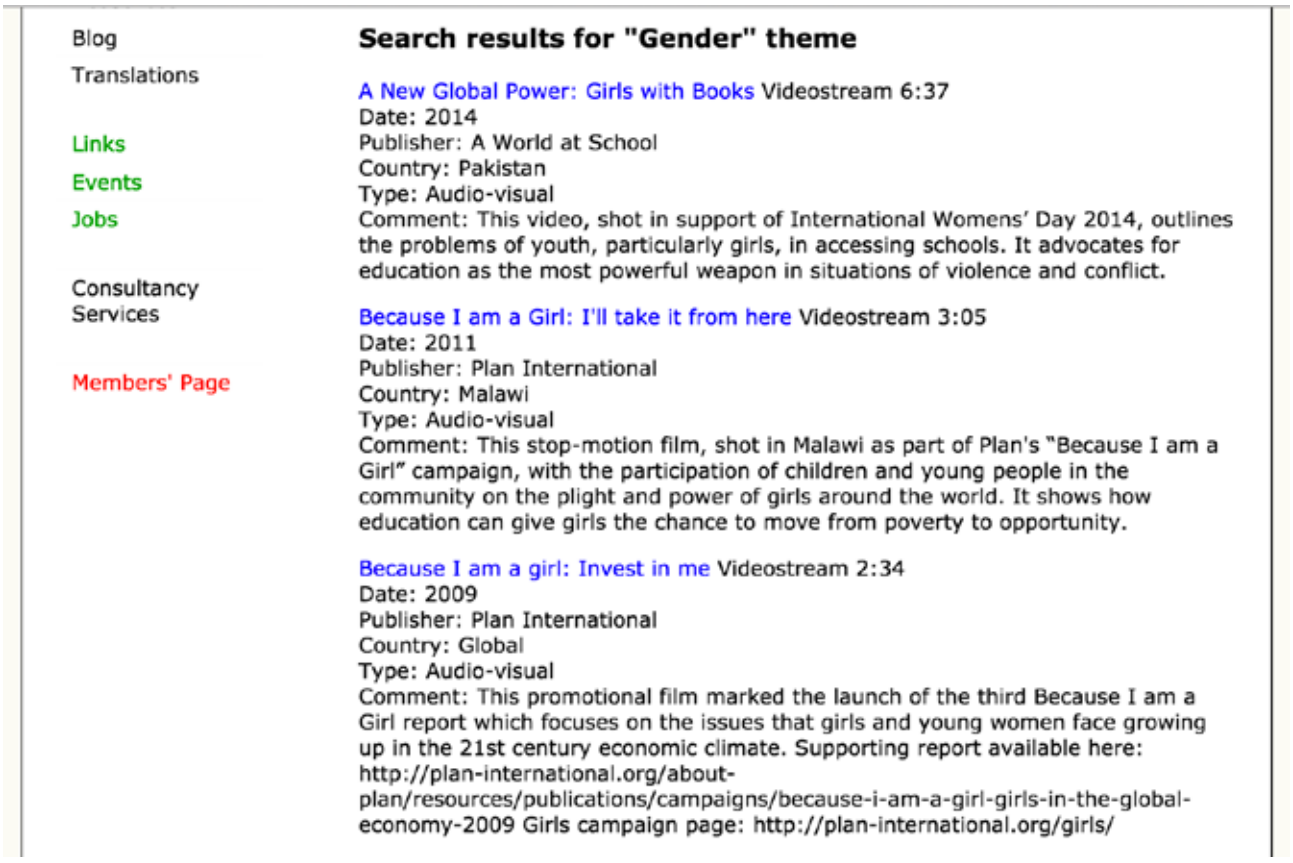
The search results for your chosen theme/region will be displayed with the following information:

- Title with link to the original website source for the video, document format, and duration of the video
- Date of publication
- Country where the video was filmed or where it is relevant for
- Indication that it is an audio/visual file in our resource collection
- A short comment on the video.

If you use the standard search format, then your search results will look like this:



If you use the 'text-only' search format then your search results will look like this:



Appendix 2: How to view the videos

Using the standard search option

Most of the videos in the catalogue can be watched through EENET's website, simply by clicking on the play button in the middle of the video image (see image below).

A New Global Power: Girls with Books Videostream 6:37

Date: 2014
Publisher: A World at School
Country: Pakistan
Type: Audio-visual
Comment: This video, shot in support of International Womens' Day 2014, outlines the problems of youth, particularly girls, in accessing schools. It advocates for education as the most powerful weapon in situations of violence and conflict.

To view the videos in full screen mode, click on the full screen icon in the lower right corner of the video (see image below).

Some videos in the catalogue cannot be displayed through EENET's website. Instead you should click on the title (which is in blue, hyperlinked text) and you will be taken to the website where the video is stored.

Using the text-only search option

If you use the text-only version of the catalogue, you will not be able to view any of the videos directly through EENET's website. Click on the video title (blue, hyperlinked text) and you will be taken to the website where the video is stored.

Having problems opening videos?

In some countries you may not be able to open videos because websites like YouTube or Vimeo are blocked. Unfortunately this is beyond EENET's control. If you experience any other problems with carrying out searches or opening videos, please do not hesitate to contact EENET.

Appendix 3: Search options

Themes

The following themes are listed in the video catalogue search. We do not yet have videos for every theme, so if you know any videos that could help to fill a gap, please let us know.

- Accessible communication/assistive technology
- Action research
- Advocacy
- Assessment and examinations
- Child-to-child
- Child/human rights
- Children's voice
- Community-based rehabilitation
- Deafness
- Disability
- Diversity and non-discrimination
- Early childhood
- EFA and MDGs
- Environment, infrastructure, universal design
- Ethnicity and race
- Financial issues
- Gender
- Gifted and talented children
- Health
- HIV and AIDS
- Images, art and photography (visual research methods)
- Index for Inclusion
- Language, culture and religion
- Life-long learning
- Networking
- Nomadic and pastoral communities
- Orphans
- Out-of-school children
- Parents, families and communities
- Policy development and implementation
- Poverty
- Refugees, conflict, emergencies
- Resource centres, itinerant teachers, special schools
- Street-connected children
- Teacher education
- Teaching methods and materials
- Visual impairment
- WASH - Water, sanitation and hygiene
- Working children

Regions

The following regions are listed in the video catalogue search. The table shows which countries are included within each region. We do not yet have videos from all of these countries, so please let us know if you have a video that could fill a gap.

Africa (sub-Saharan)

- Angola
- Benin
- Botswana
- Burkina Faso
- Burundi
- Cameroon
- Cape Verde
- Central African Republic
- Chad
- Comoros
- Congo
- Cote d'Ivoire
- Democratic Republic of Congo
- Djibouti
- Equatorial Guinea
- Eritrea
- Ethiopia
- Gabon
- Ghana
- Guinea
- Guinea Bissau
- Kenya
- Lesotho
- Liberia
- Namibia
- Niger
- Nigeria
- Rwanda
- Sao Tome and Principe
- Senegal
- Seychelles
- Sierra Leone
- South Africa
- South Sudan
- Sudan
- Swaziland
- Tanzania
- The Gambia
- Togo
- Uganda
- Zambia
- Zimbabwe

Asia

- Bangladesh
- Bhutan
- Brunei
- Cambodia
- China
- India
- Indonesia
- Japan
- Kazakhstan
- Kyrgyzstan
- Laos
- Malaysia
- Maldives
- Mongolia
- Myanmar
- Nepal
- North Korea
- Philippines
- Singapore
- South Korea
- Sri Lanka
- Taiwan
- Tajikistan
- Thailand
- Turkmenistan
- Uzbekistan
- Vietnam

CIS/CEE

- Albania
- Armenia
- Azerbaijan
- Belarus
- Bosnia Herzegovina
- Bulgaria
- Croatia
- Georgia
- Kazakhstan
- Kosovo
- Kyrgyzstan
- Macedonia
- Moldova
- Montenegro
- Romania
- Russia
- Serbia
- Tajikistan
- Turkey
- Turkmenistan
- Ukraine
- Uzbekistan

Europe & North America

- Albania
- Andorra
- Armenia
- Austria
- Belarus
- Belgium
- Bosnia Herzegovina
- Bulgaria
- Canada
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Georgia
- Germany
- Greece
- Greenland
- Hungary
- Iceland
- Ireland
- Italy
- Kosovo
- Latvia
- Luxembourg
- Macedonia
- Malta
- Mexico
- Moldova
- Monaco
- Liechtenstein
- Lithuania
- Montenegro
- Netherlands
- Norway
- Poland
- Portugal
- Romania
- Russia
- San Marino
- Serbia
- Slovakia
- Slovenia
- Spain
- Sweden
- Switzerland
- Ukraine
- United Kingdom
- USA
- Vatican City

Global

- All countries

Latin America & Caribbean

- Antigua and Barbuda
- Argentina
- Barbados
- Belize
- Bolivia
- Brazil
- Chile
- Colombia
- Costa Rica
- Cuba
- Dominica
- Dominican Republic
- Ecuador
- El Salvador
- Grenada
- Guatemala
- Guyana
- Haiti
- Honduras
- Jamaica
- Nicaragua
- Panama
- Paraguay
- Peru
- Saint Kitts and Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Suriname
- The Bahamas
- Trinidad and Tobago
- Uruguay
- Venezuela

Middle East & North Africa

- Afghanistan
- Algeria
- Azerbaijan
- Bahrain
- Egypt
- Iran
- Iraq
- Israel
- Jordan
- Kuwait
- Lebanon
- Libya
- Morocco
- Oman
- Pakistan
- Qatar
- Saudi Arabia
- Somalia
- Syria
- Tunisia
- Turkey
- United Arab Emirates
- Yemen

Inclusive Education Video Catalogue: Using videos effectively

EENET has compiled a catalogue of inclusive education videos from a number of different organisations. The videos can be used during training or advocacy activities.

This guide offers facilitators some advice for using videos more effectively to stimulate reflection and promote discussions.

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