

Young Voices DVD

Facilitator's guide

Guide prepared by
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Young Voices photography booklet and DVD published by
The Atlas Alliance, Norway

Copies of *Young Voices* materials available from
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1. Introduction

Young Voices is a 14-minute film that accompanies the photography booklet *Young Voices: Young people's views of inclusive education*. Please refer to that booklet for some background information on the Young Voices project.

This DVD guide will offer brief suggestions for using the film in both awareness-raising and training work. It will highlight key messages conveyed by the film. Simple activities or discussion points will be suggested, based around possible training or awareness-raising objectives.

A full transcript of the film is provided in the appendix. This will help you select sections of the film to watch, or assist in providing language or sign language interpretation. Please ensure that you have watched the film at least two or three times before trying to use it in training or awareness-raising activities.

2. Listening to young people's views on education issues

The Young Voices project aimed to enable young people to reflect on, talk about and document their opinions about the inclusive education projects happening in their schools, and encourage other young people to do the same.

Possible objective

- **to raise awareness about the importance of listening to the views of young people, particularly in relation to education**

How to use the film

Introduce the film as an example of what young people are capable of. Many adults within governments, communities and schools may be reluctant to consult young people because they assume that young people will not have enough knowledge, skills or maturity to discuss education issues. This film may help you to show that, with careful facilitation, young people can provide articulate and useful insights on a wide range of education issues.

Suggested discussion points

- Were you surprised to see these students talking about inclusive education issues? Why or why not?
- Do you know of any work in your own community/school that has tried to help students to talk in this way? Who did this work and what methods did they use to help students speak out? Was it successful? Why or why not?

Possible objective

- **to train people in the use of participatory methodologies, such as action research and the use of images and art in research, planning or evaluation processes**

How to use the film

This film does *not* show the viewer *how* to carry out activities such as participatory photography. However, it could help you to show trainees the sort of responses that are possible when using such methodologies. This may be particularly useful if your trainees are sceptical about using these methods. You could also use the film to get trainees to reflect on how they might approach a similar project in their own context.

Suggested discussion points

- Were you surprised by the extent or content of the students' views? Why or why not?
- How do you think the facilitators managed to encourage and support the students to speak out in this way?
- Did the students seem more or less confident than students you know?
- What could you do to improve students' confidence in this sort of project?

3. What is inclusive education?

At the start and end of the film the young people make a few statements about what they think inclusive education is. Throughout the film, various other comments are made about inclusive education, highlighting that:

- inclusive education is not just about improving physical access
- inclusive education is about including more than just disabled people
- students consider resources like food and water to be very important for their inclusion
- friendship and supporting each other is a key part of inclusion for many students
- inclusive education does not always require lots of financial or material resources.

Possible objective

- **to encourage reflection on the definition of inclusive education**

How to use the film

Show the film and ask viewers to brainstorm (in plenary or small groups) what information they remember from the film that might form part of a definition of inclusive education – what is it, who is it for?

For example, at the start Juliana says “I think inclusion means being part of something”; later the narrator comments “inclusive education is more than just making the classroom accessible.”; and Anna says “I think the poor can be included”. As a facilitator you may find it useful to go through the script in the appendix and highlight all such quotes that could help form part of the definition of inclusive education.

Suggested discussion points

Looking at the brainstormed list of definition ideas:

- Do you agree or disagree with these points? Why?
- Does the film raise any ways of defining inclusive education that you had not considered before?
- The film does not offer a complete definition of inclusive education – what other elements would you add to the definition?

4. The importance of friendships and peer support

Several students in the film mention that having friends and helping each other is an important part of making education more inclusive. Emma Machenje, the principal of Bigwa College, also describes the college's process of pairing students with and without disabilities. As facilitator you may find it useful to read in advance the article by Emma, published in *Enabling Education*, No.12, 2008, available from EENET.

Possible objective

- **to encourage reflection on the role that students play in the development of inclusive education**

How to use the film

Show the film and ask the audience (in plenary or small groups) to reflect on the different friendships and peer support activities that are talked about or shown (e.g. Ismail talks about helping his friends with physical disabilities; Aron is shown helping Omari to use a camera).

Suggested discussion points

- Are there similar or different examples of peer support happening in your own community/school? (This might include friendships between children from different groups; twinning/buddy systems; child-to-child activities used in awareness-raising or teaching situations, etc.)
- How have these friendships or support roles between students been developed in your community/school? Or, how could you encourage the development of such relationships?
- How might the development of these supportive relationships between

students help you to move forward with quality inclusive education for all? (For instance, child-to-child approaches may help you to include more children in school even when there is a shortage of teachers; or buddying systems may help you to monitor/investigate more effectively the reasons for absences/drop-outs.)

- In what other ways could students be involved in the process of developing more inclusive practices in education?

5. The importance of food, water and sanitation

In the film, and the accompanying booklet of photographs and drawings, students mentioned basic resources like food and water much more than they mentioned education resources like books or access resources like ramps.

Possible objective

- **to stimulate discussion about the wide range of issues that make up inclusive education (beyond the traditional view of physical access and teaching materials)**

How to use the film

Show the film and ask people to brainstorm a list of all the different issues that are raised. As a facilitator you may find it useful to read through the script and highlight the issues in advance (e.g. food, water, sanitation, physical access, friendships, twinning students, sign language, Braille, vocational training, large class sizes, independent study space/time, etc).

Suggested discussion points

- Were you surprised by any of the issues that were raised by students?
- Had you previously considered all of these issues as being inclusive education issues? Which ones had you not thought about before in relation to inclusive education?
- Why do you think the students focused so much on water, food and sanitation issues?
- How can the issues of water, food and sanitation help or hinder a student's inclusion in education?
- What is the situation in your own community regarding water, sanitation and food – in what ways could they be helping or hindering young people

from being included in education?

6. Sign language support in mainstream schools

The film shows that deaf children are being educated in Agururu Primary School, Uganda. The school has some teachers who use sign language, but there are not yet enough. Some hearing students are also learning sign language. The film shows situations in which deaf students have sign language interpretation in class, but also includes a student's account of what happens when there isn't anyone available to help with sign language in class.

Possible objective

- **to facilitate discussion around the challenges of including deaf students in mainstream schools, and the community-based solutions to providing sign language teaching/interpretation that might assist mainstream schools to include deaf students**

How to use the film

As facilitator you may find it useful to read in advance the interview with Agururu's head teacher, published in *Enabling Education*, No.12, 2008, available from EENET. Show the film and ask viewers to brainstorm (in plenary or small groups) the successes and challenges that can be seen, in relation to the inclusion of deaf students in a mainstream school.

Suggested discussion points

- The school has made a start with including deaf students and providing some sign language support. What solutions can you think of that would help the school to expand the sign language support available to students?
- Do you know of examples of deaf children being included in mainstream schools? If so, how has the school dealt with the issue of sign language inside and outside the classroom?
- What do you think would happen to Winny and Blantina if they did not attend this mainstream school? (Note to facilitator – the interview in *Enabling Education* highlights that they would probably not attend school at all.)
- Do you think it is better for Winny and Blantina to attend the mainstream

school even though not every lesson is delivered in sign language, or better for them to not attend this school but risk never going to school at all?

7. Issues the audiences may ask you to clarify

Boarding schools

The schools featured in the film all have boarding facilities. It may be important to highlight to the audience that despite offering residential facilities, they are *not* special schools. All three schools are mainstream schools that enrol a range of students. Rock High School and Bigwa College cater for students from quite a wide area, and so daily travel may not always be feasible. Particularly in the case of Bigwa, which enrolls mostly rural students, there are no other vocational education facilities available within or closer to these rural communities.

Many of the students who attend Agururu also travel quite long distances. Although there may be a primary school closer to their homes, these nearby schools may still refuse to enrol children with disabilities. These students therefore come to Agururu and stay as boarders during term time, otherwise they would get no education at all.

You may decide to debate this issue. It would obviously be better if all local schools were encouraged and supported to include students with disabilities. What could be done – by Agururu school, by local education officials, communities, parents etc – to move towards inclusive education in more schools, so that students don't have to travel or stay away from home?

Did everyone in the participating schools agree with the students' views?

This film presents mainly the views of students, because they are so rarely asked for their opinions and yet they have the basic human right to be heard. It is important that these views are listened to, valued and respected. What you see in this film represents what the students believe to be the reality in their school – based on what they see, hear and understand. Some adults involved in the schools may disagree with the students' opinions. This does not mean that the students or the adults are wrong.

When we are working towards improving education for all, we must listen to the views of all stakeholders. Sometimes these views will match and sometimes they will contradict. If they contradict, the next step is not to assume that one side is right and one side is wrong. Instead, the next step should be to bring people together to discuss their opinions, to find out why they are different, to see whether there is some information that has not yet been shared.

You may want to encourage a discussion around what you would do in this situation if the views of the adults contradicted the views of the students. The objective of such a discussion would be to guide participants away from a believing that there is always a right and a wrong answer. It should also promote the idea that no one should ever be penalised or punished for their opinions around inclusion/exclusion.

Appendix: Young Voices film transcript

Juliana Atwine: I think inclusion means being part of something.

Pauline Awori: Education is for everybody.

Emmanuel Papaok: Inclusion it is a form of education that is extended to people who might not have the privilege to learn.

Narrator: On behalf of the Norwegian Atlas Alliance we visited three schools in Uganda and Tanzania. All of the schools are in the process of developing inclusive education, and they enrol students with and without disabilities.

We used photography and drawing to help the students tell their stories. We asked them to take photographs or draw pictures of places in school that make them feel happy and places that make them feel unhappy.

Ismail chose his dormitory as a happy place because that is where he spends time with his friends.

Facilitator: Can you explain how your friends help you in the dormitory?

Ismail Ibrahim Etyang: When I want to go somewhere they show me the road. If there is something wrong they help me and warn me. All of that.

Facilitator: How do you help your friends?

Ismail Ibrahim Etyang: I help my friends who have physical disability.

Facilitator: What makes you happy about coming to school?

Blantina Nyachwo: Where I sleep. I can read my books where I sleep because there is electricity. I can read seriously and be ready with my homework, and I understand it well. My teacher teaches me volleyball and I like it. I play together with my friends.

Narrator: A friendly environment and the opportunity for students to communicate and interact with each other and with teachers is crucial to make a school inclusive.

Blantina Nyachwo: I came to this school. They asked me good morning in sign language. I don't know, I had a communication barrier. That's what I hated in school. I was taught and now I know sign language. Now my parents are very happy with me because I'm in school and I can read.

Narrator: Winny explained that very often when she goes to class there is no sign language interpretation.

Immaculate Ikiror: One challenge is that we are few trained teachers and we have a heavy workload. Some children with disabilities need one-to-one teaching, one teacher to one child, which sometimes becomes difficult. Another challenge is large class sizes. You find that the number of children is large and assessment becomes difficult.

Sign language interpreter: How do you feel when you are in class and the teacher doesn't use sign language?

Winny Auma: I feel bad, but I keep quiet. They only speak without using sign language.

Narrator: Resources like sign language interpretation and Braille books are not the only things needed to make a school inclusive. Winny chose the water tank as a happy picture that makes her feel included.

Facilitator: Can you explain why you took that photo?

Winny: Because when it rains we get water there. It's good.

Facilitator: Why do you think it's good?

Winny: Because we use the water for drinking, bathing and mopping. When there is no water or rain we go down to fetch water.

Facilitator: You have to go from school to fetch water when there is no rain?

Facilitator: When we talk about inclusion do we mean just people who are disabled or do we want to talk about other people who need to be included?

Florence Asabit: Even illiterate people who cannot read and write also need to be included.

Anna Mukite: I think the poor can be included.

Juliana Atwine: People who cannot help themselves like the young. Even the old

Narrator: Inclusive education is more than just making schools physically accessible. It can be about the way the classroom is organised, or the way teachers encourage their students. Some students told us that it's about finding a quiet place to read and relax.

Scovia Awino: I took this photo because here is the library where they keep books. During your free time you can go there and pick any book you like. There is no noise. You read safely. That's why I took this picture.

William Osinde: I took this photo in a Senior 5 class. Some students don't concentrate. There is one student behind here. He is walking in class at the time when his friends are concentrating on the lesson. Those who are seated behind end up not understanding what the teacher in front is saying.

Facilitator: How does this affect the students' education?

William Osinde: Those who sit behind don't concentrate and in the end they don't perform well. Others end up dozing in class, sleeping. One enters class in the morning and leaves to go back home and has not grasped anything.

Narrator: Some students were concerned about health and hygiene issues in school.

Facilitator: Can you say why you took a picture of the latrines?

For my friend, if he wants to help himself he has to put his crutches down, and he can't hold on when it's dirty because first he has to put his hands down to touch the floor where you find urine all over the place.

Juliana Atwine: I took it at the school kitchen, which means in our society here we lack health and cleanliness and sanitation. And it's because of this that sometimes we get disrupted in education in class. Maybe after eating this

you get a stomach ache you have to run to the toilet there and then and you miss what the teacher teaches.

Narrator: Inclusive education in Bigwa means first of all a friendly environment where the students feel safe and the head teacher's door is always open.

Emma Machenje, Principal: The door should be open for them (the students) whenever they feel like coming. I can't say that I am tired or I don't want to see them. Even in the street when they see you they want to tell you something, you have to be patient and listen to them. Otherwise if they get frustrated you destroy everything.

Narrator: Bigwa has a system where students with and without disabilities are paired. The arrangement is voluntary.

Emma Machenje: We create awareness on people with disabilities and how we should help them and not overprotect them. We tell them that they have their own physical ability, they can do some things, but what we need is to guide them what to do in the school compound and in the classrooms and things like that. We say that those students who feel that they can assist the students with disabilities should volunteer, and then you find out that they come up to help them.

Omari Chota: It's very important to have a friend in the college, because sometimes you do exercises together. I'm going to get busy with tailoring.

Dickson Msemo: I don't have any problem helping them. It doesn't affect my progress. The college here I really like it because the way it welcomes people with disabilities. What is done here is to make sure that people with disabilities do not feel isolated. We help them participate in any kind of activity so that we can be together. That's why we talk about inclusive education.

Mariam Abdallah: During break we play together and in class we study together. Whatever we do we do together.

Narrator: We asked the students to draw three pictures of themselves showing what they did before they enrolled at the college, what they like doing in college, and what they want to do in the future.

Omari Chota: With this one I was farming. In the second picture I am playing football. In the third one I'm doing some exercises of tailoring. I was very happy to join the college because I was feeling that I was going to learn something. I really want to learn tailoring.

Narrator: All of the students involved in the Young Voices project were able to share their experiences of education and their feelings about being included or excluded. They offer inspiration to students and teachers in other schools in other countries. Many of the inclusive education ideas they talked about do not involve complicated or expensive solutions. Instead the students felt that working together and helping each other can be one of the most important steps in developing inclusive education.

Aron Nducha: To me a good teacher is someone who's close to his students.

Alex Owori: We are meant to relate to each other.

Pauline Awori: Disability is not inability.