

An Introduction to Inclusive Education

Module

1



A manual for teacher trainers

Prepared for:

Ministry of General Education, Zambia

The Norwegian Association for Persons with Developmental Disabilities

The Norwegian Association of Disabled

Developed by:

Enabling Education Network, December 2019



NAD – The Norwegian
Association of Disabled



Norsk Forbund for
Utviklingshemmede



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Introduction

The aim of this module is to introduce teachers to the concepts and theories of inclusive education and the theoretical basis for its implementation. In addition, it will introduce teachers to active participatory learning methods, which they will experience through the training. This training approach of 'learning through doing' and being a problem-solver will then be replicated in their schools and other educational settings.

Teachers will have varied degrees of knowledge and practical experience in relation to inclusion. Some may feel confident about discussing the topic; others may understand the theory but in their everyday life they may be unwilling to deliver inclusive education in their education settings so that all their learners actively participate and fulfil their potential.

Additional information is contained in the module on [Including Learners with Additional Needs](#). This includes advice and guidance on identifying additional needs, how additional needs can exclude learners, and practical tips and ideas for teachers on supporting learners with additional needs in the school and classroom environment. This supplementary module can be used as a reference tool, if required, during this introductory module.

By the end of this module teachers are expected to have an understanding of inclusion and be able to begin applying inclusive education in their own educational contexts.

Duration of training

Trainers should adapt this training to suit the local context and the time available to them for training. Trainers may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if teachers need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this module requires approximately 20 hours of training. This could be split over 3 or 4 days, depending on the preferred length of training days, number and length of breaks, and so on.

Session 1.1: Helping teachers get to know each other

Often when teachers arrive at a workshop, they may not know each other. A successful inclusive education workshop requires teachers to be active, talking to, and sharing ideas with, each other. Therefore, one of the first tasks for the trainer may be to help teachers in a workshop to get to know each other and feel comfortable with talking to each other. This will also help them to share previous knowledge and experiences and their workshop expectations.

Activity 1.1a: Networking game



20 minutes

Main

The trainer gives each teacher two sticky notes (post-its). On the post-its they need to write and complete the following statements:

In relation to inclusive education I can offer....

In relation to inclusive education I would like to know....

If no sticky notes are available, teachers can write their statements on two pieces of paper and use sticking tape, or alternative methods.

teachers then stick their two post-its onto themselves, for instance on their shoulders, or hold up their two pieces of paper, and move around the room to find and talk to people they match with. For instance, they must look for someone who already has knowledge of the issue they want to know about.

The trainer may need to help a few people 'find their match', if teachers seem initially reluctant to mingle or do not quite understand what to do. At the end of the networking game the trainer may ask a few volunteers to share in plenary some information about who they matched with and what they discussed.



Teachers using the networking game

[Image description: 21 people, male and female, are standing in a room, mingling. Each person has 2 yellow sticky notes stuck to their shoulders or chests. People are looking at and talking to each other.]

Notes

Activity 1.1b: Drawing and writing – The River of Life

Main



30–45 minutes

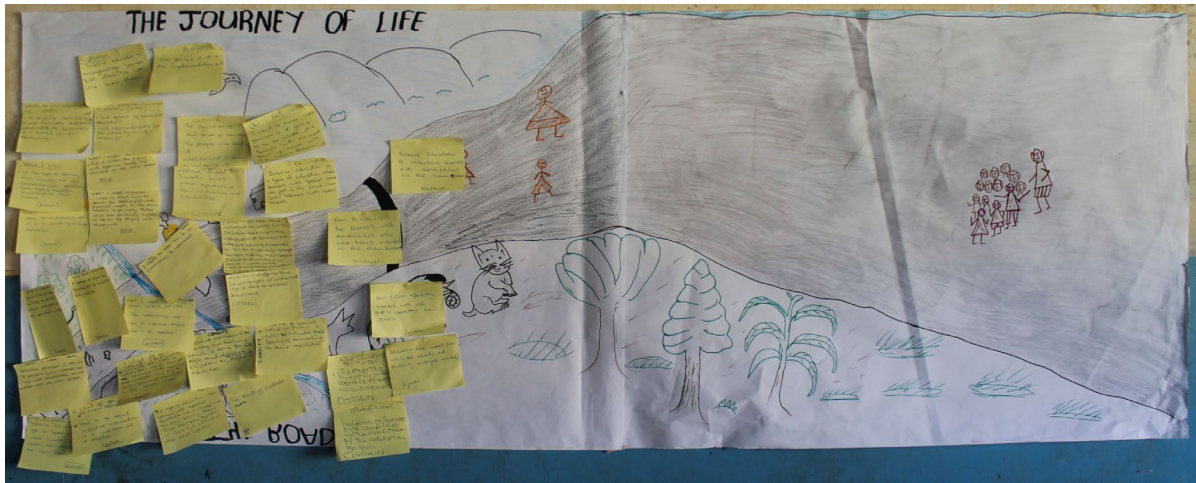
Teachers should sit in small groups and have access to paper, pencils, coloured pens/crayons and scissors. The trainer takes several pieces of flipchart paper and lays them side by side. On the paper she/he draws the outline of a river. This is then stuck on the wall. Different parts of the river represent different time-frames:

- the first quarter of the river = the past and the present
- the middle two quarters = the time-frame of this workshop
- the last quarter = the future.

The trainer should explain that the river represents the flow of our lives from the past (the experience we bring to the workshop), through the present (where we are now), to the future (what we will learn during the workshop, what we hope to take away with us, and what we hope to begin/start to do).

Teachers are then asked to draw pictures representing their experiences with inclusion and inclusive education, and to share these images within their groups. This helps introduce themselves and get to know each other better. They then cut out the images and stick them onto the first quarter of the River of Life, to record their past experiences. The trainer can highlight, and ask for explanations of, certain images.

Each teacher is then given 3 post-its (sticky notes) onto which they should write 3 different outcomes or questions about inclusive education that they want the workshop to answer. One of these post-its could be the teachers' 'I would like to know...' post-it from Activity 1a. They stick these 3 post-its at the beginning of the second quarter of the river (representing the start of the workshop). During the next break, the trainer or some of the teachers can re-arrange the post-its into groups of similar issues or questions.



An example of a River of Life diagram made by teachers in Zambia

[Image description: Line drawing of a river or path running horizontally through the centre of a huge piece of paper. Post-it notes are stuck on the left- hand side of the paper.]

Notes

Session 1.2: Learning styles

Trainers need to think about the way people learn. Not everyone learns in exactly the same way, so if we teach everyone in exactly the same way then we are not being inclusive and the teaching may not be effective. When we ask training teachers to reflect on how they personally prefer to learn, it can help them to better understand and empathise with all learners, who also prefer to learn in different ways. Trainers should use different teaching and learning approaches in their training sessions. They should encourage teachers to reflect on the different approaches, to help them understand the impact that teaching and learning methods can have on all learners' participation and achievement.

Activity 1.2a: Preferred learning styles – brainstorming and scoring

Main



15-30 minutes

The trainer asks each teacher, in plenary, to state their two favourite learning activities or learning styles. A list is written on a flip chart and the trainer records how many times each learning activity or style is mentioned.

Examples of learning styles might include:

- Reading
- Listening
- Observing
- Drama
- Drawing
- Learning by doing
- Demonstrations
- Discussion
- Role-play
- Field trips
- Memorising
- Quizzes, etc.

The trainer should explain the following key points:

- We all have different preferred learning styles.
- We may enjoy using certain styles more than others.
- We may find some learning styles more effective than others.

- This workshop uses different activities to suit different learning styles. In a similar way, teachers who want to be inclusive need to think about and plan for the different ways in which the learners in their classes prefer to learn, and their different strengths and weaknesses.

Throughout the workshop, the trainer may want to ask teachers to reflect on the learning styles that are being addressed by particular activities, and how they might adapt similar activities for use in the classroom.

Notes

Activity 1.2b: ‘When did I struggle to learn something new, and what helped me?’

Extra



30 minutes or more

In this activity teachers reflect on their personal experiences of learning throughout their lives.

Each teacher should first draw a picture, with no text, showing an occasion in their life when they were trying to learn something, but they found it difficult. For instance, struggling to learn something at school (e.g., a new mathematics task), or at home (e.g., tying shoe laces), or during adult life (e.g., learning another language).

They then work in pairs. One person looks at their partner’s drawing and tries to guess what the situation was. If they cannot guess, their partner can tell them about the situation in which they struggled to learn. The following questions should be used to guide discussion about the drawing/situation:

- Why do you think you found it difficult to learn in that instance?
- What methods were being used to teach you?
- Who was involved in teaching you?
- Did anyone try to find ways to help you learn? If so, what were they? Did they work?
- What else could have been done to help you learn faster or more effectively?

The partners then swap and the other person tells their story and answers these questions.

After the pairs have completed their discussions about their drawings, the trainer can facilitate a plenary discussion focusing on:

- What were the barriers to learning that teachers encountered during their difficult learning period?
- What and who helped them when they were having difficulties?

Activity 1.2c: Worksheet: identifying preferred learning styles

Extra



30 minutes or more

In a longer workshop, teachers could be given a worksheet that helps them to think about how to recognise a learner's preferred learning styles from the way the learner behaves.

Resource 1.1

Learning styles worksheet

The worksheet in [Resource 1.1](#) can be adapted to cover different skill options, or to make the list shorter. Start this extra activity with a short plenary discussion to ensure that teachers know what the various skills mean (the box below provides some useful definitions). Also explain the idea of 'multiple intelligences' – that is, the idea that several intelligences or learning styles usually operate at the same time as a person solves a problem or develops a new skill.

- **Inter-personal skills** – learning in groups through co-operative work, enjoying group activities, easily understanding social situations and developing relationships with others;
- **Intra-personal skills** – learning through personal concentration and self-reflection, good at working alone, aware of own feelings, and know own strengths and weaknesses;
- **Language skills** – thinking and learning through written and spoken words, memory, and recall;
- **Musical skills** – learning through sounds, rhyme, rhythm, and repetition;
- **Physical skills** – learning through body movement, games, drama, etc;
- **Arithmetic/logic skills** – thinking and learning through reasoning and calculation, being able to easily use numbers, recognise abstract patterns, and take precise measurements;
- **Visual skills** – art, such as drawing, painting, or sculpture, being able to easily read maps, charts, and diagrams;
- **Tactile learning through touch and moving around the environment** – this is especially beneficial for visual learners.

Teachers should work in pairs and read the worksheet which provides a list of many different types of behaviour we may observe in learners. For each example of behaviour, the teachers should decide which preferred learning style or skill they think the learner might be displaying (e.g., the learner who likes subjects that are based on photos, diagrams and maps may be displaying a preference for using visual skills for learning). Pairs can be invited to share their answers in plenary if there is time.

At some point during this activity the trainer should highlight that, to understand a learner's preferred learning style, we need to observe the learner more than once, doing different activities. We also need to talk to the learner about what she/he enjoys or dislikes in school, finds easy or difficult, and so on. We must also not expect everyone's skills to fit neatly into fixed learning style categories; and must not fall into the trap of labelling a learner according to their learning style and then potentially ignoring any changes that subsequently develop with preferences for learning.

Notes

Session 1.3: Discrimination

The trainer needs to reflect on what discrimination is, where it comes from, and how we can all help to stop it. Although this training focuses mostly on disability and inclusive education, it is very important that the teachers being trained have a wider understanding about discrimination in society.

Discrimination against women, against persons with disabilities, against language, ethnic or religious minorities, against immigrants and so on, all has a common foundation. Therefore, if teachers understand more about the roots of discrimination, they can become better at stopping it – for any group. Which means they can become more inclusive – for any group.

Activity 1.3a: Defining discrimination

Main

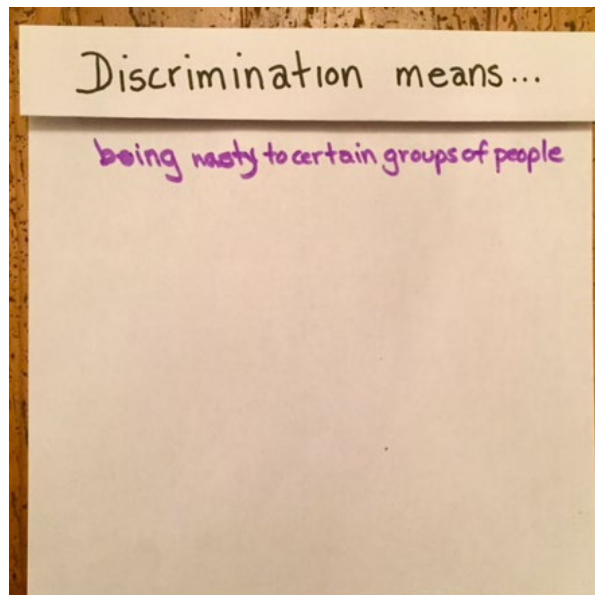


30 minutes

The trainer asks teachers to work in small groups and gives each group a piece of A4 writing paper. At the top is written: “Discrimination means...”.

The trainer holds up a piece of paper and shows the teachers how to fold the paper so that each line is hidden. She/he gives the groups the following instructions:

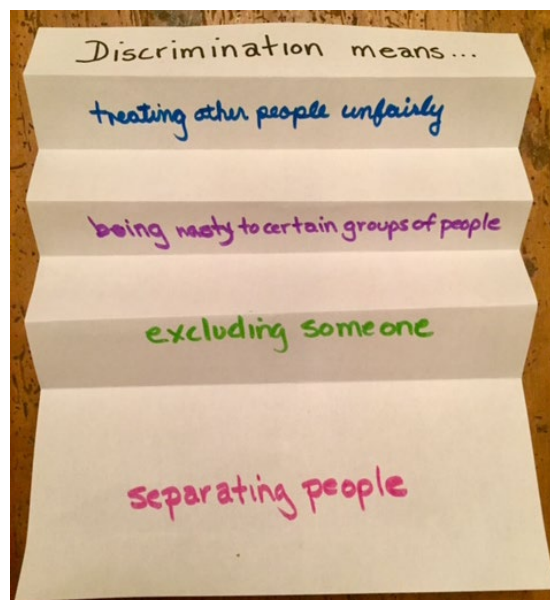
“One person in your group needs to write one line to explain what they think discrimination means. They must write this line without the others in the group seeing. Then they should fold the paper so that their definition is hidden and pass the paper to the next person. This person writes a one-line explanation, folds the paper to hide their line, and passes the paper to the next person. This continues until everyone in your group has written at least one line each. You can go round the group several times if you want to.”



Fold the paper so that the person who is writing can see their own line of text, but not what the previous people have written

[Image description: A piece of paper with 'Discrimination means...' written on the top, with one idea written underneath it.]

After 10 minutes, the trainer asks each group to unfold their piece of paper and together read all the lines explaining what discrimination is.



An example of an unfolded piece of paper showing each teacher's line of text

[Image description: An unfolded piece of paper showing one group's different explanations.]

The trainer should now ask the groups to discuss these questions:

- Were your definitions similar or different? How?
- Are there any definitions you disagree with?
- Now that you can see each other's definitions, is there anything else you would like to add?
- In your groups, use the ideas you have already written and discussed to create a final short definition of discrimination that you all agree with.

After 10 minutes the trainer invites each group to share their short definition with the whole group. She/he writes each definition onto a flip chart. Then she/he shows them the following definition of discrimination:

Discrimination is the mistreatment of certain groups of people in order to deny them equal access to rights and resources.

Finally, as a whole group, the trainer invites teachers to have a short discussion on this definition and compare it with their own definitions.

Notes

Activity 1.3b: Where does discrimination come from? Why does it happen?

Main



30 minutes

The trainer asks teachers to work in pairs and gives them the following instructions:

“Think of a time in your own life when you experienced discrimination. You may have been discriminated against because of your gender, disability, age, race, religion, language, poverty, etc. Tell your partner about the discrimination:

- What happened?
- What did the other person/people do or say?
- How did you feel?
- What did you do or how did you react or respond?”

Once the pairs have both shared an example and reflected on these questions, the trainer asks them one more question:

“Why do you think the people who discriminated against you behaved in this way?”

After a few minutes, the trainer invites volunteers to share their ideas with the whole group for why the discrimination happened. They do not need to tell the whole group about the details of their story.

The trainer writes their ideas on a flipchart and tries to group the ideas together. The box below provides some other answers that you can give, especially if teachers are struggling with this question:

Why does discrimination happen? Answers you can use to guide teachers

- **People may not realise** they are discriminating; they may think their attitudes and behaviour are normal and acceptable.
- There are lots of stereotypes in every society (e.g. it is a stereotype that women cannot drive very well; or that children with disabilities cannot learn academically). Children grow up listening to adults expressing stereotypes like this (e.g. they hear men making jokes about 'bad women drivers', or they hear teachers or other adults calling children with disabilities 'slow' or 'stupid'). Children start to believe such stereotypes are true. When they grow up they repeat the stereotypes and they start to act on them (e.g. refusing to hire a woman taxi driver because they believe she will be a bad driver; or not wanting to teach or employ a person with disabilities because they believe they are unteachable or unemployable). This **behaviour based on stereotypes is discrimination**.
- People may discriminate **because they are frightened**. For instance, they may fear that some groups of people are dangerous (e.g. fear of disability as a curse, or fear that people from a certain religion are terrorists). Or they may fear that certain groups are going to take away something that is important (e.g. a fear that migrants will take jobs away from local people). Often these fears are based only on stereotypes and misunderstandings.
- People may discriminate in order **to maintain or build their own sense of power**. They believe they can become more powerful if they deny rights and freedom to other groups of people.

Notes

Activity 1.3c: How to tackle discrimination

Main



30 minutes

The trainer tells the teachers:

“We can see from the previous activities and discussions that discrimination can be like a cycle. Children grow up hearing stereotypes, listening to prejudiced comments and watching discriminatory behaviour among adults. They think this is normal so they do it themselves when they get older. To make our societies fairer for everyone, and to give everyone a chance to live, learn and work happily, healthily and productively, we need to break this cycle. This means everyone needs to say ‘discrimination is not acceptable and I am going to do something to stop it’”.

The trainer asks teachers to look at **Resource 1.2** and then discuss in their groups the ‘Cycle of Discrimination’, thinking about how they can all take action to break the cycle which causes discrimination.

Resource 1.2

Cycle of discrimination diagram

The trainer now gives teachers these instructions:

“Think again about your personal experience of discrimination. In pairs or threes, discuss these questions:

- Did you or someone else manage to tackle the discrimination and make it stop? If so, how? Who helped you?
- If the discrimination was not stopped, what do you think could have been done to stop it – and who could have helped with this?”

After ten minutes the trainer invites volunteers to share their ideas with the whole group regarding how discrimination was stopped or could be stopped. The trainer should show sympathy for whatever the outcome was.

The trainer should write their answers on a flip chart, grouping similar answers together if possible. She/he should use a different colour pen to write a note of who helped to stop the discrimination.

Some examples of possible answers

- Someone powerful (a parent, a teacher, a leader) spoke to the people who were discriminating, and they stopped.
- Several people who were being discriminated against came together and spoke to the people who were carrying out the discrimination, and it stopped.
- We moved away (temporarily or permanently) from the people discriminating against us.
- We reported the discrimination to the police/legal authorities, and they stopped it.
- We spoke up, and the situation got worse.
- Nothing was done to change the situation.

Notes

Activity 1.3d: The human rights basis for inclusive education brainstorm

Main



20 minutes

The trainer should get teachers to think reflectively about human rights, from the starting point of their own lives. She/he asks teachers to brainstorm as a whole group around the following questions:

- What do you think human rights are?
- Think about your own life. Which of your human rights are being upheld? Which do you think are not being upheld?

If the teachers are not sure what a human right is, the trainer may want to give them one or two examples to start them off.

Some examples of human rights you can use to get teachers started

- Right to education
- Right to work
- Right to freedom of expression
- Right to political involvement
- Right to freedom of movement
- Right to rest and leisure time
- Right to legal protection

The trainer writes their answers to the questions on a flipchart.

Notes

Activity 1.3e: Explanation of human rights

Main



10 minutes

The trainer presents the following information to teachers:

“Human rights are legal guarantees that apply across the whole world. They protect individuals and groups against actions (or sometimes the lack of action) that interferes with their freedoms, entitlements and human dignity.

Everyone is a **rights holder** – this means human rights apply to every human. We all have the same rights.

We are also all **duty bearers**. That means we all have a duty to ensure that human rights are being upheld and not violated. Governments have a big role to play in upholding human rights, but so do we as teachers, parents and community members. For instance, as a teacher or parent we have the duty to uphold the right to education for every child.”

Notes

Session 1.4: Teachers' attitudes

Teachers play a central role in inclusive education. To help us achieve inclusive education, teachers need to think and act in an inclusive, learner-friendly way, complementing the other environmental, policy or resource changes that are happening in the education system.

It can often be challenging for teachers to recognise the 'barriers' to inclusion that stem from their own attitudes and practices, so this training focuses strongly on supporting teachers to become more reflective practitioners. This means helping them to become people who question the status quo and who don't simply aspire to 'do what we have always done'. The module on [Including Learners with Additional Needs](#) (p.5) elaborates on the importance of positive teacher attitudes in creating inclusive classrooms and schools.

Activity 1.4a: Card game: learners' opinions about inclusive teachers

Main



30 minutes

This game helps teachers to reflect on what it means to be an inclusive teacher and highlights the importance of listening to learners' views. Card games like this can be adapted and used by teachers in the classroom as an alternative way of discussing topics with learners.

Resource 1.3

'My teacher...' cards

teachers should work in small groups, with each group receiving a set of the cards ([Resource 1.3](#)). The groups need to read the cards, containing quotes from learners around the world, and decide if the teacher being described is an inclusive or a non-inclusive teacher. They should make two piles of cards accordingly. They can make a third pile for 'not sure', if there are some quotes they cannot decide about.

The trainer then facilitates a plenary discussion using one of the following approaches:

- a) Display and read out each quote. Invite teachers to call out their answers – ‘inclusive’, ‘not inclusive’ or ‘not sure’ – and explain (and debate) why they think the teacher is or is not inclusive.
- b) Ask one group to read out all of their answers and invite the other groups to say if they agree/disagree and why.
- c) Put two flipcharts on the wall – ‘inclusive teacher’ and ‘non-inclusive teacher’. The groups stick the cards onto the relevant flipchart, and then look at each other’s answers and debate if there is any disagreement.

Notes

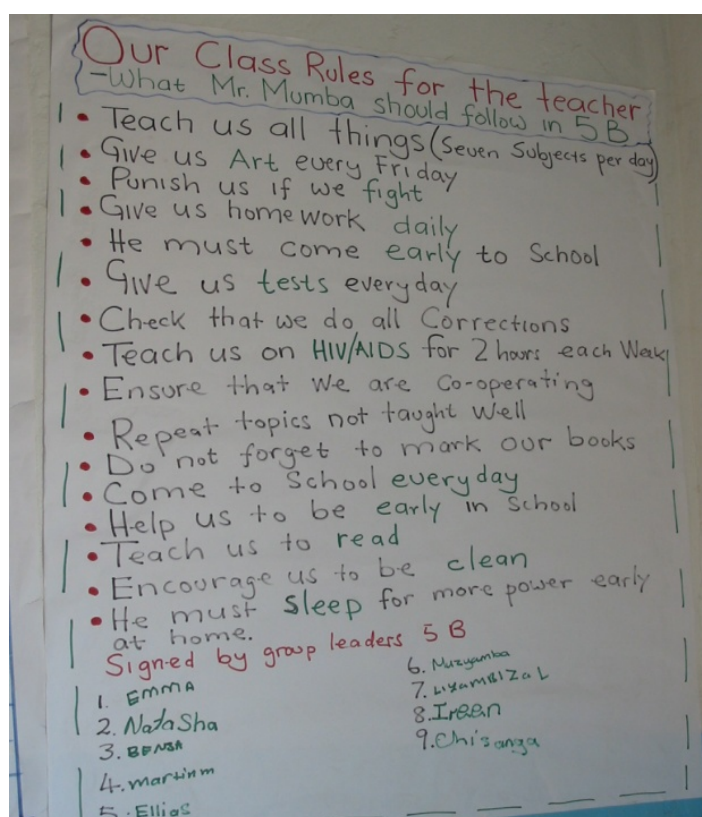
Activity 1.4b: Poster: 'An inclusive teacher should...'

Extra



30 minutes or more

Show the following photo on the screen, with translation if necessary. Explain that some schools ask learners to make posters listing the behaviour they want to see from their teachers in order to feel included and learn better. The photo shows an example of such a 'teacher's checklist' from a primary school in Zambia.



Class rules poster created by learners

[Image description: Photograph showing a poster of a list of rules. Title: 'our class rules for the teacher'. 16 rules are listed and children have signed it.]

Teachers can then be asked to create a poster entitled: 'An inclusive teacher should...'. They should list the attitudes and behaviours they think an inclusive teacher should display – drawing on ideas from the previous card game, from their work experience, and from their own childhoods. They can add pictures to illustrate key points.

The completed posters can then be put on the walls. Teachers should be encouraged to look at them throughout the workshop and to add any new ideas for 'inclusive teacher behaviour' that emerge during subsequent activities.

At the end of the training, the trainer or teachers could create one poster that combines all of the suggestions. This could be copied and shared with teachers so they can display it in their own schools, and then facilitate their own classes to make similar posters from the learners' perspectives.

Below are examples of two posters that focus on good, inclusive teachers.

Notes

Teachers can help everyone learn

"My teacher found out why I was not coming to school, by talking to my parents and the children who live near me"

- Do you know any children or young people (girls and boys) who are not coming to class, but might be able to with help?
- Have the children and young people in your class told you about others who are not coming to school?
- Try to find out why they are not coming (e.g. is there a problem at home, or a problem getting to school, or a problem at school)?
- Can you, or the parents or your colleagues or the children think of ways to help solve these problems?

"My teacher never turns any girl or boy away, and helps parents to enrol their children with disabilities"

- Allow all children and young people into your class – don't turn them away.
- Encourage parents to send their girls and boys with disabilities to school (even if the enrolment date has already passed).
- Encourage parents, other adults or children and young people to help those with disabilities get to and from school.
- Try to find out if the school is safe and accessible. Can all children and young people move around easily to different areas in the school? If not, how could these obstacles be removed or reduced?

"My teacher knows everyone in the class and calls us by our names, so we all feel welcome"

- Think about the children and young people in your class.
- Try to get to know them better and learn their names.
- Make sure you talk to every child at least once every day.
- Try to find out what is happening in their lives – what situations are they dealing with?

"My teacher works with the head teacher to..."

- share experiences and ideas
- collaborate with the community and other education, health and welfare workers outside the school to help solve inclusion challenges.

"We all think that a good teacher..."

- welcomes all children and young people (girls and boys) into their class
- tries to find out who is not coming to school, or joining in lessons, and asks why
- celebrates the achievements and progress of all girls and boys.

"My teachers help each other to solve problems, so that more girls and boys with disabilities can come to school and learn"

- As a teacher you cannot solve all problems at once, and you cannot do everything on your own.
- Choose one problem and try one solution at a time.
- Learn from your experience and share your ideas with others.

"My teacher gives me things to do that I understand, and asks my friends to help me if I am finding something difficult"

- Be friendly and calm, and always smile.
- Speak clearly and use words the children understand.
- Use large, clear handwriting.
- Encourage children and young people to help each other in class and outside class. Tell them they should be proud of themselves, and the teacher will be proud of them, if they help each other.
- Give your class varied activities every day (e.g. reading, drawing, answering questions, solving problems in groups, singing, dancing) so that children and young people with different abilities and interests can take part.
- Don't be afraid to ask other teachers for their ideas on how to help children with disabilities join in your lessons better.

If you want to know more about making your school inclusive, and in particular how to support learners with disabilities, ask this person for ideas:*

.....

Or read these guides:
 INEE Pocket Guide to Supporting Learners with Disabilities
 INEE Pocket Guide to Inclusive Education
 INEE Pocket Guide to Gender

Download this poster from www.ineesite.org. Hard copies can be requested from: materials@ineesite.org or INEE at IRC, 122 East 42nd St. 14th Floor, New York, NY 10168, USA

*this could be someone from an NGO, an experienced teacher or head teacher, etc

INEE
 Inter-Agency Network for Education in Emergencies
 Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
 Rede Inter-institucional para a Educação em Situações de Emergência
 الشبكة المشتركة للتعليم في حالات الطوارئ

This poster provides a summary of simple things all teachers can do to help learners participate and learn.

[Image description: A poster entitled 'Teachers can help everyone learn'. It contains 3 photos of happy, active teachers and learners and 7 boxes of text with ideas for teachers.]



This poster shows the views of learners in Armenia about good teachers. It has been displayed in schools, NGO offices and given to the Ministry of Education:

[Image description: A poster entitled 'Children of Armenia speak out'. It contains 5 photos of learners doing various classroom activities and the text lists the things learners think teachers should and should not do.]

Session 1.5: What is inclusive education?

The learners' quotes in [Resource 1.3](#) gave us some insight into what learners think about inclusive teachers. The reflections on learning styles ([Session 1.2](#)) also helped us to start thinking about the elements that make up inclusive education.

However, every teacher will have a slightly different interpretation of inclusive education, depending on how much they have already read or heard, and depending on their personal and professional backgrounds. This session is designed to help teachers find out more about each other's interpretations and then reach a more shared idea of what inclusive education is. There are several activities within this session.

Activity 1.5a: Drawing: 'What inclusive education means to me'

Main



20 minutes

Working on their own, without discussion, teachers should draw what inclusive education means to them. This can be a picture or a diagram. This should be followed by a plenary discussion. Depending on the time available you can do either of the following:

- a) Invite each teacher to hold up his/her drawing (one at a time) and explain how it illustrates their interpretation of inclusive education.
- b) In small groups, ask teachers to show and discuss their drawings with each other, and then pick their favourite – the one that has the most interesting message, not necessarily the one that is most well drawn. The favourite drawing from each group is then shared and discussed in plenary.

The trainer should use a flip chart to write down the key messages about inclusive education that are mentioned by teachers during the plenary session. The drawings can then be stuck on the wall for viewing and discussion during break times.

The trainer can sum up by explaining that this drawing activity helps to show how we all have different ways of interpreting the concept of inclusive

education. We need to acknowledge these differences if we are to avoid misunderstandings and confusion when working on inclusive education.



Examples of drawings made by teachers in a previous workshop

[Image description: A photograph showing around 25 drawings stick on a wall. The photograph is not clear enough to be able to describe what the drawings are showing.]

Notes

Activity 1.5b: Where is the problem located?

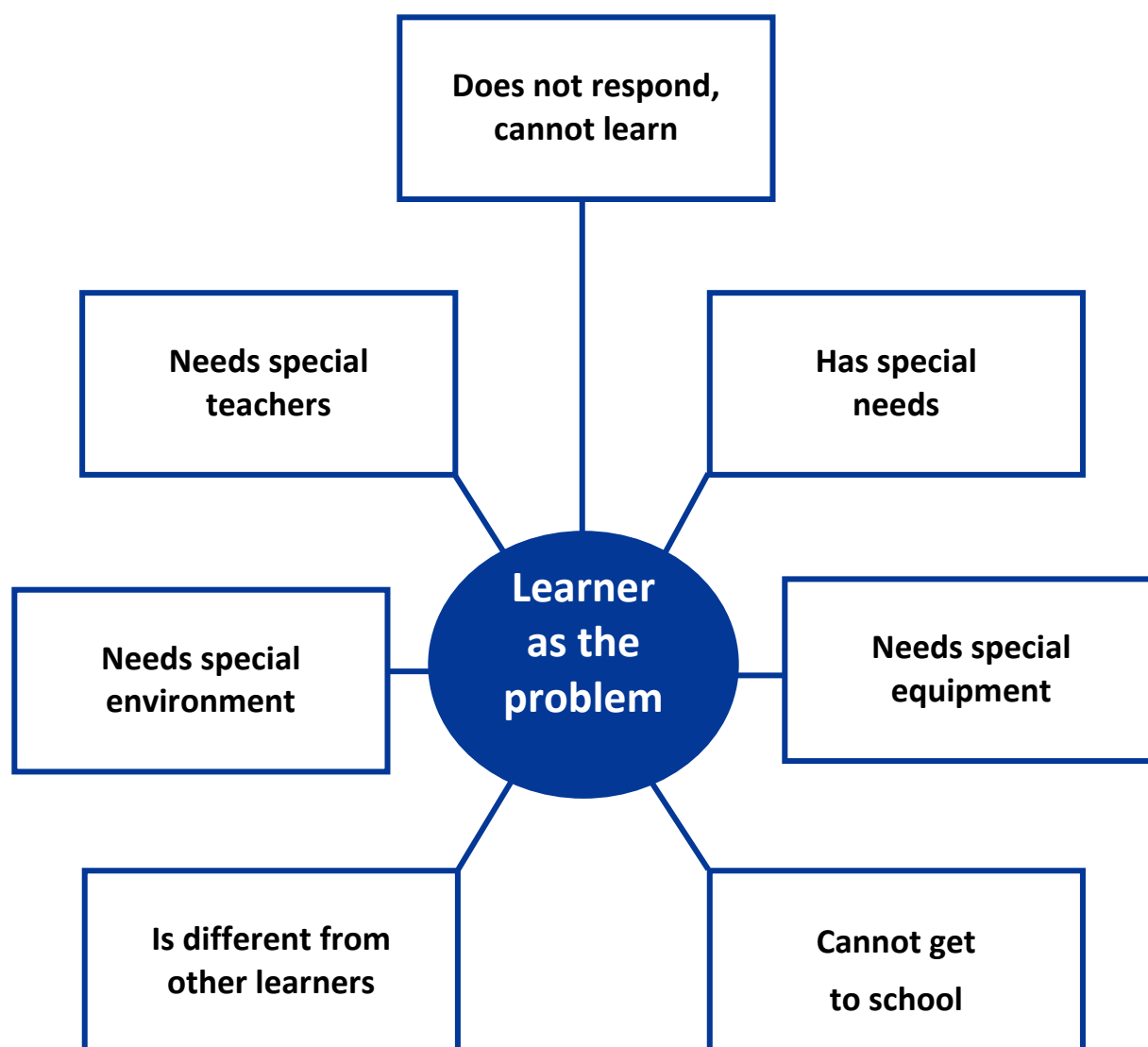
Main



20 minutes

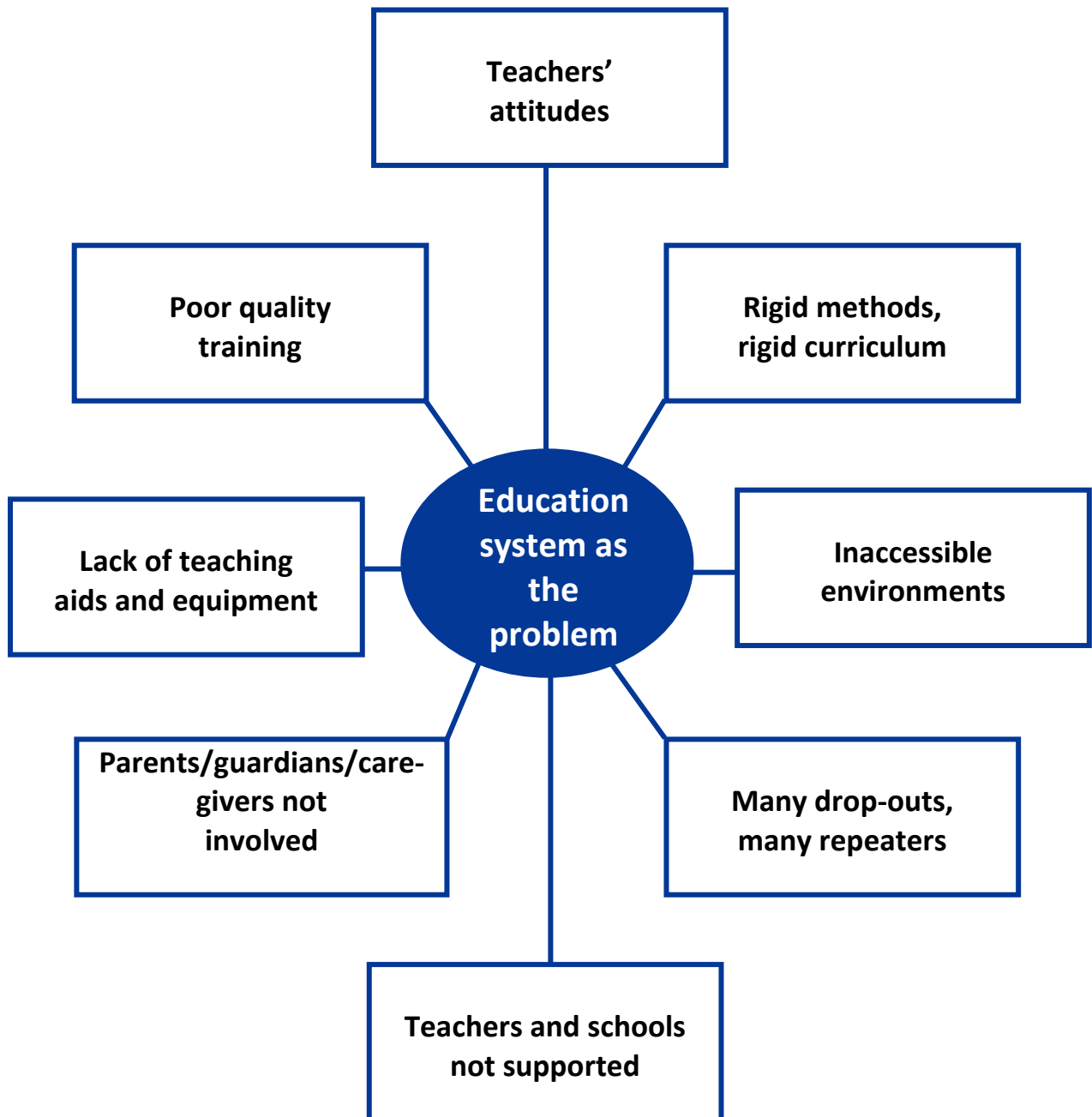
The following diagrams help to explain the different ways in which we can view the exclusion of learners from education. These diagrams can be displayed and explained to teachers. It is helpful if the trainer uses local examples when explaining the issues in each diagram.

The first diagram illustrates how the traditional education system views learners who are different in some way. The learner is viewed as the problem. This leads us to try to create solutions to change the learner, to try to 'cure' her/him, or in some way make her/him fit into the existing system.



Child as the problem

The second diagram illustrates an alternative view. Here the individual learner is not the problem. The education system is the problem because it is not flexible and innovative enough to cope with all sorts of different learners. **The system needs to adapt, not the learner.**



Education system as the problem

The trainer can invite a plenary discussion and questions about these diagrams, encouraging teachers to answer each other's questions as well as expecting answers from the trainer. The trainer should stress that in a truly inclusive approach to education, the learner is never the problem; it is always the system that is the problem. **Activity 1.5b** is intended to help teachers reflect on the common perceptions that exist, in which the learner is viewed as a problem, but this activity **should not** suggest that 'learner is the problem' is a valid or acceptable approach.

The module on **Including Learners with Additional Needs** includes advice and guidance for teachers on including learners with different impairments in the classroom, including complex impairments. This might be a useful reference point for trainers during this discussion if and when queries arise about including *all* learners.

Notes

Activity 1.5c: The social model: defining the problem

Main



30 minutes

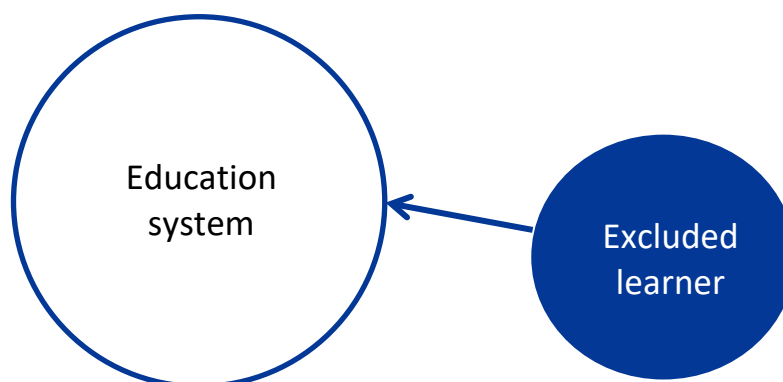
What is a model? A model is an artificial construct to help us better understand real world issues/systems.

The trainer should explain that we need to follow a social model approach when developing inclusive education. The social model helps us to see that the causes of exclusion lie within our society. Society needs to change, not the people who are excluded. Policies and practices that follow individual model approaches often cause or perpetuate exclusion, and may even violate human rights.

This activity will focus on the difference between the 'individual models' (i.e., the medical model and charity model – diagrams 1 and 2) and the 'social model' (diagram 3).

Individual models

'Medical model'
Diagram 1



The excluded learner must be 'fixed' before they can be allowed into the 'regular' education system

[Image description: This diagram shows a circle with 'education system' written inside and a smaller circle nearby with 'excluded learner' written inside. An arrow points from the 'excluded learner' circle to the 'education system' circle.]

The trainer should draw diagram 1 onto a flipchart. In plenary, or working in small groups, teachers are asked to think of examples of education policies and practices (in Zambia or other countries) that might follow this model.

The teachers' answers are written on the flipchart. The tables in [Resource 1.4](#) provide some sample answers to guide the trainer, if needed.

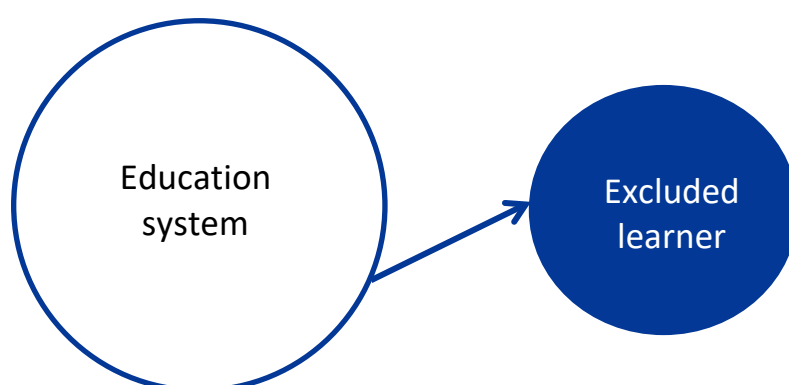
Resource 1.4

The social model

Next the trainer draws diagram 2 on a flipchart and again asks about the policies and practices that might follow this model.

'Charity model'

Diagram 2



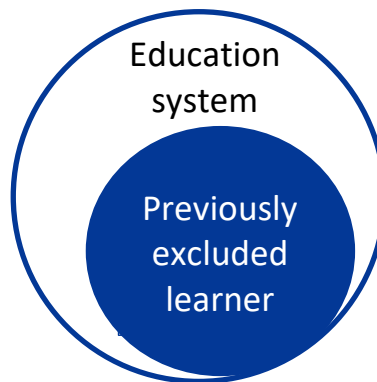
Activities help the excluded learner, but they remain outside the 'regular' system
[Image description: This diagram shows a circle with 'education system' written inside and a smaller circle nearby with 'excluded learner' written inside. An arrow points from the 'education system' circle to the 'excluded learner' circle.]

The social model

Finally diagram 3 is drawn, and teachers reflect on the sorts of policies and practices that follow this model.

‘Social model’

Diagram 3



The education system becomes flexible and adapts to accommodate **all** learners

[Image description: This diagram shows a large circle with ‘education system’ written inside and a smaller circle inside the bigger circle with ‘previously excluded learner’ written inside it.]

The trainer should highlight the differences in policy and practice responses that are created under the individual models and the social model. **Under the individual models** we tend to perceive the learner as the problem – the learner needs to change or she/he needs charitable help separate from the support that other learners receive – and this affects the kinds of education solutions we create. **Under the social model**, we understand that the system needs to change so that it can accommodate all learners, and this leads to a different and much more inclusive set of education solutions.

Further, the trainer should remind teachers that some of the policies and practices that follow the ‘individual models’ may even violate human rights.

Activity 1.5d: The difference between special, integrated and inclusive education – presentation and discussion

Main



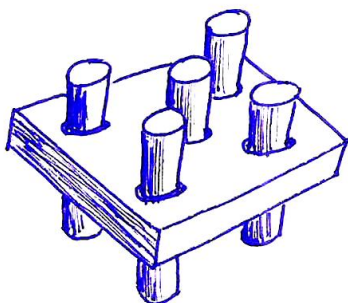
20 minutes

The trainer should explain that ‘inclusive education’ is a term that is used to describe lots of different education work – some of which is not necessarily inclusive. We all need to think about whether what we are **doing** matches what we are **saying**. This means reminding ourselves of the difference between special education, integrated education and inclusive education.

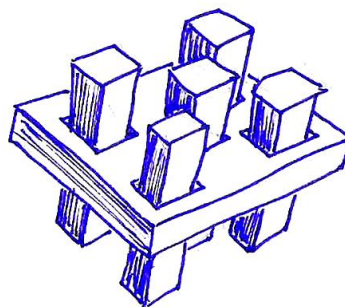
The following diagrams – which illustrate the difference – should be displayed and explained, with time for debate and questions.

Special education

There is an education system for ‘regular’ learners (round pegs); and a different system for ‘special needs’ learners (square pegs).



‘Regular’ school

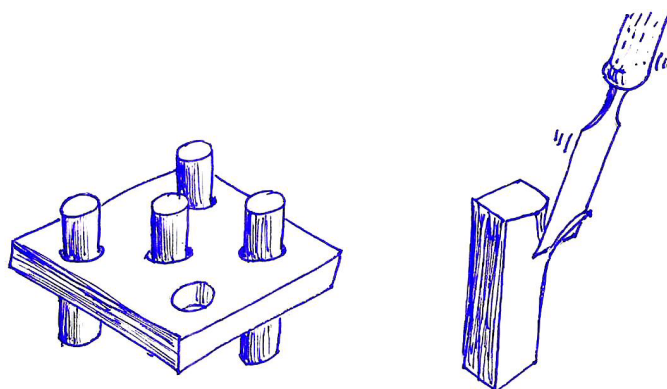


Special school

[Image description: This diagram shows a plank of wood with round holes in it and round pegs passing through the holes. This represents the regular school. Another plank of wood has square holes in it with square pegs passing through the holes. This represents the special school. The pegs represent learners.]

Integrated education

Here people are trying to change children so they fit into the so-called 'regular' system (making square pegs fit into round holes). The education system and teaching and learning practices stay the same. So the child must adapt or fail.

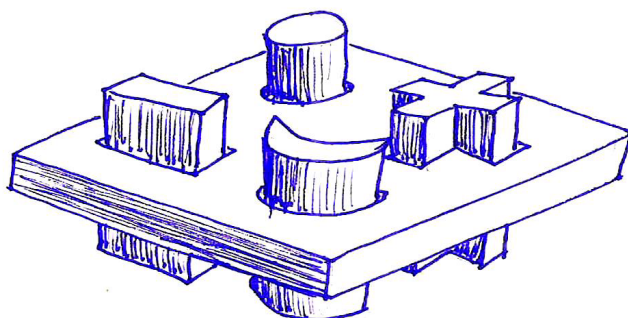


Integrated school

[Image description: This diagram shows a plank of wood with round pegs passing through round holes. One peg is missing. Next to it a square peg which represents a special school learner. This peg is being chiselled into the round peg shape so that it can be put into the round hole in the plank of wood. This diagram represents an integrated school.]

Inclusive education

Here, all learners are different and all can learn in the school to the best of their abilities. The education system is changed to accommodate all learners. The system overcomes its barriers to learning and participation, whether it is because of attitudes, poor environmental conditions, inappropriate policies and practices, or the lack of resources.



Inclusive school

[Image description: This diagram shows a plank of wood with different shaped holes in it and different shaped pegs passing through the holes. It represents an inclusive school, where all learners learn together.]

Activity 1.5e: Case studies: Is this inclusive education? Group work

Main



20-30 minutes

Teachers should be given the following hand-out (without the answers).

Resource 1.5

'Is this inclusive education?' case studies

In small groups they should read and discuss each case study and decide if each case study shows exclusion, special education, integrated education or inclusive education. They should explain their reasons.

The trainer should then facilitate plenary feedback, either by displaying or reading out each case study in turn and inviting discussion; or by asking each group in turn to explain their answer for one case study and inviting responses from the other groups.

It is important that the trainer understands that for some of the case studies there may not be a single correct answer. If teachers provide a logical and well-argued answer, which does not exactly match the answer provided in **Resource 1.5**, but which is not totally wrong either, the trainer should not tell them they are wrong. Instead the trainer should present their own answer and ask teachers to discuss whether they agree with it (and why/why not).

The aim of this activity is to help check teachers' understanding and not to give them a formal test!

Notes

Activity 1.5f: Case studies: Is this inclusive education? Individual reflection and discussion

Extra



45-60 minutes

Working on their own, teachers should write a short case study about an example of exclusion, integration or inclusion they know about (e.g., something they experienced as a learner at school, or an example from a project they have worked on). They should not state explicitly whether the story is an example of inclusion or not.

After the writing has been finished, teachers should work in small groups. Each person should read out their case study and the other group members decide if it is an example of exclusion, special education, integration or inclusion, and say why. Group members can ask questions if they need more information before deciding. If there is disagreement, then they should debate their different interpretations of the story.

After discussing all the stories, teachers should choose one story from their group which they read out for the other groups to think about and discuss in plenary – do they think it is an example of exclusion, special education, integration or inclusion?

The trainer should keep a record of the case studies, as some of the best ones could be used in future workshops.

Notes

Session 1.6: Barriers to inclusion in education

Every school, community and country is unique, and has its own set of reasons why learners cannot access school, or have a good educational experience when they are at school. When we view inclusive education from a social perspective, we are looking at the causes of exclusion within the society and education system. For instance, we say that it is not the fault of the learner who uses a wheelchair that she cannot access the school building, it is the fault of the school building designers for not creating an accessible building.

To understand in more detail the reasons why some learners do not attend or join in at school we need to analyse the barriers (obstacles) getting in their way. This session will help teachers to understand what a barrier to inclusion is, what sorts of things can be barriers and how these barriers affect learners. This is a key step before we then start trying to work out how to solve these barriers and include more learners.

Activity 1.6a: What do we mean by barriers to inclusion?

Main



20 minutes

The trainer should explain that when developing more inclusive, quality and learner-friendly education, we need to have a clear idea of what challenges (or barriers) we are facing, so that we can find appropriate solutions that suit the context.

Barriers are not always recognisable, they cover a wide range of issues, and different people may perceive or prioritise different barriers to inclusion within the same situation. As we have already discussed, we also need to think about these barriers from a social perspective – i.e., think about the problems in the society and/or education system that cause learners to be excluded.

The trainer can ask the teachers to brainstorm the types of barriers to education that they have experienced. She/he should try to group the examples under the five headings below.

The following text should then be shown on the screen or written on a flip chart, blackboard or whiteboard.

There are different **types** of barriers

- **Environmental barriers.** These may include school buildings, surroundings and toilets which are not accessible or are unsafe, sub-standard or dangerous. It also may include the way to and from school being unsafe.
- **Attitude barriers.** These may include: negative attitudes towards diversity and the stereotyping of difference that can lead to low expectations which distort teachers' assessment of learners' needs and potential and quash aspiration; inappropriate communication; undervaluing the resources children and their parents/guardians/care-givers bring to school; and failure to involve and recruit the participation of parents/guardians/care-givers and the wider community.
- **Policy barriers.** These may include inflexible learning structures and timetables; a narrow curriculum with little relevance to the learner's experiences or their preparation for the world of work; inadequate policies and legislation that fail to address the educational disadvantages experienced by low-income families.
- **Practice barriers.** These may include inadequately or inappropriately trained education leaders and teachers; lack of awareness of effective teaching methodologies; lack of awareness of effective strategies to support curriculum access and language-acquisition of learners who are learning the dominant language medium as an additional language.
- **Resource barriers.** These may include a shortage of teachers; large classes; inappropriate and inadequate support services, including of those that can offer language or learning support.

The following text suggests explanations the trainer may want to use:

“When we think about barriers to inclusion, often we immediately think about physical barriers, such as stairs and a lack of ramps. However, the biggest barriers to the inclusion of everyone in education may not always be physical – they may be caused by negative attitudes, or by government or school policies that are discriminatory, or by teaching practices that are not of high quality, or by a lack of human and material resources. Some barriers require us to spend money to solve them (like building a ramp or printing accessible books). However, many barriers can be overcome without a huge investment of money, but instead by more carefully using the money that is already available.

When we are thinking about barriers to inclusion, we need to be as specific as possible, so that we can find specific and appropriate solutions that will work. For instance, when looking at teaching practices we might say that ‘poor teaching practice is a barrier to inclusion in my school’. This is a very generalised view of the problem – it does not tell us what is wrong with the teaching practice; why is it so poor? This would not give us much information on which to base our ideas for solving the problem. We would need to think more specifically. For instance, teachers’ poor practice may be associated with the fact that they just stand in front of the class and write on the blackboard but never interact with the learners and do not allow learners to speak.

When we are thinking about solutions to inclusion barriers we also need to be specific. We could say that to improve teaching practices we need to ‘sensitise teachers’ – but this is vague; what would actually be involved in this task? To be more specific with the solution we could, for instance, suggest that there needs to be a project that works with the local teacher training college to develop an in-service teacher training programme about active learning methods and techniques for enabling learner participation in class.”

Notes

Activity 1.6b: Using photographs to reflect on inclusive education

Main



30-45 minutes

Photographs can be a great way for trainers to stimulate teachers to think about and discuss inclusion issues, and to reflect on their own experiences and ideas. This is called photo elicitation. Below are two possible photo elicitation activities that could be used at this point in the training.

The trainer needs to prepare by finding 10-15 photos that show all sorts of issues relating to education, such as:

- what happens inside the classroom,
- what happens outside the classroom,
- what happens outside, but near to, school,
- learners interacting with other learners, teachers and/or other people,
- teachers interacting with other teachers or parents/guardians/care-givers,
- different aspects of the physical environment in and around school,
- different learners (girls, boys, learners with and without disabilities, etc.),
- different cultural and economic situations, perhaps photos from different countries or different regions within the country.

Where to find suitable photos:

- photos taken in your own school(s), ideally by teachers, learners, parents/guardians/care-givers, etc.,
- cut out or photocopy them from newspapers, magazines or books,
- share photos with colleagues who work in other schools, and
- find and download images from the internet.

Alternatively, [Resource 1.6](#) contains a selection of photos from around the world in case the trainer cannot find local photos to use.

Photo elicitation activity – option 1

Small groups of teachers are given a set of photos. Every group should be given the same pictures. They should look at and discuss the photos in their groups and make 2 piles of photos: one for images that seem to show inclusive education, and one for images that seem to show non-inclusive education. It does not matter if there is disagreement – there is no right or wrong answer.

Photo elicitation activity – option 2

Again, working in small groups with their sets of photos, teachers should be asked to identify at least one barrier to inclusion in each photo. This could be an environmental, policy, attitude, practice or resource barrier or a combination. They should also look for examples of inclusive solutions within the photos. Again, disagreement is OK as there is no right or wrong answer.

Feeding back on photo elicitation activities

The trainer should facilitate plenary feedback on the photo activities, using one of the following approaches:

- a)** Show each photo on screen and invite teachers to call out their answers.
- b)** Invite different groups to present their answers for different photos and then allow other groups to comment, disagree and discuss.
- c)** Ask teachers to categorise their photos by sticking them onto flip charts on the wall (under relevant headings, for instance under the headings of inclusive/not inclusive; or under headings for each type of barrier), and then gather around the flip charts to discuss each other's opinions.

The trainer may want to sum up by explaining how this activity shows that everyone has different interpretations of a situation. Learners, teachers, parents/guardians/care-givers, etc., may all interpret the same situation in a different way, leading to different ideas about what the barriers and solutions are. Allowing learners to take pictures of their experiences of being included/excluded often produces very different conclusions to what adults think is 'right' for learners.

Activity 1.6c: Role-play: ensuring presence, participation and achievement

Extra



45-60 minutes

The trainer should start by explaining that inclusive education is often thought about in terms of getting learners **into school**, i.e., making sure they are **present** in school. However, we also need to ensure that learners are **participating** in lessons and school life, and that they are **achieving** something (academically and/or socially) as a result of coming to school.

Teachers should form small groups of 4-6 people and the trainer should allocate the following 3 different tasks among the groups:

- a) Create a short role-play that illustrates ‘presence in class/school’ (without participation or achievement).
- b) Create a short role-play that illustrates ‘presence and participation in class/school’ (without achievement).
- c) Create a short role-play that illustrates ‘presence, participation and achievement in class/school’.

Each group should be given their task secretly on a piece of paper, and they must not tell other groups which task they have been given.

The trainer should tell the groups that they are working on role-plays that illustrate this statement “Education will not be inclusive unless we focus on presence, participation and achievement”. Each group needs to plan their allocated role-play, but keep the content secret from other groups. Having access to more than one training room can be useful here!

After preparing their role-plays for about 10 minutes, the trainer should tell everyone what the three different tasks are. Each group then performs their role-play, and the rest of the teachers need to work out which of the three role-plays they have just seen (i.e., is the role-play showing only presence; or presence and participation; or presence, participation and achievement). If time is short, ensure that at least one of each type of role-play is performed. A plenary discussion can then follow, allowing teachers to discuss key points and ask questions.

If required, remind teachers that the module on [Including Learners with Additional Needs](#) provides hints and tips to support the presence, participation and achievement of all learners with additional needs.

Activity 1.6d: Who is affected by the barriers to inclusion and how are they affected?

Extra



20-30 minutes

The trainer should explain that barriers to inclusion are not unique to only one group. For instance, an inflexible school timetable may affect learners who walk a long distance to/from school, as well as those who have to do a lot of household chores before school, those who have to work on farms during harvest season, or those who get tired very easily because of a disability or a health condition. It is therefore vital to think about **who** is affected by each barrier, and **how** they are affected.

The teachers are then asked to look again at the photo sets and to think not just about the barriers we might see in the photos but also about who is affected by those barriers. They should make a list of barriers and who might be affected by each one.

The trainer should then facilitate a discussion about what the photos might be telling us about learners' presence, participation and achievement (e.g., how might a particular barrier prevent learners from attending school or participating in class, or how might a good practice shown in the photo be helping learners to achieve?).

Notes

Session 1.7: Using action research in the development of inclusive education

Every school, community and country has a unique set of challenges and strengths in education, requiring a unique set of responses. Teachers, therefore, cannot simply rely on ‘experts’ from elsewhere to tell them how to make their school more inclusive. Teachers – along with the learners, parents/guardians/care-givers and other members of the school community – need to be experts in their own situation. They need to be able to investigate what is happening in their school and community, and identify barriers to inclusion that need tackling, or inclusion solutions that need expanding. And then – with the help of others – start taking relevant action.

Action research is very useful for this. It helps stakeholders to look at their situation, analyse the problems, suggest solutions and take action. In this session teachers will reflect on how we solve problems, and will learn the basics of what an action research cycle is. They will also practise some activities that could form an action research initiative in their own schools and communities.

Activity 1.7a: How do we solve problems?

Extra



15-20 minutes

While this activity can be a useful starting point for discussing action research, if there is not time for it then the trainer can simply convey some of the key messages during the rest of the [Session 1.7](#) activities.

Teachers should work in small groups and pretend to be villagers on a small, remote island. They have just found a radio under a tree. It is still in its original box. They have never seen or heard of a radio before and do not know what it does. How will they work out what it is, and how to use it?

After a few minutes, the trainer facilitates plenary feedback about each group’s strategies for learning about the radio and writes their answers on a flip chart. If possible, the trainer can also highlight (or invite teachers to say) which of their answers fit into these three categories:

- problem-solving strategies that involve **looking at the problem, investigating and researching**
- problem-solving strategies that involve **analysis of the problem, discussion with others, etc.**
- problem-solving strategies that involve **taking action, experimenting with ideas, etc.**

Notes

Activity 1.7b: What is action research?

Main



30-40 minutes

The trainer should explain that in everyday life, if we have a problem, we look at what is happening and gather information about it – what is the problem, where has it come from? We start analysing the problem, often by talking with other people – what is happening, what could we do about it? Then we decide to take some action, to see if we can solve the problem or at least reduce it or stop it getting worse. This is very similar to the process we need to use to solve inclusive education problems. We need to look at the problems, the barriers – the obstacles – to inclusion. We have to analyse them and discuss them with other people, and then we have to experiment with some possible solutions. This is called action research.

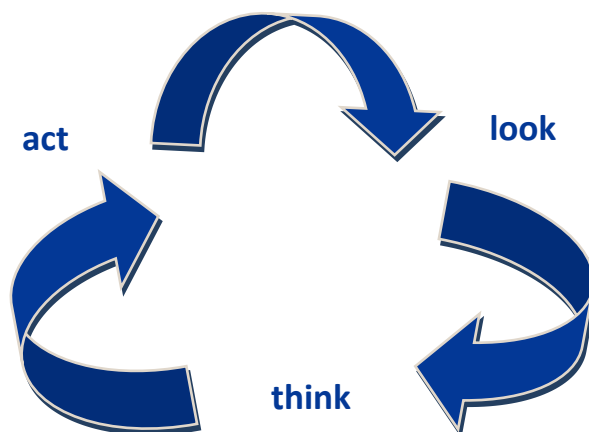
The difference between traditional research and action research

In plenary, the trainer should facilitate a brainstorm on the differences between traditional research and action research. The following list can be useful to guide the trainer and fill any gaps.

Traditional research	Action research
A hypothesis is posed by the researcher and a literature review is carried out.	There is not a pre-determined hypothesis, the topic of the research is decided by the subjects of the research.
The research is done usually by an 'outsider', and those who are being researched are passive subjects.	The research is done by the stakeholders themselves, as 'insiders', usually as a team. Any 'outsiders' who are involved act as critical friends or facilitators.
Activities and tools are prepared to 'extract' or 'capture' information from the research subjects.	A range of activities are used to enable stakeholders to speak out and reflect on their own experiences and ideas, and to document these for their own use.

Traditional research	Action research
Usually academics, NGOs and/or a restricted number of stakeholders read the findings. The research 'subjects' may never see the results of the research in a format that is accessible to them.	Information about the process and findings is recorded by the stakeholders, for their own use in solving a problem or developing an idea, but may also be prepared for external readers.
The research process is linear, with a specific start and end point.	The research is a cyclical process of investigation, analysis and action, which continues indefinitely, as reflections and further changes are made at the end of each cycle.

The 'look-think-act' cycle



Action research cycle

[Image description: This diagram shows three curved arrows indicating a circle. There are three words – look, think and act – at points around the circle. The arrows flow from look to think, from think to act, and from act to look.]

The following information can be presented. You may also want to give it to teachers on a hand-out as there is quite a lot of detail.

One way of describing action research is the 'look-think-act cycle'. In a school or community, stakeholders can come together as a team to investigate and solve problems; or individual people can do action research into their own situations. Team-based action research can often be better, as the researchers have other people to share ideas with, and to encourage and motivate them if things get difficult.

Look

To find out what the problem is we need to look closely at the situation (the environment, people's attitudes and practices, the policies and resources). There are many different looking and observing activities that can be used to help stakeholders look at a situation with 'fresh eyes'.

Examples of looking activities:

- talking and listening,
- focus groups,
- one-to-one interviews, and
- informal discussions.

These should be done with key informants (e.g., learners, teachers, parents/guardians/care-givers, community members, etc.). These are key people from within the stakeholders that the researcher or research team identifies as being invaluable in the process of overcoming the identified barriers.

Examples of observing activities:

- watching and recording,
- video,
- photography, and
- reflective diary.

For example, to find out learners' ideas or experiences about their school, the researchers could facilitate them to make a video or compile a photographic album with their peers, friendship groups, community groups, etc.

Think

Once information has been collected about a situation, it needs to be thought about in more detail. For instance, we need to ask why, how, who, when. We need to analyse the information, ideally by sharing it with other people and helping them to think about it. Thinking about and analysing information can seem difficult or boring to people who have not been involved in action research before. Therefore, there are various user-friendly activities we can do to help people engage in a thinking and analysing process.

Thinking activities can be divided into three types:

- drawing,
- performing, and
- writing/reading.

Drawing activities include:

- **mind maps** – capturing thoughts on paper, but instead of using a plain list, this is a diagram which shows how different ideas link together,
- **mountain diagrams** – these help people to think about their goal (the ‘top of the mountain’) and the problems and solutions they have encountered or will encounter on their journey to the top,
- **recording daily activities** – this can be done as a drawing or daily timeline, to help people think in more depth about what happens, when, why, etc.,
- **timelines** – these can help capture thoughts about what has happened over a longer period of time, and often help to document stakeholders’ analyses of what was positive and negative,
- **flow diagrams/networking diagrams** – these can help stakeholders to reflect on how events, organisations or people are connected, and how/why this plays a role in a particular problem or solution.

Resource 1.7

Examples of action research drawing activities

Performing activities include:

- **drama and role-play** – this can be an exciting way of presenting and encouraging analysis about a topic, for both the audience and the performers,
- **poetry** – creative messages can be presented in a way that encourages people to listen and think,
- **music** – this can be a fun (and very memorable) way of sharing ideas or experiences with others,
- **puppets** – passing on information using puppets can help stakeholders who perhaps do not have the confidence to present their message directly, face-to-face with their audience.

Writing or reading activities include:

- **diaries** – these can help us to make a regular record of what has happened, when, why – and what we think about this,
- **case studies of individual learners and stories about experiences** – the process of documenting a case study or story can help us to think again, in a fresh way, about what happened and why,
- **reading** (e.g., policy documents, lessons plans, records about individual learners, records of parent-teacher and community meetings, etc.). Reading, as well as giving us direct information about a subject, can stimulate thought processes and memories about issues related to what we are reading about.

Act

The actions that follow the **Looking** and **Thinking** stages will be different in every situation, depending on what challenges and opportunities were observed, and what ideas and suggestions resulted from the **Thinking** stage. Once action has begun there may come a time to review and so begin the action research cycle again.

The above is quite a long presentation. Therefore, to avoid teachers getting bored, try to invite some active participation during the presentation. For instance, you could ask teachers to suggest other possible looking, observing and thinking activities in addition to those you have told them about. Depending on your teachers (and your awareness of their existing experiences), you may also find it appropriate to ask them to share any experiences they have of doing similar activities already – what did they do, with whom, why and with what results?

Activity 1.7c: ‘Thinking’ action research activity: Drawing

Main



The time needed varies depending on which diagram(s) you ask teachers to do

This activity gives teachers a chance to practise one or more of the drawing tools that can be used to help stakeholders capture information about, think about and analyse a situation in more depth – so that inclusion barriers can be identified and solved.

The trainer should explain that the drawing activity/activities in this session can all also be used with your colleagues, with learners, parents/guardians/care-givers, etc., to help them work together to investigate and solve barriers to inclusion. Teachers need to think about how they could use the drawing activity/activities to help them work with other people on inclusive education.

Mountain diagram

The trainer needs to decide:

- **Will you tell teachers what their goal is** (e.g., “the goal is to achieve quality education for all learners in our community”); or will you let them choose their own goal to put at the top of the mountain? Your decision may depend on whether you want all groups to work on exactly the same task, or whether you feel it more appropriate to let them start working on analysing a real-life issue that is high priority for them.
- **How will you group teachers?** Ideally, in a group you need teachers who share similar experiences (e.g., all from the same school or community) but who also can bring different perspectives to the discussion (e.g., a mix of teachers from different grades, other staff etc.).
- Will you ask teachers to document the barriers and solutions **they think they will encounter** in trying to reach the goal; or the barriers and solutions **they have already encountered**; or both?

Show an example of a mountain diagram.

Resource 1.7

Examples of action research drawing activities

The trainer should explain that mountain diagrams can help a group of people to come together and discuss, document (visually), and analyse their various perspectives on a particular situation.

In small groups teachers should be asked to draw a mountain diagram, ensuring that everyone contributes to the process in some way. At the top is their goal, what they want to achieve. On the mountain they will draw the barriers they have encountered or will encounter in reaching this goal, and the solutions they could try or have tried to overcome these barriers. Barriers can be represented in any way the teachers like. For example, some people might draw a train track with breaks in it or a path with big rocks blocking the way, or those who are artistic might draw a picture of the actual barrier.



Teachers in Zambia discussing a mountain diagram

[Image description: A flipchart sheet with a mountain diagram on it hangs on the wall. A woman is standing by and pointing at the diagram. Three men are sitting near her looking at the diagram.]

After the allocated time, the trainer should facilitate plenary feedback, using one of the ideas below:

a) Carousel/gallery walk

Stick all of the mountain diagrams on the wall in different parts of the room.

There are two ways to organise the carousel activity:

- **Simple:** from each group, one person is nominated as the spokesperson. They stand next to their group's mountain diagram, ready to explain it and answer questions. Each group goes to look at a mountain (not their own) and discusses it with the spokesperson. New thoughts/solutions can be recorded on the existing diagram, on post-its that the teachers carry with them, or on additional flipchart paper. They do this for 5 to 10 minutes and then move on to the next mountain, repeating this until all mountains have been visited. This method is simpler to organise, but one person from each group misses out on viewing and listening to the details of the other mountains.
- **Complex:** make new groups. The new groups contain one representative from each of the old groups. For instance, new group A contains one person from old group 1, 2, 3, 4, etc.; new group B contains one person from old group 1, 2, 3, 4, and so on. Each new group visits a mountain. The person in the group who helped to create that mountain acts as spokesperson. After 5 minutes the groups move to the next mountain and repeat this until they have visited all of the mountains.

Depending on the amount of time available you may also want to facilitate a brief plenary discussion after the carousel has finished.

b) Doubling-up groups

Bring groups together to form super-groups (e.g., groups 1 and 2 join together, groups 3 and 4 join, and so on). The members of each super-group share and discuss their two mountain diagrams. If there is time, you can also facilitate some plenary feedback or discussions with the whole group.

c) 'Press conference'

Display one of the mountains. The people who created the mountain stand or sit in front of it. The rest of the teachers sit facing them, pretending to be journalists, and have to ask probing questions to find out about the mountain diagram. The people who created it are not allowed to give a presentation;

they are only allowed to answer the questions from the 'journalists'. After a certain amount of time, the next mountain is displayed, and the process of questioning its creators is repeated. If there are a lot of teachers you may want to split them into two press conferences running simultaneously (in different rooms or at opposite ends of a big room).

Timeline

Teachers need to work in pairs or small groups of people who share a similar experience (e.g., work in the same school, or are involved in the same project).

Show an example of a timeline.

Resource 1.7

Examples of action research drawing activities

The trainer should explain that a timeline helps us to record key events over a period of time – for instance it might record what has happened in the last year, or during the period of a project. The timeline runs through the middle of the page, but it can be used to show the 'ups and downs' of the chosen period. Above this line, you record positive events that helped you to achieve your goals or fulfil your dreams, with a rough indication of when this was. Below the line you record negative events, new problems that arose, anything that has held you back from achieving your goals or dreams. You can use words and drawings to show the positive and negative events.

In their pairs/groups, teachers should choose a specific timeframe they want to analyse. For instance, this might be the period since they first started to introduce inclusion to their school, or the period since they received some project funding or since a new head teacher joined your school, or simply the last 12 months. They should discuss the key things that have happened in that period and decide where they want to put them on the timeline. The pairs/groups can then give feedback to each other, using the feedback options a, b or c listed above.

Network diagram

Teachers need to work in pairs or groups of people with similar experiences. Show on screen the two examples of a network diagram (one simple, one detailed).

The trainer needs to explain that network or support diagrams help us to show the connections we have and who gives help or receives help. This can be useful when we are trying to solve barriers to inclusion. The diagram can show us where we could go, or already go, for help and information, and where we have gaps and need to find new partners to help with specific problems. The diagram can also show us the people or organisations that we can share our experiences with, and generally make us feel less isolated in our work.

In their pairs/groups, teachers need to think about their own school or organisation and make a diagram showing:

- the people/organisations that already give you help with inclusion problems or queries,
- the people/organisations that could maybe give you help with inclusion problems or queries, if you ask them,
- the people/organisations that you already, or could, give help to, based on the knowledge and experience you already have about inclusion,
- any other connections that you think could or do play a significant role in helping you to learn more, or do more, about inclusive education.

They can then give plenary feedback (see above for options).

Notes

Session 1.8: What have we learned?

This session is designed to allow teachers to reflect on the workshop, what they have experienced, and what knowledge and understanding 'gaps' still need to be addressed.

This session will focus on:

- What has been learned so far?
- What concerns do teachers still have?

Activity 1.8a: Revisiting the River of Life

Main



30-45 minutes

The trainer asks teachers to discuss in groups for a few minutes to remind themselves of the content of the workshop so far. They should also look again at the River of Life poster, thinking about the post-its they put onto the river. Working individually, teachers should make drawings or diagrams or write statements to show what they have learned from this training.

They can share their drawings with other teachers in their group. They should explain why this was a particularly important learning point or memorable moment for them.

The drawings and statements should be stuck near the 'end of workshop' section of the river. If possible, they should draw a line (or use a piece of string) between the learning they have achieved and the questions they had hoped the training would answer (or learning outcomes they had hoped for) at the beginning of the River of Life. They could use a thick line to show a solid learning achievement, and a dotted line to show where they have learned but some uncertainty remains.

A plenary discussion can be facilitated after all the responses have been added to the River of Life poster. The trainer explains to teachers that the workshop will conclude with a review of the main learning, and a look towards the next steps.

Session 1.9: Exchanging experiences – appreciative inquiry

This session will help teachers reflect on and share the experiences they already have in relation to inclusive education. Even if they do not already have a lot of direct experience in inclusive education, it can help them to recognise and use other experiences that could be relevant, such as experiences gained during their own time at school, or in the community, or when doing sports or social activities, etc.

Appreciative inquiry is an action research-style approach which helps us to focus on positive aspects of our lives or work, rather than only focusing on the problems. It encourages us to see the strengths and opportunities, rather than only seeing the challenges and weaknesses, and to think about how to build on the good things that are already there. Appreciative inquiry assumes that every situation has positive aspects that can be investigated and used as a basis for developing more positives.

Activity 1.9a: ‘Consultancy circles’

Main



40-60 minutes

Teachers should work in small groups (e.g., 4 people per group). Each person should think about a challenge they are facing with moving forward with, or sustaining, their inclusive education work. The first person spends 2-3 minutes sharing their challenge with their group members. The group members then act as a consultancy group, giving feedback on the challenge, suggesting solutions, useful contact people/organisations, and sharing their own experiences of dealing with a similar situation, and how to turn the challenge into an opportunity. This should take about 10 minutes. Finally, the group identifies key lessons learned from this case study and the advice given (2-3 minutes).

The trainer must stress to teachers that the group members giving advice must be positive and solution-focused and not just offer sympathy.

This process is repeated until everyone in the group has shared their challenge and received advice. The trainer should then facilitate a plenary discussion to share the key lessons learned, focusing on how to turn a challenge or problem into an opportunity or solution.



A group of teachers during a consultancy circle activity in Zambia

[Image description: 4 women and a man are sitting on chairs in a circle. They are outside, under some trees. One woman appears to be talking as she is gesturing with her hands. The others are looking at (listening to) her.]

Notes

Activity 1.9b: Positive peer support

Extra



20-30 minutes

This activity offers a slightly different version of the ‘consultancy circles’ activity. This peer support method may be useful for teachers to practice so that they can use it after the workshop with their other colleagues.

Teachers should work in pairs. The trainer should give them these instructions (verbally and on a hand-out):

“One person in the pair will tell a story of personal experience about developing or supporting inclusion (in education or in the community). Tell the story truthfully, including the positives and negatives. Take a maximum of 5-10 minutes to tell the story.

While the person is speaking, their listening partner keeps quiet, but writes notes. However, they are not taking notes like a transcript or minutes of a meeting. They should write down just key words and phrases that come to mind when listening to the story. These should be written in two columns: strengths/positives and weaknesses/negatives.

The key words or phrases that the listener writes down need to describe or summarise the skills and experiences (or lack of) that the speaker is telling them about. For example, they might note that the speaker’s story suggests the speaker has a strong commitment to human rights, and good skills with talking to parents/guardians/care-givers; but maybe lacks confidence when writing reports, and seems to lack knowledge about the national education policies.

When the story has finished, the listener goes through their notes with the speaker. They explain the positive strengths, skills and experiences that the speaker has demonstrated through their story. The listener also explains the weaknesses that the story suggests the speaker may have. This is done in a positive way, however. The listener can only mention a weakness if they offer positive and practical suggestions for how the speaker can address this (e.g., actions they can take to improve the way they interact with parents/guardians/care-givers, or where they could find out more information about national policies).

When this feedback has finished (10 minutes), the two people swap roles.”

When the pairs have finished, the trainer may facilitate a plenary discussion about the key lessons shared, and reflections on the methodology and how it could be used for teachers to help their colleagues with tackling inclusion challenges.

Notes

Session 1.10: teachers' learning review

This session allows teachers to reflect on the workshop's activities and begin to plan for their own training sessions and what they will do next in their settings.

This session will focus on:

- a review their teachers' learning during the workshop,
- forward planning.

Activity 1.10a: Next steps – a final visit to the River of Life

Main



30-45 minutes

To complete the River of Life, the final activity will enable teachers to focus on their vision for inclusive education and for the training of trainers.

Teachers should create a collage of images – using pictures they have drawn, cut from magazines, etc. – showing the most inclusive school environment they can imagine. It is important that teachers interpret 'environment' as including teaching practices, the learning materials, the atmosphere of support and care, and so on, and not just the physical environment.

The collages should show a vision of a positive future, based on understanding the concepts and ideas that make up inclusive education. Teachers might want to add a few barrier images to show the remaining challenges, but overall the collage should be about their positive vision for the future.

The collages should be displayed **in the end** of the final quarter of the River of Life, and each group should explain the images that make up their collage and what future vision they are trying to convey.

Activity 1.10b: Personal targets

Main



60 minutes

Taking the ‘vision of the future’ a step further, the trainer can encourage teachers to think about what they personally (and/or as a team from the same school or community) will do to move towards the vision. What will they do **straight away** after the training? What will they aim to do in the **next 6 months**? What **longer-term** actions would they like to take, or plan for? If working as a team, how will they divide up their actions so that people share the workload of working towards various elements of the vision? They could discuss work-plans for themselves or their school, what action research they could undertake, and so on.

This can be undertaken as an evaluation or learning game (see ‘**Other useful activities**’).

Notes

Other useful activities

In this section we will offer a few useful activities that you can insert into the workshop(s) if you have time and think they will be appropriate. We will explain how to run the activities, and suggest where they might usefully fit.

Agree-disagree game

This is a good warm-up or ice-breaker game. It can be useful at the start of a workshop, to help you find out how much teachers already know, or what their attitudes are. It can also be useful halfway through a workshop, to help you gauge if people's understanding or attitudes are changing.

Instructions

On one side of the room, stick a sign saying 'Agree'. On the other side of the room put a 'Disagree' sign. Make sure there is a clear space between the two signs.

Ask teachers to gather in the middle of the space. Read out a statement relating to inclusive education, preferably a statement that you know people will have divided views about, or that may be a bit controversial (see some ideas below). Ask teachers to stand next to the 'agree' or 'disagree' sign, depending on whether they agree or disagree with the statement. If they are not sure they stand in the middle. Encourage teachers to debate and try to change each other's views.

Ideas for agree/disagree statements:

- "Only teachers who have received special needs training can teach a learner with disabilities properly."
- "Girls who get pregnant should not be allowed to stay in school."
- "To create inclusive education we have to close all special schools."
- "Inclusive education is not possible when there are large class sizes."

Communication game

This is a lively and funny activity which offers a serious message about the challenges of clear communication about inclusion. We might think our method or style of communication (and the message we are trying to get across) is clear and straightforward, but the recipients of the message may not perceive it as we intended. We therefore need to ensure clear and consistent messages about inclusive education and regularly check that people understand what we are trying to say. This game helps to remind us about the pitfalls of communication.

Instructions

Teachers should sit in a circle. The trainer whispers a message to the person sitting next to them, so no one else can hear it. The recipient then whispers the message to their neighbour. This continues around the circle until the message reaches the trainer again. The trainer then tells everyone the message they have just received, and the message they had originally given out, and highlights the differences between these two messages.

To make the activity more challenging, the facilitator can start two messages, flowing in different directions around the circle. When both messages finally return to the trainer, she/he tells everyone what the original messages were and how they had changed during the journey around the circle. If possible, you can do the activity a third time, with two trainers starting different messages at opposite sides of the circle.

You are likely to find that the original message gets significantly changed as it passes from person to person around the circle. You can highlight to teachers that this game represents the potential for misunderstanding when we are communicating, so when we talk to people about inclusive education we need to make sure we are communicating clearly and accessibly, and we need to check that people are understanding our messages in the way we intended.

Reflective diaries

Teachers can be asked to keep reflective diaries or journals. A reflective journal is a daily written record of teachers' own experiences of teaching and learning and provides a systematic and structured form of reflection. Keeping this type of journal is a good way of documenting learning over the course of a workshop. It also demonstrates an approach which can be useful for teachers in reflecting on their professional development after the workshop.

Instructions

Teachers can be asked to keep a record each day, using these questions to guide them:

- What did you enjoy today?
- What was the best or most interesting thing about your learning today? Why?
- What was the most difficult thing about your learning today? Why?
- What would you like to know more about or understand better? What can you do to ensure that you learn this or get access to the information you need?

You can use these diaries as part of the evaluation of your workshop, if you want to. Teachers can also be encouraged to share and discuss their reflections with each other, and to keep using a reflective diary in their work, to help them record their experiences, learning and information needs.

Evaluation or learning recap game

This activity can be a fun way to help people review what they have learned, what they will do with their learning, and what they thought of the workshop.

Instructions

Teachers stand or sit in a circle. The trainer throws a ball to one of the teachers. If any teachers are not able to see or catch a ball, it can just be handed to them. They have to answer one or two questions (see ideas below), but the answers must be short. For example, you could ask them to say just one sentence, or limit them to 10 words. When the teacher has given their answer(s) they must throw or hand the ball to someone else in the circle. This activity works best and is more fun if you can keep it moving quickly. If there is

a large group, and you allow people to give long answers, it may become boring.

Ideas for questions to answer in the circle (use a maximum of two)

- What is the main lesson you have learned at this workshop?
- What was the most unexpected aspect of the workshop?
- What will you tell your colleagues about this workshop?
- What one change will you make to your work as a result of this workshop?
- What was the most/least enjoyable part of the workshop?

Notes

Resources

Module

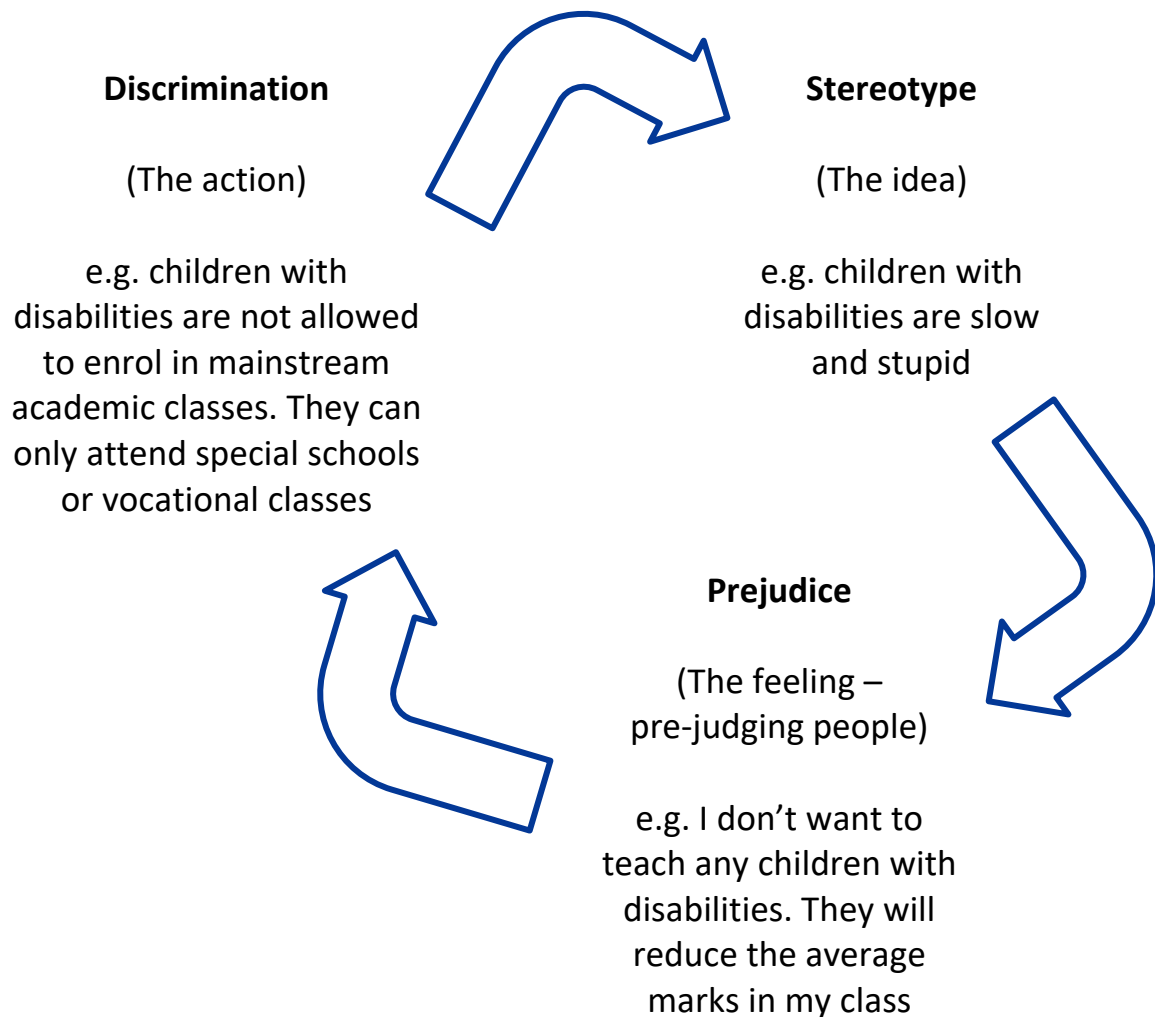
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Resource 1.1: Learning styles worksheet

The learner...	Preferred learning styles						
	Visual skill	Arithmetic/ logic skill	Physical skill	Musical skill	Language skill	Intrapersonal skill	Interpersonal skill
...likes subjects that are based on photos, diagrams, maps							
...prefers activities that are based on visual paintings							
...likes reading and writing a lot							
...prefers taking part in discussions and arguments in class							
...prefers to stay silent and does not take part in discussions							
...is hyperactive in class							
...prefers to depend on reason, logic, and figures							
...has an ability to make quick relationships with others							
...prefers to stay alone for a long time without feeling bored							
...is able to identify his/her own strengths and weaknesses							
...is able to identify the strengths and weaknesses of others							
...tries to see things from the perspective of others							
...prefers to link information together							
...prefers to stand while talking							
...likes stories (telling stories and listening to them)							
...likes and is good at jigsaws							
...prefers to do things himself/herself instead of watching them done or reading about them							
...likes using colours and highlighting main parts in a text							
...learns better through reading texts							
...learns better if someone reads out to him/her or summarises a lesson to him/her							
...likes reading books with many drawing/ illustrations							
...prefers following written rather than verbal instructions							
...prefers following verbal instructions more than written ones							
...tends to influence his classmates							
...is the first to leave the classroom when the bell rings							

...like to use analogy and make stories to explain his/her views							
...prefers to see what people are talking about to understand it better							
...likes to draw and design things and look at pictures							
...enjoys traditional lessons in terms of reading, writing, listening and discussing							
...remembers names, places, dates, and trivial things							
...asks more questions and enjoys using reason, logic, and problem solving							
...likes songs, music and remembers melodies and identifies sounds very well							
...likes to work alone and does not mix with other learners much							
...likes to talk a lot with his colleagues and likes to work with others co-operatively							
...likes to share his/her ideas and what he/she is doing with others							
...remembers things better if he/she writes them down							
...remembers things better if he/she reads them aloud							
...likes to lead his/her classmates and volunteers to solve the problems between learners							
...uses his/her hands a lot while talking and describing things							
...likes sports a lot and practices sports							
...makes many mistakes in reading some words							
...when reading, he/she follows the words with his/her finger							
...has difficulty following what the teacher says especially if the teacher talks a lot							
...likes doodling while the teacher talks							
...needs a quiet atmosphere to achieve a given task							
...can achieve and works with people around talking							
...enjoys assembling and disassembling things							
...likes to explain things to his/her colleagues and others							
...cannot concentrate if somebody is talking unless he/she looks at the speaker directly							
...likes to underline words and use different colours to mark texts							
...cannot work well with noise or music in the background							
...remembers well interesting examples, stories, and jokes							

Resource 1.2: Cycle of discrimination diagram



Resource 1.3: 'My teacher...' cards

Print out the following and cut them into individual cards. Make one set of cards for each group of teachers. Make sure you mix up the cards well.

'My teacher really listens to me and is always smiling.'	'My teacher hits me when I am not quick enough in class.'
'My teacher treats me with respect and doesn't get angry when I lose my concentration in class.'	'My teacher doesn't stop the other learners from bullying me when I get an answer wrong.'
'My teacher lets everyone in class be the teacher for a day.'	'My teacher doesn't let us talk in class unless we are answering her questions.'
'My teacher gets us to work in groups and we help each other with learning.'	'My teacher always makes us sit in rows.'
'When we are naughty in class, my teacher has us decide our own punishments.'	'My teacher shouts at us if we make mistakes in class.'
'My teacher has us sing and do drawings.'	'My teacher arrives late for some lessons. Sometimes he spends the lesson using his mobile phone instead of teaching us.'
'My teacher sometimes teaches lessons outside the classroom.'	'My teacher takes ages to mark our books or homework.'
'My teacher encouraged me to keep coming to school even when I didn't want to.'	'My teacher will not let me go to the toilet when I need to.'

Resource 1.4: The social model

Box 1: Explaining the social model

In its simplest form, the social model is about changing the system to fit the learner, not changing the learner to fit the system. It locates the 'problem' of exclusion firmly within the system, not within the person or their characteristics. It has its origins in the early days of the disabled people's civil rights movement and provided a radically different definition of disability that influenced understanding and practice. It states that society is disabling, not the particular impairment or condition that a person may have.

The social model is contrasted with the medical, charity or individual models of disability, and helps us to understand the differences between special, integrated and inclusive education. The social model is a useful way of promoting inclusion not just in relation to people with disabilities, but in relation to any excluded or marginalised group.

Box 2: Defining the problem

The process of defining a problem is made up of two parts:

- a) **What** is actually happening, what are the facts?
- b) **Why** is this happening?

If we look at the problem of exclusion, then we can define the problem in different ways:

- a) **What** is actually happening, what are the facts? (e.g., the learner is not learning, they are not attending school)
- b) **Why** is this happening? We can answer this question in many different ways. Our values and beliefs influence how we answer this question.
 - If we believe 'all learners can learn', and if we know that teaching environments, attitudes and methods can make a big difference to how learners learn, we will try to find out what could be improved in these areas.
 - If we believe that some learners are not 'OK' due to their appearance or behaviour, if we believe that the learners themselves are 'problems', then we will blame the learner, try to change the learner, maybe try to hand them over to someone else, or even exclude them.

The social model provides a framework for defining problems and solutions by focusing on the **society** (environments, attitudes, systems, structures) rather than on the **individual**. It takes some time and some practice to change our way of thinking so that we can define and find solutions to all problems using this social framework.

Example of questions from an individual and a social model

✗ Individual Model ✗		✓ Social/rights-based Model ✓	
Beliefs and values.	Results in practice	Beliefs and values	Results in practice
The problem is the learner with a disability/from the ethnic minority, etc. They are different from us, they are defined by their disability/ethnicity/gender.	Survey to find out the 'size of the problem.' Listing and labelling learners who are different.	People (children and adults) have different characteristics, different abilities, strengths, behaviours	Survey to identify barriers in society faced by learners and their families; policies, prejudice, environmental, institutional barriers.
They are 'objects' of charity, medical treatment or social protection	Setting up 'services' for learners who are 'different', putting them in homes and institutions	Learners are subjects with rights, capable of claiming their rights	Promoting empowerment through knowledge about and access to their rights
The problem is that they are not normal, not 'one of us'	Separate environments and schools, special environments and schools, separate/special teachers	The problem is that learners and their families experience discrimination and are denied their rights	Programmes target the discriminatory practices in society, and work with learners and their families to access and protect their rights
Not capable	Take care of them, create dependency, make decisions on their behalf about health care and rehabilitation. Or blame, abuse, abandonment.	Learners have a right to appropriate health and rehabilitation services	Health and rehabilitation services are fully inclusive, and promote the independence and full participation of learners
Not OK	If they can't speak our language, have our habits, behave like us, look like us etc then they are tragic/hopeless cases	Learners are not a homogenous group – their views and best interests must be taken into account	Fully inclusive programmes that respond to learners as individuals, offering appropriate support, aids and equipment
Prevention of <i>people with disabilities</i> , ethnic 'cleansing', etc	Abortion assumed to be the 'best' option, infanticide or genocide, special programmes, ghettos	Prevention of discrimination against learners who are perceived to be 'different'	Promoting health and well-being for all and fully accepting and embracing diversity and by combating exclusion

Individual Model	Social / Rights Model
Questions to learners	
What is wrong with you?	What is wrong with the education system?
Do you have difficulty travelling to school?	Is your school accessible to you? Is transport available or provided?
Can you stand up for yourself?	Does your school have an anti-bullying policy that works?
Can you keep up with your lessons?	Does the teacher help you to learn in ways that work for you?
Do you understand what the teacher says?	Does your school offer tuition in your own language?
Do you have to miss school at certain times of the month?	Does your school have proper toilet and hygiene facilities and a sensitive approach to supporting the needs of teenage girls?
Does your difficulty in seeing/hearing mean that you can't attend school or learn along with your friends?	Does your school make sure you can access the curriculum by providing appropriate support within the classroom?
Questions to teachers	
What problems do the learners in your class have?	What further support or training do you need as a teacher to ensure all learners are learning?
How many disabled/ethnic minority learners are there in your class?	What sort of barriers do learners face in being able to fully participate in your class?
Are some learners slower than others?	Are your teaching methods able to respond to different learning needs and speeds?
Is it difficult for you to fit in as a teacher who is disabled/from an ethnic minority?	Do people's negative attitudes and prejudice cause discomfort to you?

Resource 1.5: 'Is this inclusive education?' Case studies

Remove the answers before copying this sheet and giving it to teachers!

1. Some girls have stopped coming to primary school, because they keep getting sick. It turns out that when they were in school they never used the school toilets. The school toilets were always very dirty and the girls were scared of getting bullied. When the girls complained to the head teacher, she started making sure the toilets were cleaned, but she also started locking them and keeping the key so girls would need to ask for the key whenever they needed to use the toilet. Sometimes girls can't find the head teacher when they need the toilet.

Answer: Exclusion

2. A teacher has 50 learners in her secondary school class. The teaching style she is most familiar with is standing at the front of the classroom and lecturing to the learners, but she notices that many learners do not seem to understand what she is teaching. She has tried different seating arrangements, but now she is putting her quickest learners in the front and she mostly asks them questions because the other learners do not seem very engaged with the lessons.

Answer: Integration

3. A teacher is struggling to control a group of boys in his class. They seem bored, will not sit still and often interrupt the teacher and other learners. The teacher has started sending the boys out of the classroom when they cause trouble in his class. When this happens, the boys run around the school disturbing other classes. The teacher is frustrated and the boys are not learning much.

Answer: Integration and exclusion

4. Sarah uses a wheelchair. She wants to attend her local school with friends from home. The school has no wheelchair access, so her cousin who was unemployed accompanied her to school to lift her up the stairs and move her through the doorways. Her cousin has now got a job and he can no longer accompany her. Sarah's teacher says she cannot attend school without a helper. She has been at home ever since.

Answer: Integration then exclusion

5. Natasha in Grade 1 has Down's Syndrome. She can say a few words but mainly uses gestures to communicate. The other learners love playing with her because she has a great sense of humour. Because she is very animated, they are able to understand her. Her teacher thinks Natasha is a clown and would prefer her not to be there because she interferes with the other learners. Because Natasha can't speak well, the teacher never bothers to ask her any questions and lets her do as she pleases in class.

Answer: Integration

6. Charles, in Grade 6, has a hearing impairment. The learners in his class all sit in alphabetical order. This means he has to sit at the back and therefore struggles to hear the teacher and keep up with the rest of the class. His teacher refuses to make an exception for him as she says she must treat all learners equally.

Answer: Integration

7. Michael has a learning difficulty, he struggles with maths and literacy. Michael needs to have someone explain clearly what is going on in class. His teacher has paired him up with a learner who enjoys 'playing teacher' with whom he gets along. The teacher has also allowed him to take his exams orally. He goes for extra lessons to improve his maths and reading.

Answer: Inclusion

Resource 1.6: Sample photos for photo elicitation

The details below the photographs explain what they depict, according to the photographers who took them.



- This is a dangerous road the learners have to cross to get to school.
- Cars drive too fast. The drivers need to be advised to slow down near the school.

[Image description: Two boys and a girl are holding hands. They are walking across a road. A car is approaching and is very close to them.]



- Areas of school like this corridor are barriers to inclusion, where some learners can intimidate (bully) others who are smaller and/or weaker.
[Image description: Two boys stand in a dark, narrow corridor. One is leaning on the wall.]



- Clean, safe, accessible water supply is needed. Without it learners say they can't get through the day, can't think, can't wash their hands after using the toilet, which leads to disease, illness, etc.
- The ground around the taps is uneven, so the water is not accessible to all, e.g., it is inaccessible to learners with visual impairments and those using wheelchairs.

[Image description: Two metal buckets filled with water stand under a tap. The ground around the tap is earth with many large stones.]



- Learners took this picture because of the new pile of bricks outside – they are happy because they are having a new classroom built, therefore, there is more space to learn.

[Image description: The picture was taken from inside the classroom, looking out of a window. The inside of the room is very dark so no details are visible. Outside the window there is blue sky, bare earth and in the background a huge pile of bricks.]



- There are other toilets for girls which are not seen in the picture.
- The learners who took the photo are happy because now they have toilets – before it was just a barren landscape with nowhere to go to the toilet.

[Image description: There is a large open area of flat ground. It is bare earth with no vegetation. Three separate latrine buildings stand on one side of the space. Each building contains 2 latrine toilets.]



- Inaccessible books: learners can't get to them easily because of how and where they are stored. There is no Braille, only printed materials.
- Having a good supply of books is positive as learners don't have to share.

[Image description: There are three shelves. Piles of books/booklets are stacked vertically on the shelves. The shelves are full. No book spines/titles can be seen.]



- Bullying is a barrier to inclusion.
- Poor discipline is a barrier to inclusion.

[Image description: Three boys – one seated at a desk, two standing – are fighting. The two standing boys are both grabbing the seated boy. A teacher stands behind them, trying to separate them. His mouth is open, shouting. A girl sits at a desk behind the fight.]



- There is a very friendly teaching style – a learner is being praised in a cool way
- This is a teacher with confidence who has control of the class and can praise his learners while knowing the others will appreciate this response.

[Image description: Female and male learners are sitting at desks. At the back of the class two people are standing up and slapping hands. Other learners are turning round to watch.]



- The learners are doing a participatory activity to discuss what makes education inclusive. Potentially the boys are not being included in the discussion by their female teacher, and some seem to be bored.

[Image description: Girls and boys are sitting around a table, with other children standing behind them. A smiling female teacher is talking to some of the girls who are laughing. The boys are listening/watching but not laughing.]



- Some learners took this photo to show how important play time is for them – it's a barrier to inclusion when they can't play.
- Good accessibility – the flat playing field is good.

[Image description: There is a large, flat field with trees around the edge in the background. Lots of learners are running and playing.]



- Teachers working together and exchanging ideas and finding solutions.

[Image description: Four female teachers are sitting around a table looking at sheets of paper.]



- The learners who took this photo wanted to show that their teacher smiles, which makes them feel included.

[Image description: A smiling male teacher is standing in the aisle. Either side of him, male and female learners are seated at their desks in rows. A few learners at the back, behind the teacher, have their hands raised.]



- A parent being supported to work with their child, to support learning at home.

[Image description: A woman and a young boy are kneeling on the floor. They are playing with a toy that involves putting disks of plastic onto wooden sticks.]



- One boy is deaf and his friend is helping to explain the lesson to him – learner-to-learner methodology.

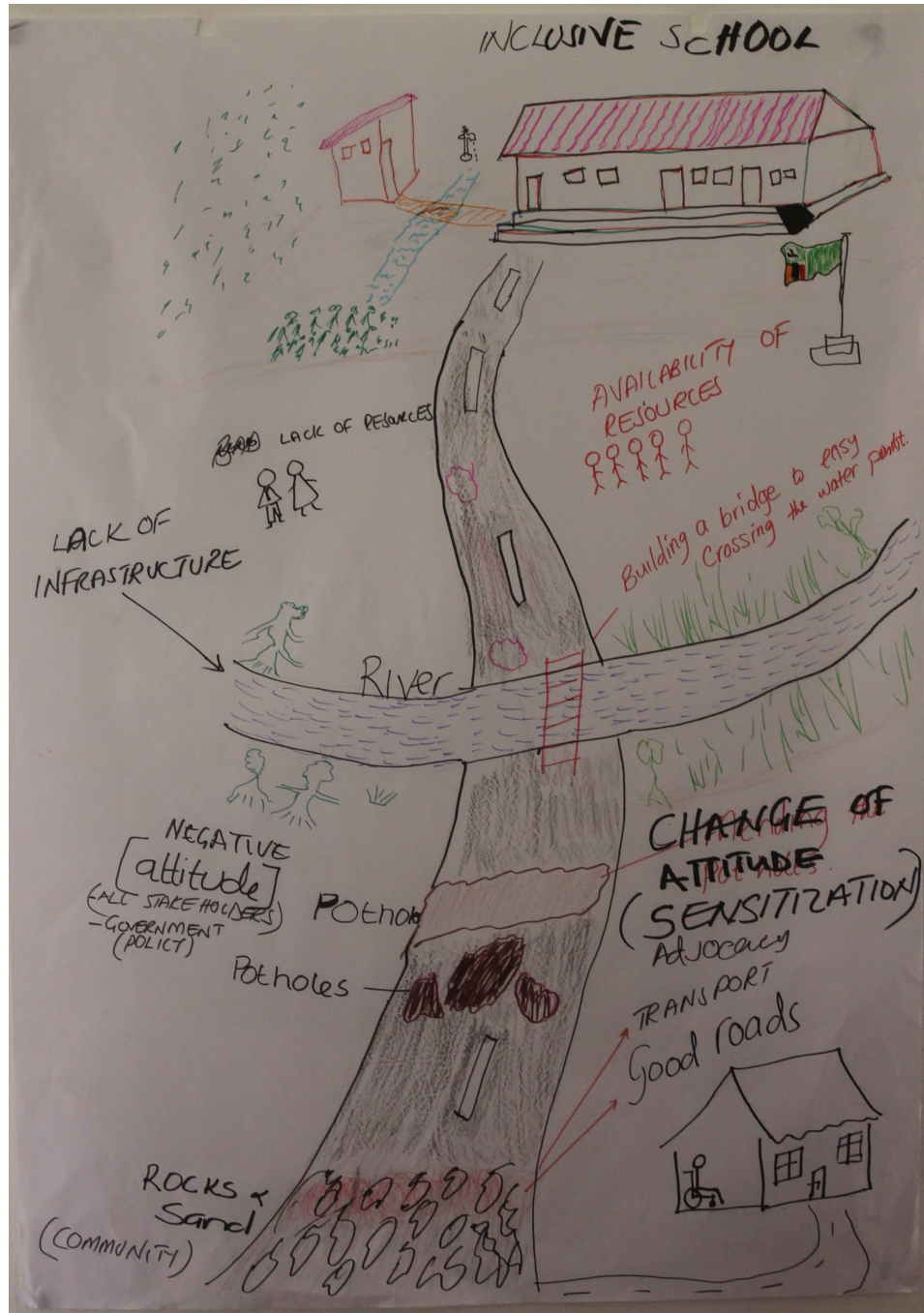
[Image description: Two boys are facing each other at a table. There are paper and objects on the table. One boy is leaning across the table towards the other. Pairs of boys are sitting at other tables in the background.]



- A learner with physical disabilities is working in a group with friends without visible disabilities.

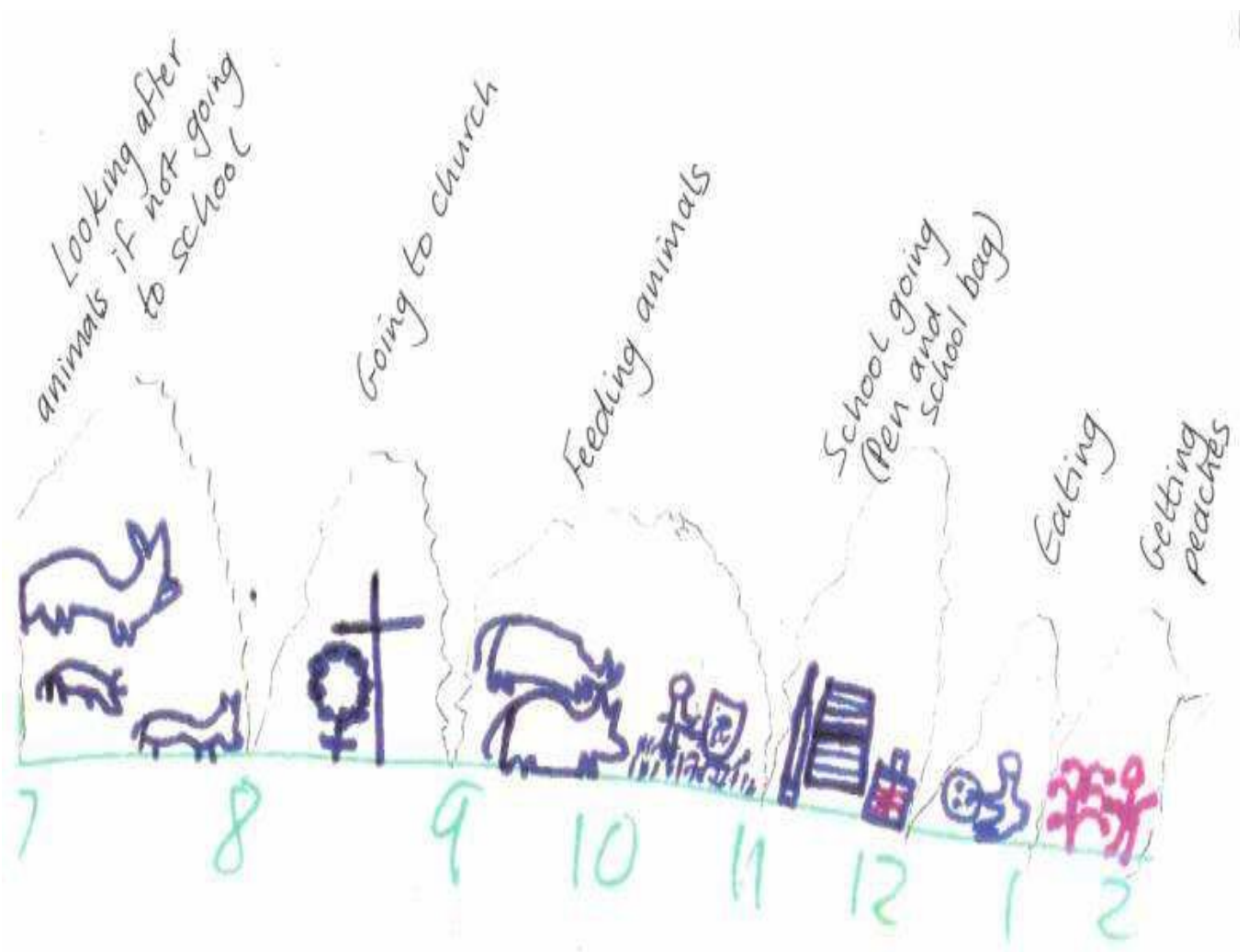
[Image description: Three young girls are standing at a table. A fourth girl is seated in a chair, playing with shapes on a board on the table. The other girls watch her.]

Resource 1.7: Examples of action research drawing activities



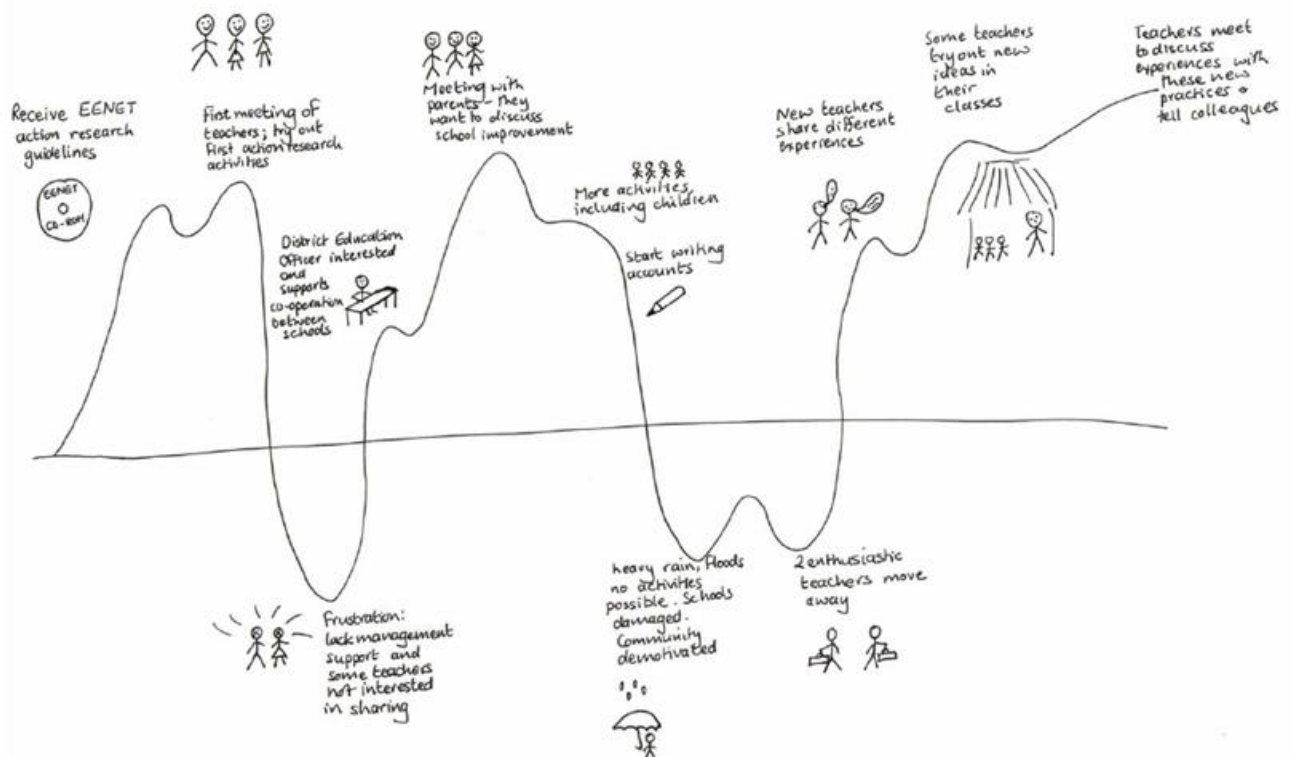
Mountain diagram from Zambia

[Image description: A line drawing showing a path going uphill. At the top of the mountain is a drawing of a school labelled inclusive school. Along the path are various images and labels showing the challenges and support on the path to inclusive education.]



Daily activity timeline

[Image description: A line at the bottom of this diagram has numbers written along it, representing the time from 7am until 2pm. Above the line are simple children's pictures, for instance of animals, a religious cross, people and other unclear drawings. These depict activities, such as feeding animals at 10am. Words also explain the activities.]



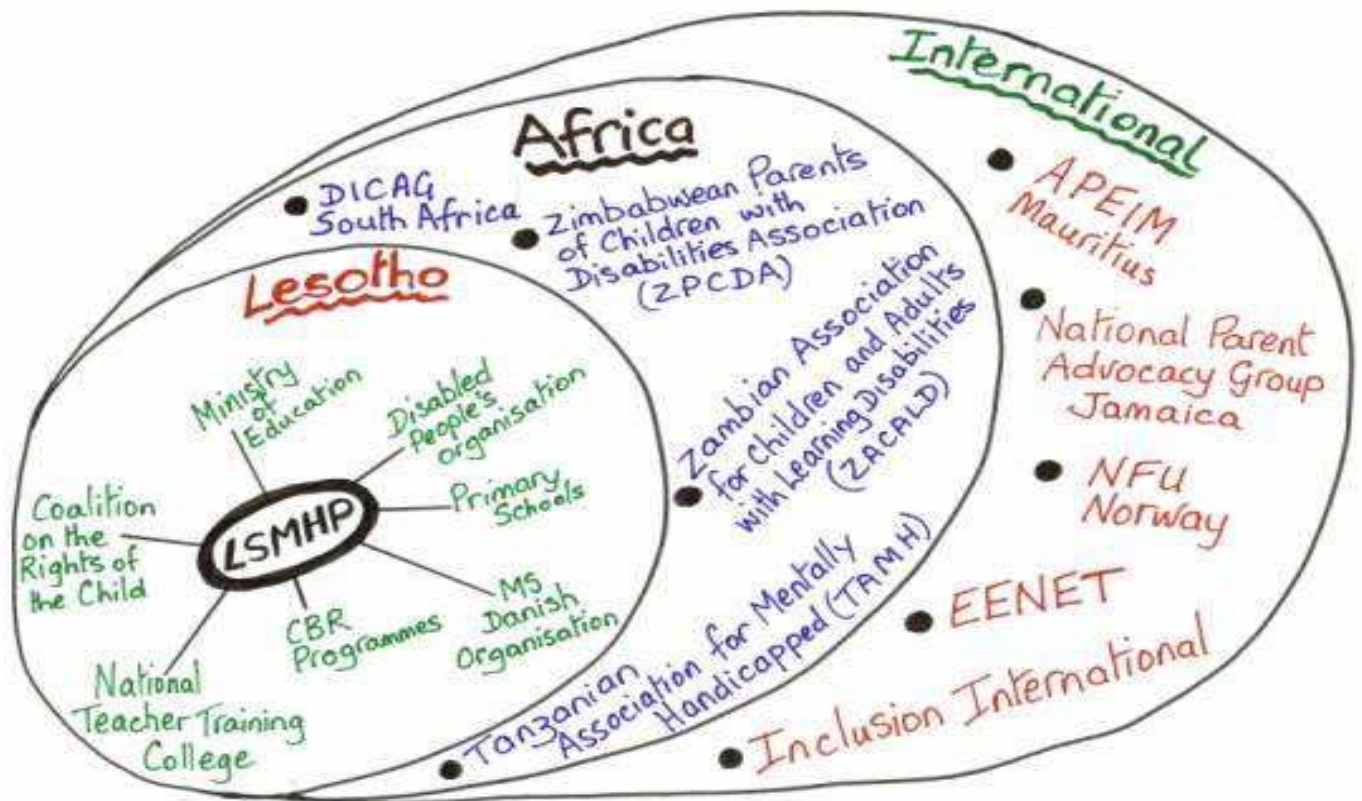
Timeline example showing positive and negative events

[Image description: This diagram has a horizontal line through the middle, and another wavy line that snakes above and below the central line. At different points on the wavy line there are very basic sketches of people in groups, talking, sitting at a table, and so on, as well as words to explain what these drawings represent. The drawings/text above the central line represent positive events on the timeline such as 'meeting with parents', while those below the central line represent negatives, such as '2 enthusiastic teachers move away'.



Mind map created by workshop teachers

[Image description: This diagram is a mind map. There are many circles, containing words, connected by arrows.]



Networking diagram (more complex)

[Image description: This diagram has a large oval labelled 'international'. Inside it is a smaller oval labelled 'Africa' and inside that is a smaller circle labelled 'Lesotho'. Each oval/circle contains the names of organisations.]

Notes