**Module 15: Inclusive education in emergencies**

**Introduction**

This module outlines 90 minutes of training activities and materials relating to inclusive education in emergency contexts. However, inclusive education is a complex issue to understand and implement, and so – wherever possible – **it is recommended that more time is allocated for the training (at least 2 hours)**.

The six supplementary activities offer suggestions for expanding the training. Also, some of the main sections of the training can be expanded by **allowing participants extra time to discuss, ask questions and reflect on the issues raised**. Instructions in text boxes suggest ways for you to facilitate these extra discussions.

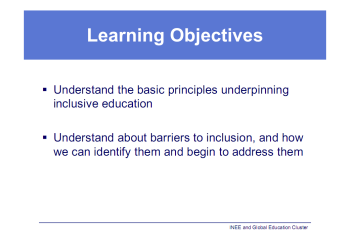
The training can be significantly strengthened by allowing extra time and **facilitating participants to reflect on their own education projects or personal experiences in education** as a child. Inclusive education is a process that is built on people’s experiences and ideas, and on adaptation of these ideas for each unique context. It’s not a ‘fixed product’ that can be prescribed fully in a manual or training course, and so allowing participants the time to think and discuss is essential for moving forward with inclusive education.

**Learning objectives**

At the end of this session, participants will be able to:

* understand the basic principles underpinning inclusive education
* understand about barriers to inclusion, and how we can identify them and begin to address them.

The session (particularly the supplementary activities) will also encourage participants to begin thinking about how to apply suggested good practices for inclusive education, such as those outlined in *INEE Pocket Guide to Supporting Learners with Disabilities*, and *Education in Emergencies: Including Everyone. INEE pocket guide to inclusive educatio*n, and the many key actions from the INEE Minimum Standards that support inclusion.



See slide 2.

**Key messages and learning points**

When delivering or adapting the contents of this training module, the trainer should aim to cover – through presentations, activities or discussions – the following key points:

* Inclusive education is about **addressing a wide range of issues** that prevent children from accessing their right to education. It is not just an issue relating to learners with disabilities.
* Inclusive education is an **ongoing process of changing the education system** (policies, practices, attitudes, resources and environment) so that it can welcome and support every child. It is not a process for changing, ‘curing’ or ‘fixing’ the child so that he/she can cope in the existing system.
* In the context of emergencies – where there may be no established or functioning education system as such – ‘system change’ means ‘**changing the way we do things by taking a problem-solving approach**’.
* Inclusive education addresses three levels of engagement in education: **presence, participation and achievement**. It doesn’t just ensure that children get access to education, but that they actively join in the learning process, and benefit from the education. Achievement is measured not just in terms of academic achievement and passing exams, but also in terms of children’s learning progress and their non-academic achievements.
* There are no fixed prescriptions for making education inclusive. The process involves **identifying barriers** to inclusion (in collaboration with key stakeholders, especially children, parents and teachers) and **working collaboratively to find affordable and feasible solutions** to these barriers. There is no ‘one-size-fits-all’ solution.
* Inclusive education is about **making changes to our existing work,** not about setting up extra or separate education initiatives. The key actions and guidance notes provided by the INEE Minimum Standards already promote inclusive processes and practices, and are thus very relevant when we are working on making education more inclusive in emergencies.
* Inclusive education does not have to be (indeed usually cannot be) created overnight, so **supporting stakeholders to take small steps** towards change (and to keep taking these steps) is the most effective approach.
* Inclusive education should be practised in non-emergency situations as well. The information provided in this module is applicable in non-emergency settings – it is **relevant for preparedness, recovery and development situations**.

These points are summarised on Slide 26, which can be used at the end of the workshop to help give participants a quick recap of the workshop contents.

**Session outline**

Activities marked in red are supplementary activities that we recommend you use if there is time. The basic workshop takes 90 minutes. If all core and supplementary activities are carried out, the workshop needs about 4 hours.

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| **Content** | **Approx. time** | **Instructional activity** |
| **Part A: Theory and concepts** | | |
| Section 1. Inclusive education is for everyone | 15 minutes  (20 minutes) | Small group activity and plenary discussion (Supplementary Activity 1, group activity) |
| Section 2. Inclusive education focuses on changing the system not on changing the child | 10 minutes | Presentation |
| Section 3. Inclusive education is about presence, participation and achievement | 5 minutes  (20 minutes) | Presentation (Supplementary Activity 2, pairs activity) |
| Section 4. Is this inclusive education? | 20 minutes  (20 minutes) | Small group activity and plenary discussion  (Supplementary Activity 3, group work) |
| Section 5. Defining inclusive education | 5 minutes  (20 minutes) | Presentation (Supplementary Activity 4, group work) |
| **Part B: Supporting the development of more inclusive education in emergency contexts** | | |
| Section 6. Key issues for inclusive education in emergencies | 5 minutes | Presentation |
| Section 7. Identifying barriers to inclusion | 5 minutes | Presentation |
| Section 8. Addressing barriers to inclusion | 25 minutes  (60+ minutes) | Presentation, group work, plenary discussion (Supplementary Activities 4 & 5, group work) |
| **Total time** | **90 minutes**  (140+ minutes) |  |

**Preparation, resources and support materials**

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| **Materials needed**   * Photo sets – using Handout 1 or your own photos (for Section 1) * Handout 2 for each participant (for Section 4) * Handout 3 for each participant (for Section 7) * Copies of Appendices 1, 2 and 3 – for facilitator use only * INEE Inclusive Education in Emergencies PowerPoint presentation * Flipchart and marker pens.   **Preparation**   * Photo sets printed in colour (created from the photos provided in Handout 1, or using your own local photos). If you use your own photos, prepare a notes sheet for yourself, similar to Appendix 1. * Familiarise yourself with the short examples in Handout 2, and the answers provided in Appendix 2. * Familiarise yourself with the case study in Handout 3, and the facilitator’s notes in Appendix 3, and think through your own response to the case study. * Access to sufficient copies of INEE Minimum Standards and INEE pocket guides and poster, for use during group work activities.   **Additional resources**  ***Inclusive education in general***   * INEE (2009) *Education in Emergencies: Including Everyone. INEE Pocket Guide to Inclusive Education* <http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1007> * INEE (2010) *Teachers can help everyone learn* (poster) <http://www.eenet.org.uk/resources/docs/Teachers_can_help_everyone_learn_poster.pdf> * INEE (2010) *INEE Thematic Issue Brief: Inclusive Education* <http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1024/INEE_Thematic_Issue_Brief_Inclusive_Education.pdf> * INEE Toolkit, Implementation Tools on Inclusive Education: <http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1024> * The website of the Enabling Education Network has hundreds of documents and training materials on inclusive education. <http://www.eenet.org.uk/resources/>. For materials most relevant to this training module, look in the ‘theme’ section for “Refugees, conflict, emergencies” and “Teacher education”, and in the ‘type’ section for “Toolkits and manuals”. EENET’s newsletters also provide a quick way of finding case studies that can be used (or adapted for use) in trainings.   ***Inclusive education specifically in relation to disability***   * INEE (2010) *INEE Pocket Guide to Supporting Learners with Disabilities* <http://www.eenet.org.uk/resources/docs/INEE_Supporting_Learners_with_Disabilities.pdf> * Thomas, P and Vichetra, K (2003) *Inclusive Education Training in Cambodia*, Disability Action Council Cambodia, <http://www.eenet.org.uk/resources/docs/cambodia.php> * Save the Children UK, Atlas Alliance, EENET (2002) *Schools for All: Including disabled children and young people in education* (poster) <http://www.eenet.org.uk/resources/docs/schools_for_all_poster.pdf>   ***Disability inclusion in general***   * Coe, S and Wapling, L (2010) Travelling together: How to include disabled people on the main road of development, World Vision: <http://www.worldvision.org.uk/what-we-do/advocacy/disability/travelling-together-publication/>   ***Further reading suggestions can be found in:***   * INEE’s Toolkit: <http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1062> |

**Credits for photographs used in the PowerPoint slides**

Slide 4: EENET

Slide 5: EENET

Slide 10: Marc Wetz

Slide 17: (clockwise from top right) Save the Children, anonymous, EENET, Atlas Alliance

Slide 18: both EENET

Slide 21: Save the Children

Slide 22: Felicia Webb

Slide 23: Save the Children

**Part A: Theory and concepts**

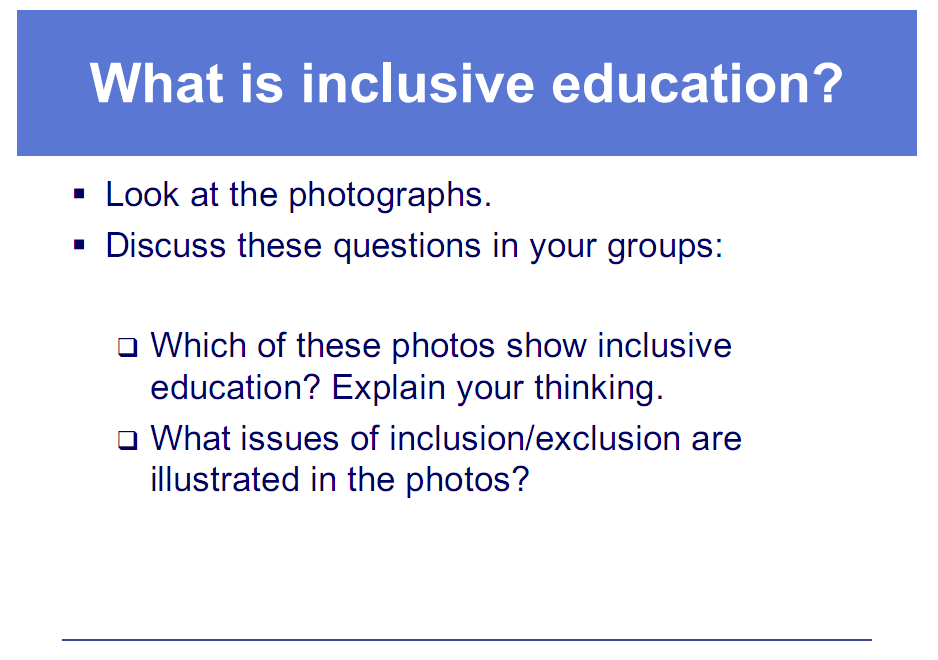
**1. Inclusive education is for everyone**

15 minutes

1. Tell participants that there are a number of excellent tools to help them with their work on inclusive education. This module will reference many of them: INEE Minimum Standards, INEE Pocket Guides on Inclusive Education and Supporting Learners with Disabilities. If you are able to give participants hard copies of these tools during the training (or if they already have copies), they should be encouraged to use them throughout the activities to get more guidance on barriers to inclusions and possible steps to overcome exclusion.
2. Ask participants to work in small groups. Give each group a set of 5 photographs. (You can use 10 photos if you have more time available.)

Sample photos are available in Handout 1. You can print and cut them out, or you can use your own selection of photos from your local context.[[1]](#footnote-1) If you are selecting just 5 photos to use, try to pick images that represent at least 3 out of the 5 types of ‘barriers to inclusion’ listed in Section 7.

1. Ask participants to look at the photos and discuss the questions shown on Slide 3:



* Which of these photos show inclusive education? Explain your thinking.
* What issues of inclusion/exclusion are illustrated in the photos?

Allow 5 minutes for their group discussions.

1. In plenary, ask participants to share their ideas about the photos. If time is short, just pick 2 or 3 photos for them to feed back on. Did they think the photo was showing inclusive education or not, and why? Remind them that there is no right or wrong answer – their personal interpretation, and reasons for this interpretation, are what you are looking for. Write their answers on a flipchart/board. Keep this information safe as you may need to use it with Supplementary Activity 4.
2. Encourage participants to reflect on *who might be affected* by the issues they found in the photos (i.e. which groups of learners might be included in or excluded from education as a result of the issue shown in the photo)?

Encourage participants to think about *diverse learners* (children with disabilities; girls/boys; children from minority language/cultural/ religious groups; working children or former child soldiers; adult learners or adults who are illiterate, etc). Ensure that participants acknowledge that the inclusion/exclusion issues raised by these photos do not just affect children with disabilities.

A key message to convey through these discussions is:

“Each inclusion issue affects more than one person or group of people, and inclusion issue don’t just impact on learners with disabilities. For instance, in the photo of the female teacher writing on the board, the board is so white we can hardly see the chalk, and it is leaning at an angle that could make it hard to see unless you are standing over it. These are obvious barriers to any child with a visual impairment. But there are many other children potentially affected by this barrier (e.g. children sitting at the back of the room/space who have good eyesight but still can’t see white chalk on an almost white board; children who are struggling to learn to read and who thus need to see letters presented in a bold and clear way, etc).”

1. *[Depending on which photos you use]* Explain to participants that some of the photos were taken by children as part of projects to consult them about their views on whether they were included in education.

Appendix 1 provides you with details of the photos and what the photographer was intending to show (where this is known). You can share some of these photographers’ views with participants, if you have time. Appendix 1 also offers you some ideas for alternative interpretations of the photos that you can share, if participants have not been very analytical with their answers.

1. Using Slide 4, highlight to participants:



“We all interpret situations in different ways, like we all interpret the same photo differently. Therefore, a situation that seems inclusive to one person, may cause someone else to feel excluded; and a situation that we think will exclude one group of learners may actually also exclude other learners that we haven’t thought about. So we need to work on finding out how *all* stakeholder groups understand and experience inclusion/exclusion.”

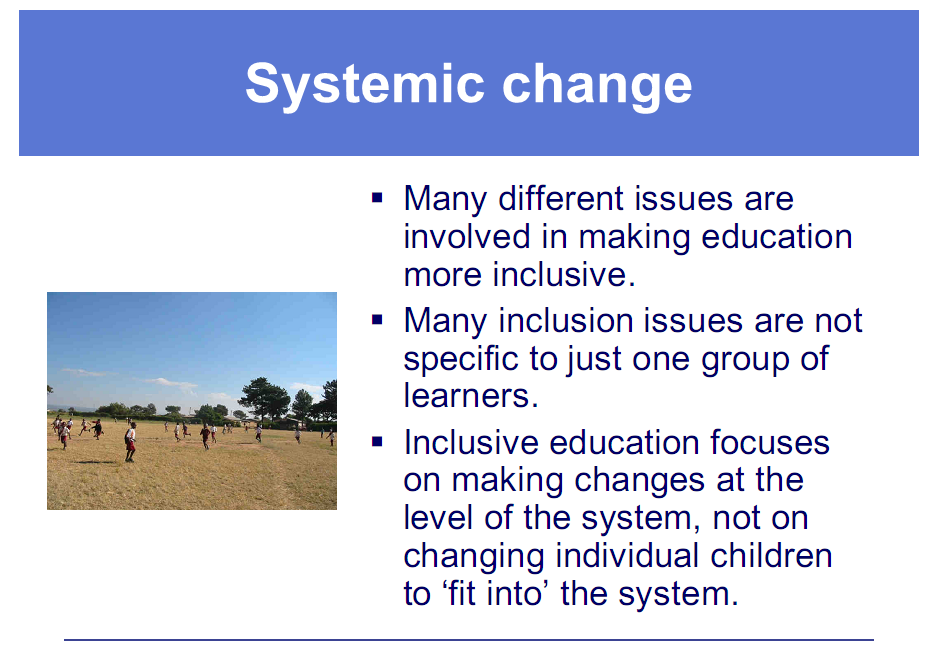
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| *If you have more time available*  Supplementary Activity 1 is a game that can be used to help participants reflect on their own understanding of inclusive education. It can build on the ideas they already discussed regarding ‘what inclusive education looks like’ when they were looking at the photos. |

**2. Inclusive education focuses on changing the system not on changing the child**

10 minutes

1. Using Slide 5 explain the following:

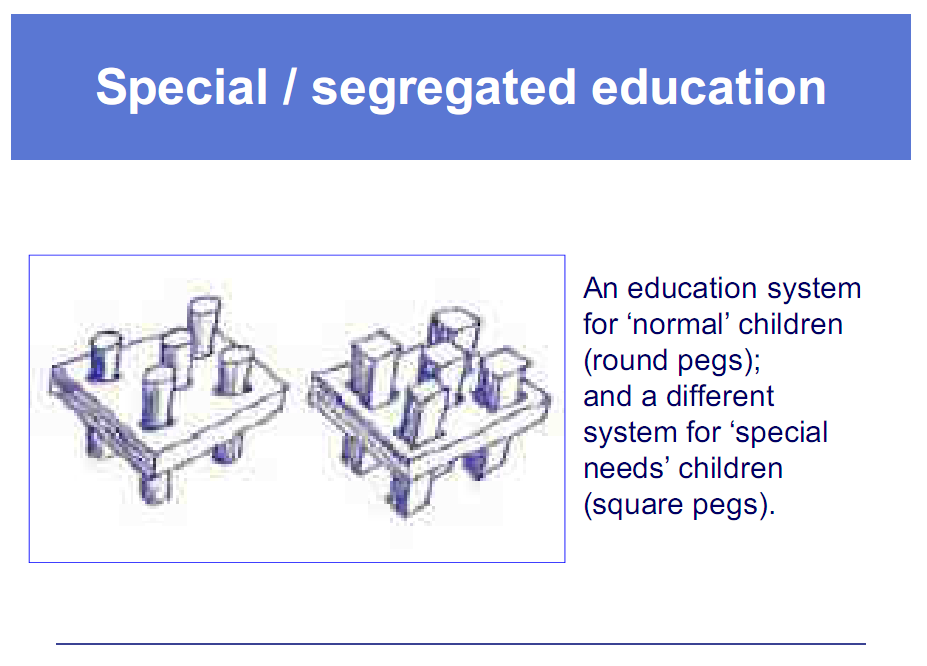
“The photos showed that there are many different issues involved in making education more inclusive. We saw that many inclusion issues are not specific to just one group of learners – e.g. what prevents a child with disabilities from participating in lessons may also affect the participation of other children. For this reason, inclusive education focuses on making changes at the level of the system, so that schools or learning spaces can welcome and accommodate every learner. Inclusive education does not seek to change the individual children so that they can cope within the existing, unchanged learning environment.”



1. Show the ‘peg diagrams’ on Slides 6, 7 and 8 and explain the following:

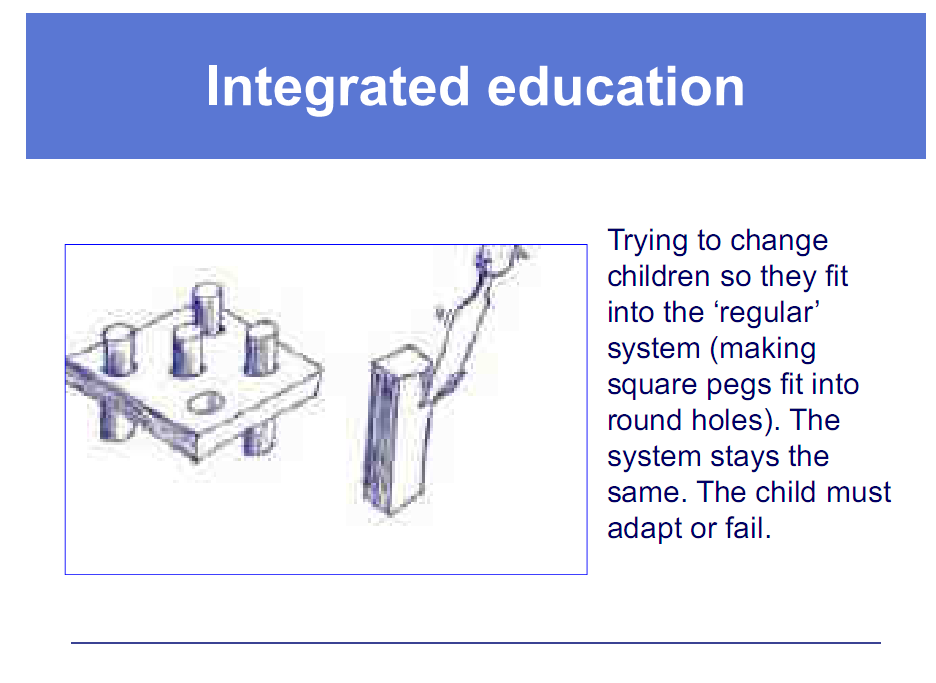
Slide 6 shows:

“A system that depends on **segregation – separate/special education** for those children we assume cannot fit into regular schools/learning spaces. The most usual example of this would be separate schools/learning spaces/classes for children with disabilities, but it might also include separate schools/spaces/classes for children from different ethnic/language groups, etc. Separate provision for ‘different or difficult’ groups may initially seem easier to deliver. But it doesn’t necessarily help us to move forward with developing peaceful, inclusive and collaborative societies. If segregated learning already exists in a particular situation, we need to find ways to make links between this and the regular education provision, as part of the process of moving towards more inclusive education for all.”



Slide 7 shows:

“**Integrated education**. This is where we accept that every child will learn in the same space, but any children who seem ‘different’ are expected to change to fit into the education we offer them. This might mean expecting children to speak a different language, or to undergo rehabilitation to help them cope with the physical or mental challenges that exist in the learning space. Integrated education often just focuses on getting children *into* school/learning spaces, without giving enough attention to the relevance and quality of the education being received. This may sometimes be a stepping stone towards genuinely inclusive education, but we need to ensure that we don’t get stuck at this point. Integrated education is unlikely to offer successful education outcomes for all in the long term. Learners (especially those who don’t easily ‘fit’ the system) are more likely to be dissatisfied, resentful, or to have low achievement, and thus drop out and/or discourage others from attending in future.”



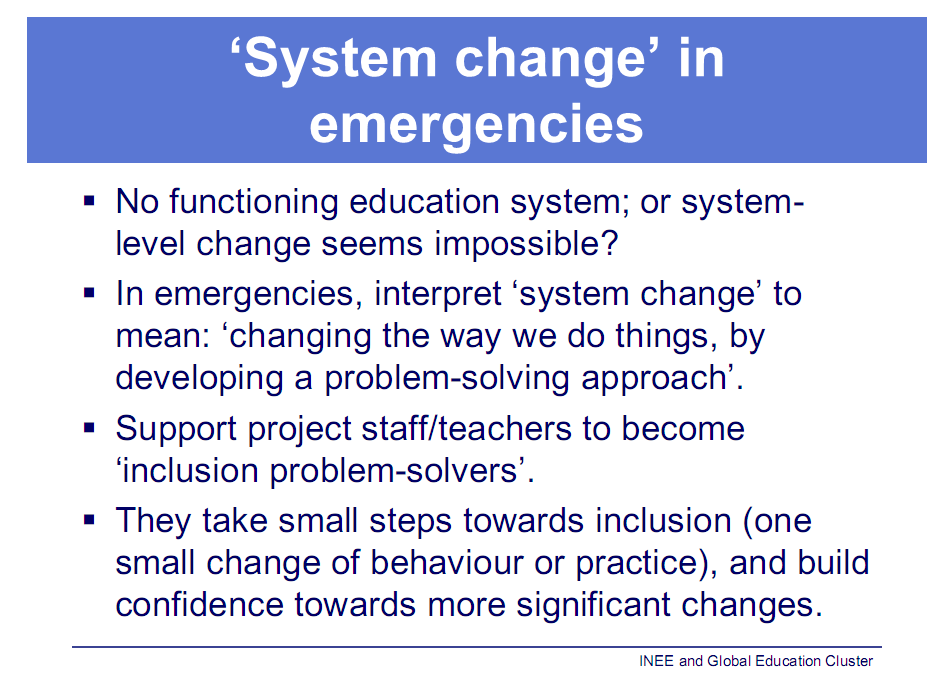
Slide 8 illustrates:

“An **inclusive education** system that has adapted itself to accommodate every child, regardless of their ‘shape’ (language, disability, gender, social or health status, etc). Everyone fits because there is not just one way of doing things – the education process is flexible, responsive and adaptable. Key stakeholders, such as teachers, are able to identify and respond to problems when they arise, even if they have not been ‘taught’ the appropriate solution before.”



Using Slide 9, explain:

“In the context of emergencies, system change may have a slightly different meaning. For instance, there may not be an established or functioning education system; and in very difficult circumstances, changing an existing system may seem impossible (especially in the immediate term). In an emergency context, therefore, it is more appropriate to interpret ‘system change’ as meaning ‘changing the way we do things, particularly things that we may just take for granted, by developing a problem-solving approach’.



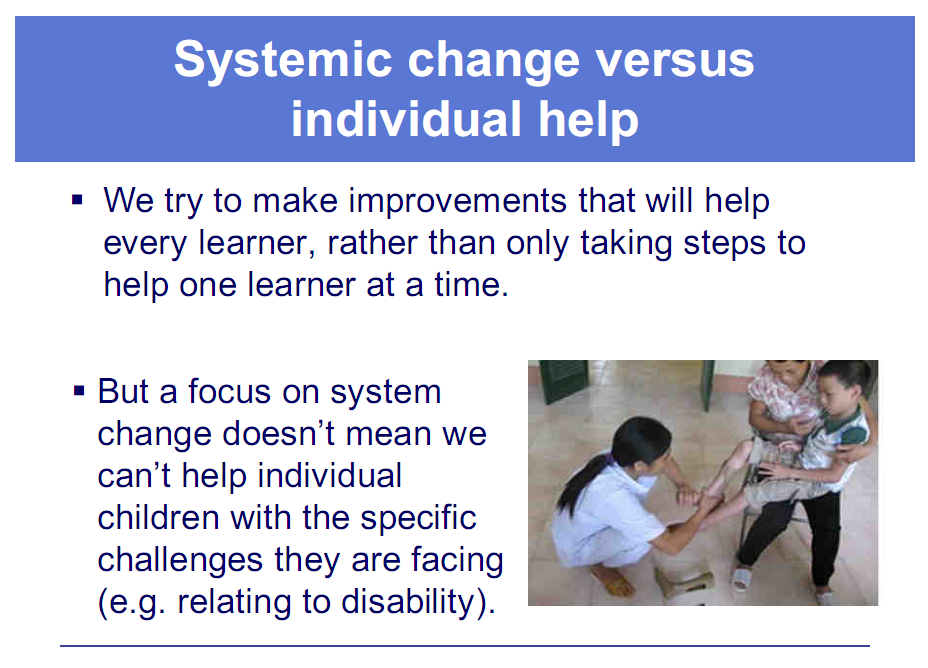
We acknowledge that we won’t be able to open a new school/learning space and on day one declare that it is fully inclusive. This instant success can’t be achieved in non-emergency contexts. But we can support project staff and teachers to become confident enough to be ‘inclusion problem-solvers’ – they keep their eyes and ears open, spot problems that are causing children to be excluded, and do their best to find solutions. They may take tiny steps towards inclusion initially (one small change of behaviour or practice), and then build up into more significant changes as their confidence and creativity as problem-solvers grows.”

Trainers should bear in mind that the ‘system-change’ concept may be very challenging for participants. To help prevent participants feeling resistant to the idea, it is important to give them as much time as possible to digest the issues. Trainers should also present the concept sensitively, so that participants are not made to feel guilty or feel that their current work is inherently inferior.

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| *If you have more time available:*   * Invite participants to discuss the diagrams. * Ask them to reflect on how these three approaches to education fit with what is currently happening in their context, and/or with their plans for education in their context. |

1. Using Slide 10, explain the following:

“We are focusing on changing the system (i.e. changing the way we do things), rather than on forcing the child to change to fit into the system. But we can still provide support to individual children to help with specific challenges they are facing (e.g. relating to disability). A systemic approach just means that this individual support is not the only thing we do. We try to make improvements that will help every learner (now and in the future), rather than only taking steps to help one learner at a time.”



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| *If you have more time available:*  You may wish to draw participants’ attention to various standards from the INEE Minimum Standards, which explicitly advocate for inclusive responses in emergencies. This can be helpful if participants feel that inclusive education is not feasible within emergency contexts. You can highlight that all of the Standards support inclusive responses. Alternatively, you could ask participants to look through the INEE Minimum Standards themselves, to identify those standards that most strongly focus on inclusion, such as:   * Analysis Standard 2: Response Strategies. Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers. * Teaching and Learning Standard 3: Instruction and Learning Processes. Instruction and learning processes are learner-centred, participatory and inclusive * Education Policy Standard 1: Law and Policy Formulation. Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.   You may also share the INEE Thematic Brief on Inclusive Education for more information on how inclusive education was mainstreamed in the INEE Minimum Standards. |

**3. Inclusive education is about presence, participation and achievement**

5 minutes

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| *If you have more time available:*  Start this section with Supplementary Activity 2, which invites participants to reflect on their own personal experiences of education (use Slide 28). If you don’t have time, you can simply present the following information. |

1. Using Slide 11, highlight:



“For every child to feel included they need not just to be **present** at school, but also to **participate** (join in the various aspects of school life) and **achieve** socially and academically (or in some way feel that they benefit from attending school). We all experienced times during our own education when we didn’t join in, or didn’t achieve much. At these times, some of us were lucky to have people intervening to help us join in or do better.

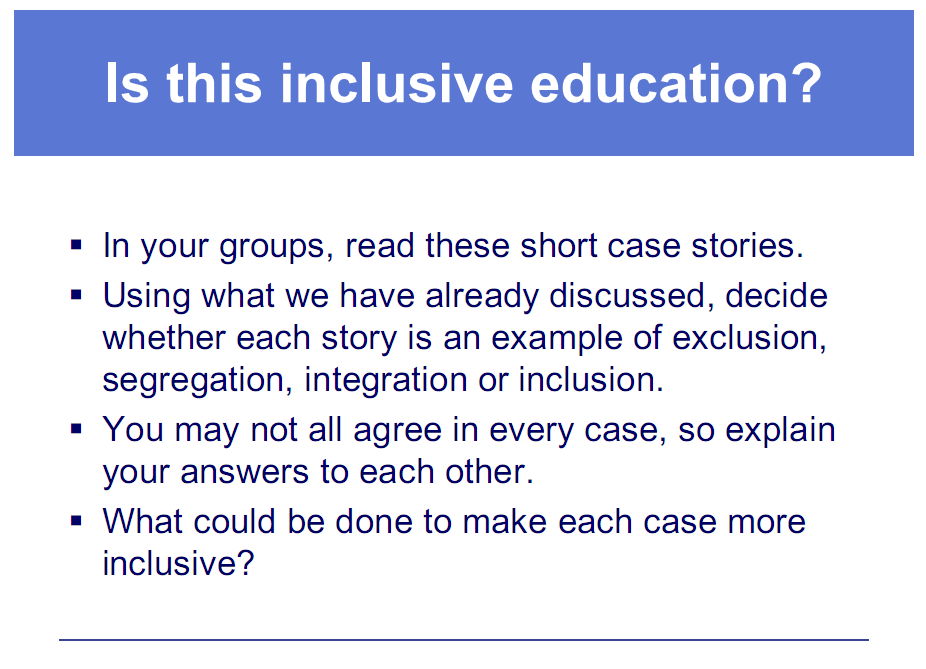
Focusing on the three levels – **presence, participation and achievement** – is essential for making education inclusive. In the context of emergencies, we may often struggle to offer any education provision at all; and we may find it very difficult to ensure that every child attends. However, once children are **attending**, we need to be committed to doing the next two steps as well – ensuring that every child **participates** meaningfully in the learning process and **achieves** as much as possible from their engagement in education. It’s important to remember that achievement is measured not just in terms of academic achievement and passing exams, but also in terms of children’s learning progress and their non-academic achievements, such as improving social or communication skills, or progress in extra-curricular or physical activities.”

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| *If you have more time:*  You may wish to draw participants’ attention to the following relevant standards from the INEE Minimum Standards. Alternatively, you could ask participants to look through the Minimum Standards themselves, to decide which Standards reflect the inclusive education topic of ‘presence, participation and achievement’, and why. Highlight:   * Access and Learning Environment Domain * Teaching and Learning Domain |

**4. Is this inclusive education?**

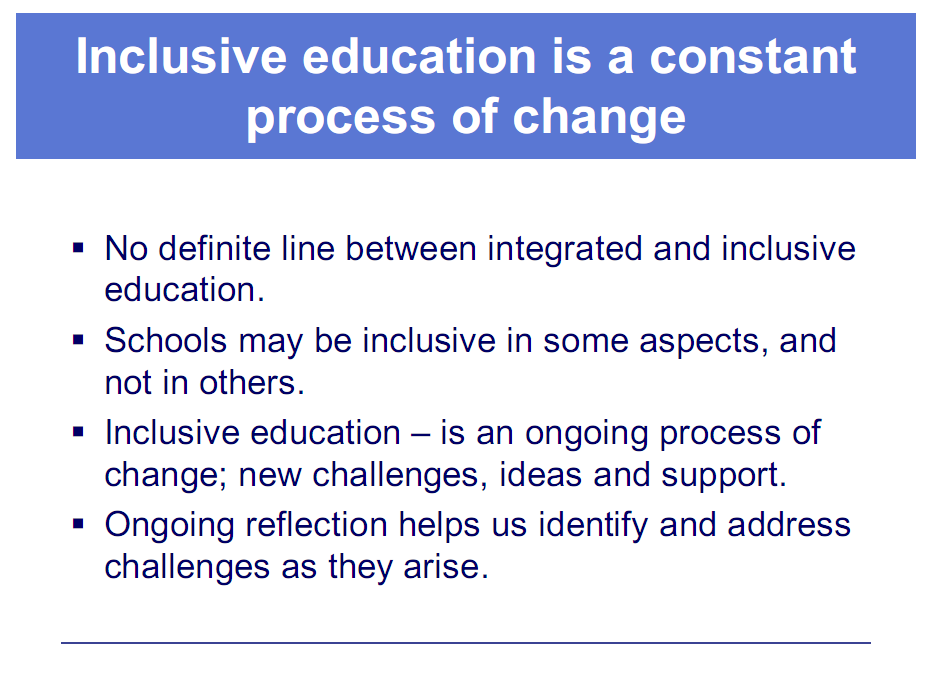
20 minutes

1. Give participants the 5 short case stories in Handout 2. Ask them to work in their small groups (for 5-10 minutes) to do the task as instructed on Slide 12:
   * In your groups, read these short case stories.



* + Using the information about inclusive education that we have already discussed, decide whether each story is an example of exclusion, segregation, integration or inclusion.
  + You may not all agree in every case, so explain your answers to each other.
  + What could be done to make each case more inclusive?

1. After the group work, facilitate a plenary discussion for a few minutes, in particular focusing on any stories where participants came up with conflicting answers. Alternatively, to save time, you can facilitate this whole activity in plenary, with the case studies shown on screen and participants calling out their answers (Appendix 2 provides an answer sheet that facilitators may find useful.)
2. Explain using Slide 13:



“Often there is not a definite line between integrated and inclusive education. Schools/learning spaces may be inclusive in some aspects, and not in others. Inclusive education is an ongoing process of change and improvement for all learners. Often the bigger picture of change is made up of lots of very small steps over a period of time.

A school/learning space might be applying the basic principles of inclusive education as well as it can, but may find that not every child is present, participating or achieving yet. This doesn’t necessarily mean the school has failed to be inclusive, so long as it keeps working towards (taking little steps towards) improving the situation for all children.

Every school/learning space will keep encountering new challenges, and absorbing new ideas and support, as it moves on a path to becoming more inclusive. We need to constantly reflect on our work, and invite others to critique our work, to make sure we keep doing our best to identify and address challenges to inclusion. We need to see inclusive education as a holistic approach that cuts across all aspects of the education system, and requires us to consider all the INEE Minimum Standards.”

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| *If you have more time available*  Use extra time to expand on the discussions. Ensure that participants have ‘extracted’ as many different ideas from each story as possible, and have suggested plenty of solutions for making each case more inclusive. Use the case studies as the basis for encouraging participants to discuss their own experiences with similar situations or problems, and how they solved them (or at least tried to solve them).  For a more structured additional activity, which involves participants actively using the INEE Minimum Standards, see Supplementary Activity 3. |

**5. Defining inclusive education**

5 minutes

1. As a way of summing up the previous activities, it is helpful to have a discussion about the definition of inclusive education. In plenary, ask participants to reflect on what has been discussed already and quickly brainstorm the key points that they think would make up a definition of inclusive education, for their context. Write their ideas on a flipchart/board.
2. You can also show them the ideas for a definition given on Slide 14, and invite them to comment on how this fits with their ideas.

Inclusive education:



* recognises that everyone can learn
* acknowledges and respects all differences in people (age, gender, ethnicity, language, disability, health status, religion, poverty, etc)
* is a dynamic, flexible, constantly evolving process of ensuring that education systems, cultures, policies and practices meet the needs of all learners
* ensures that learners have access to education and that they participate and achieve in education
* requires participation from all stakeholders from planning and implementation through to monitoring and evaluation
* can be achieved in resource-poor and difficult circumstances
* is a life-long process, not restricted to formal primary and secondary schooling
* is a human right, now enshrined in the UN Convention on the Rights of Persons with Disabilities (Article 24: “States Parties shall ensure an inclusive education system at all levels…”)
* is key to developing an inclusive society.

Note: If you are very short of time, you can simply present the definition from Slide 14, without any discussion.

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| *If you have more time available:*  Rather than doing the brief plenary brainstorm and discussion activity above, you could use Supplementary Activity 4 to offer participants a chance to discuss the definition in more detail, and to adapt it to suit their own unique context. |

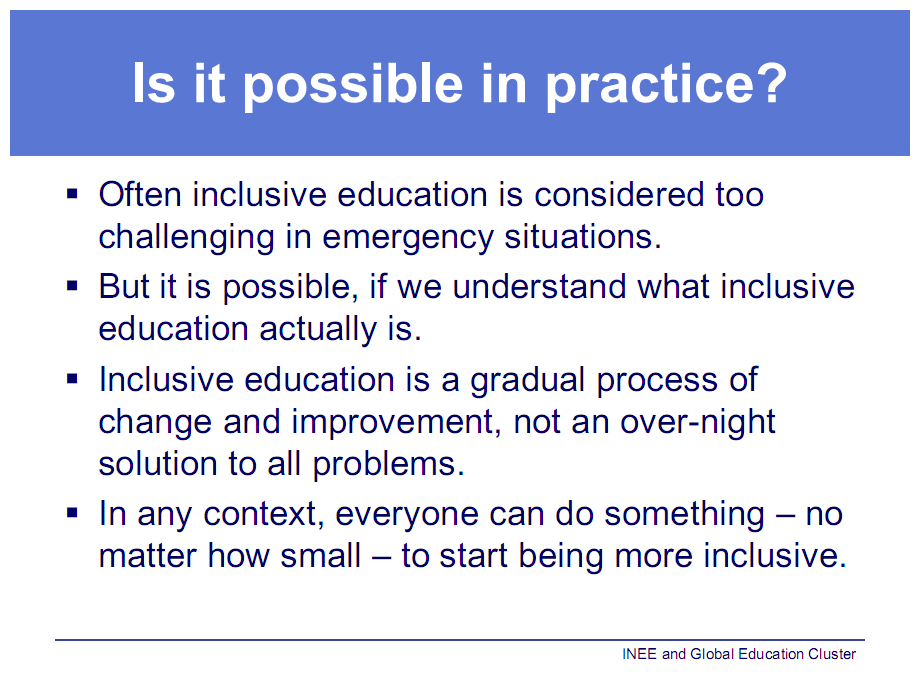
**Part B. Supporting the development of more inclusive education in emergency contexts**

**6. Key issues for inclusive education in emergencies**

5 minutes

1. Using Slide 15, explain:

“Often inclusive education is considered too challenging in emergency situations; requiring too much money, time or specialist personnel. But this really isn’t the case. Inclusive education is possible, if we understand what it really means. As we already saw, inclusive education is a process of change and improvement – not an over-night solution or a ‘fixed product’ that has to be delivered all at once in its entirety. Therefore in any context, everyone can do something – no matter how small – to start being more inclusive. The INEE Minimum Standards offer many helpful starting points too.”



1. Using Slide 16, explain:

“There are various things we need to see more of in emergency education, if we are going to keep moving towards greater inclusion for all learners. For instance, we need to see more:



* + knowledge about who has (and has not) been reached by education services
  + recognition of everyone’s right to education
  + commitment to changing the situation for those totally excluded from (and within) education
  + more attention to learners who are in education but struggling to attend, participate or benefit; and to supporting teachers with implementing inclusive practices
  + confidence among a wider range of stakeholders to identify and tackle inclusion barriers
  + documenting and sharing of experiences in making education in emergencies more inclusive
  + more involvement of all stakeholders in the development of education in emergencies (from planning through to evaluation).

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| *If you have more time available*  Ask participants to discuss these 7 points in more detail. Ask them to talk about the actions they have already taken (or could take) to move forward with one or more of these steps (e.g. what have they done (or could do) to share inclusive education experience with other stakeholders and implementers?). You could also ask them to reflect on the 7 points in reference to the INEE Minimum Standards. For instance, “knowledge about who has (and has not) been reached by education services” relates to the Analysis Standards. |

**7. Identifying barriers to inclusion**

5 minutes

1. Explain:

“As we saw in the photo activity (Section 1), there are lots of different issues affecting whether or not children are included in or excluded from (or within) education – and this range of issues may change or expand in an emergency context. These issues can often be divided into categories.”

1. Outline the 5 categories presented on Slide 17. Provide some examples for each of the five categories, and invite participants to suggest examples that are relevant to their own context. Below are some suggestions:



* + **Environmental barriers:** e.g.schools/learning spaces which are not accessible; unsafe journeys to school; general lack of safety in a camp context
  + **Attitude and cultural barriers:** e.g. fear, embarrassment, shame, low expectations, over-protection
  + **Policy barriers:** e.g. inflexible timetables; rigid curriculum; lack of mother-tongue teaching
  + **Practice barriers:** e.g. lack of interactive, co-operative, child-friendly teaching
  + **Resource barriers:** e.g. shortage of teachers and materials, large classes.

The INEE Pocket Guide to Inclusive Education can be a helpful tool in understanding the possible barriers and how to overcome them. Similarly the INEE Pocket Guide to Supporting Learners with Disabilities offers helpful guidance. Direct participants to both tools for more information.

1. Make sure that participants are not just focusing on barriers relating to children with disabilities. And make sure they recognise that a barrier affecting a child with disabilities can also affect other children too.

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| *If you have more time available:*  Ask participants to refer to the list of issues that was written on a flipchart/board in Section 1, following the photo elicitation activity. Invite them to discuss and categorise the issues according to the 5 different types of barriers.  Participants could also look through the INEE Pocket Guides on Inclusive Education and on Supporting Learners with Disabilities for more guidance. |

**8. Addressing barriers to inclusion**

25-30 minutes

1. Explain using Slide 18:



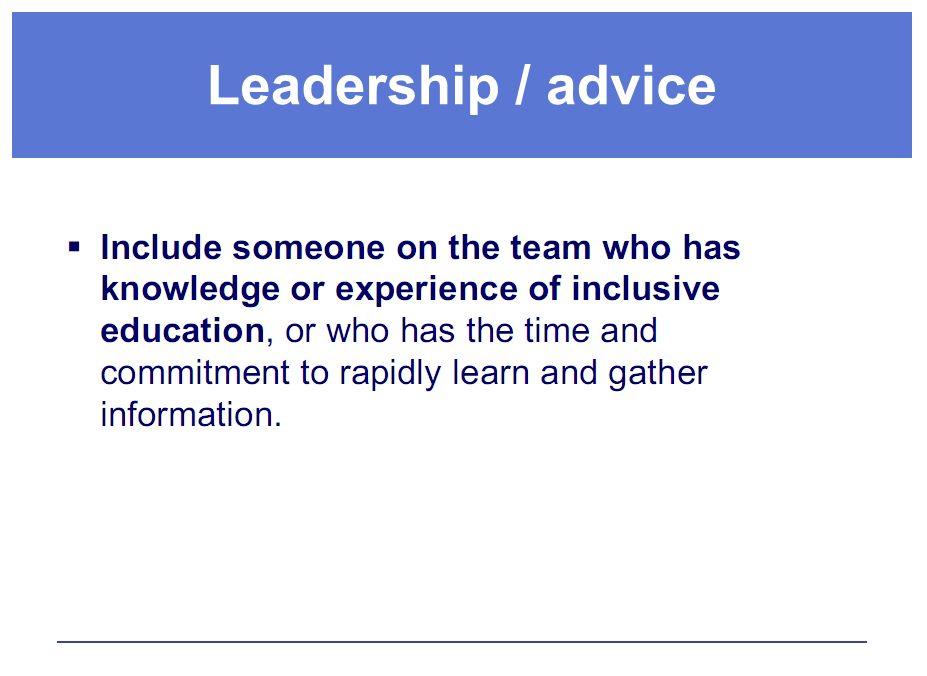
“On our own, we cannot hope to address the many and varied barriers to inclusion that we will encounter when developing education in emergencies. We can’t know everything about all issues of exclusion/inclusion, nor have experience in solving a huge range of challenges.

No training workshop can teach anyone all the solutions they will need in every unique situation. This short workshop certainly is not going to be able to list all the actions you may need to take in your own projects.

But that’s OK, because inclusive education is meant to be a collaborative process – not something that one person or one team creates and delivers ‘from above’. The key to creating inclusive solutions in education, therefore, is to develop collaborative ways of working – with teams in other sectors, with stakeholders (children, parents, etc) and with local organisations/community members, etc.”

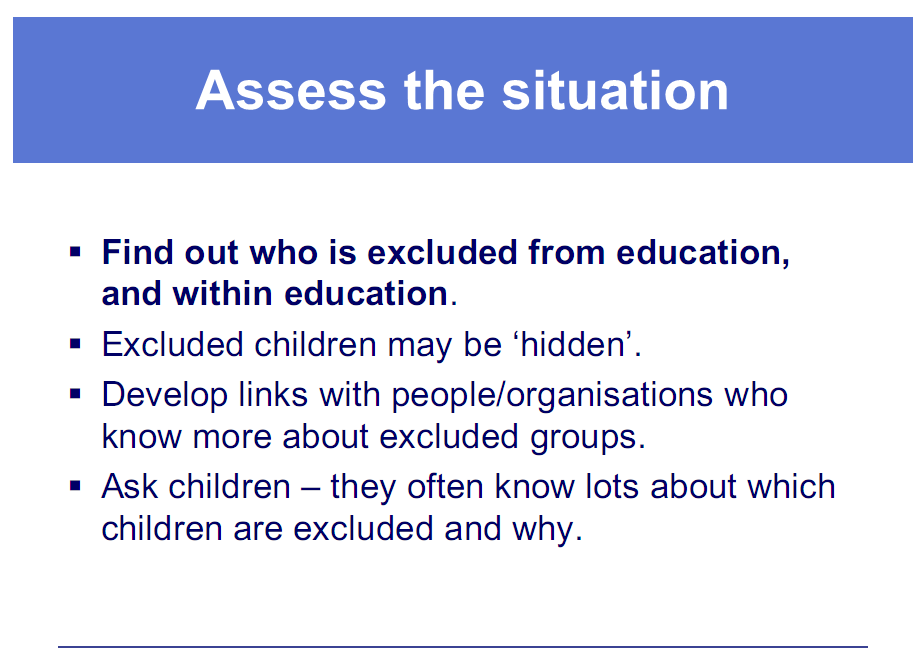
1. Present the summary of key steps for making education in emergencies more inclusive, as shown on Slides 19-23. These key steps are taken from the *INEE Pocket Guide to Supporting Learners with Disabilities.*

“Inclusive education can feel like a huge undertaking in any situation, and it is often difficult to know where to start in order to break the challenge down into more manageable tasks. We are going to look at 5 suggestions for things that education programmes in emergencies can focus on, to help them start to become more inclusive.”

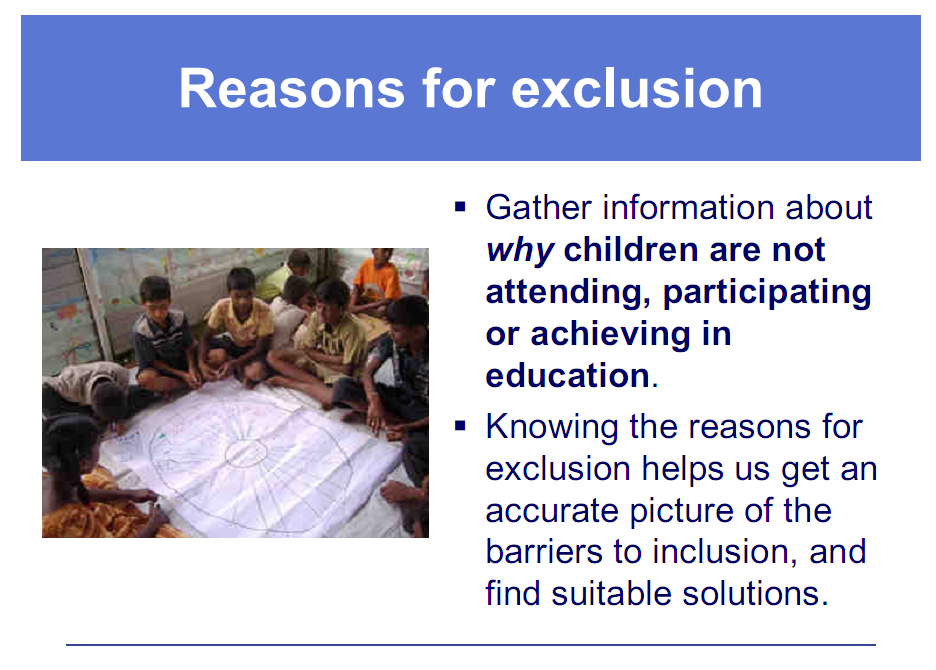


**Leadership/advice:** Try to include someone on the team who has some knowledge or experience of inclusive education, or who has the time and commitment to rapidly learn and gather information.

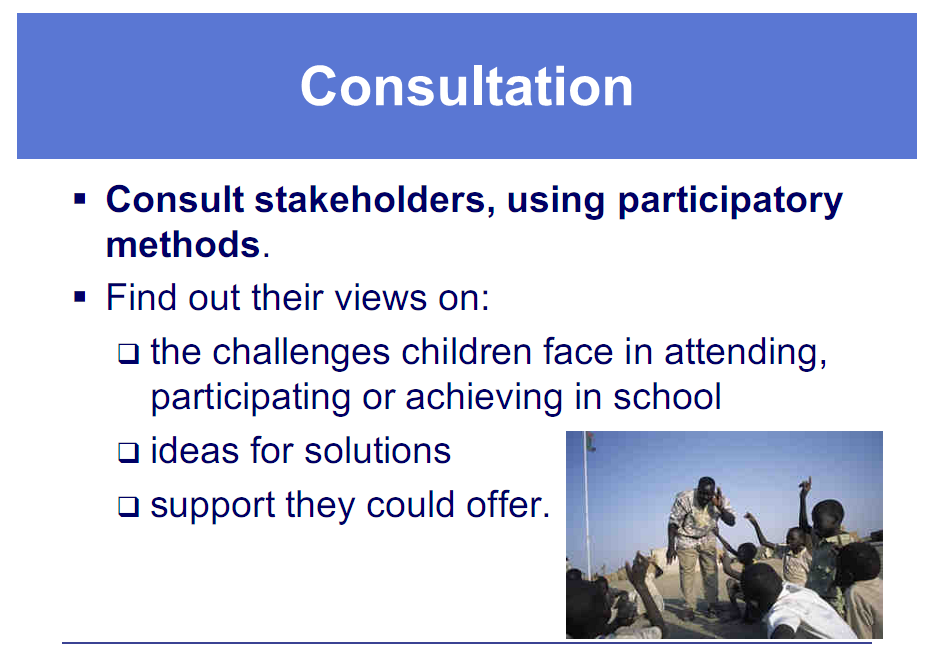
**Assess the situation:** Find out who is excluded from education, and within education. Remember if they’re excluded they might be ‘hidden’, so develop links with people/organisations who know more about excluded groups (e.g. disabled people’s organisations or disabled adults in the community; religious centres/community leaders/elders, school management committees and parent-teacher associations if they exist, children’s groups etc). Remember that children can often be the best placed to help identify their peers who are out of school or facing difficulties in school.



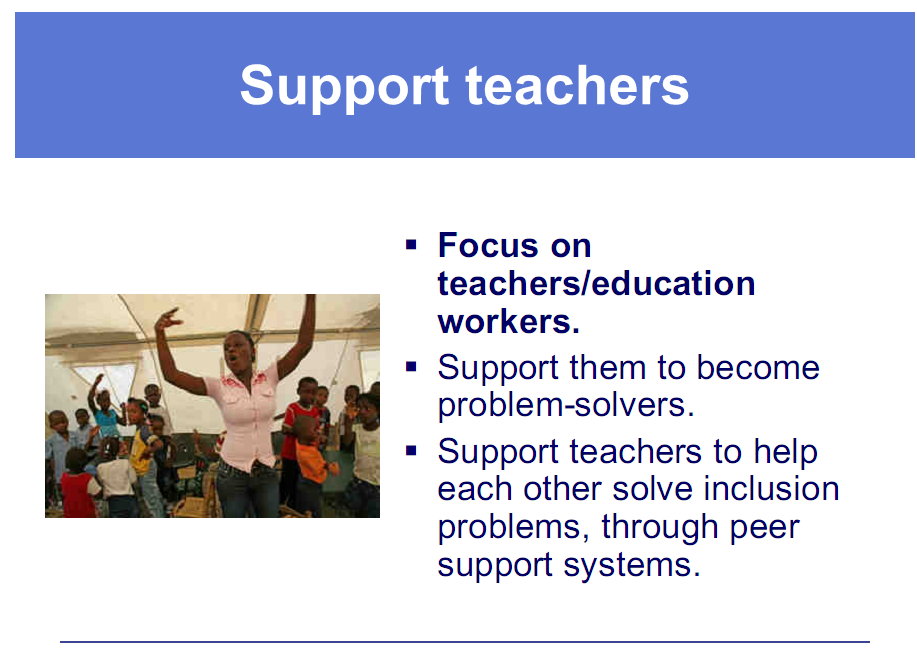
**Reasons for exclusion:** Don’t just focus on gathering information about who is excluded and how many. Gather as much information as possible about *why* they are not attending, participating or achieving in education. Finding out the reasons for exclusion is vital if we are going to get an accurate picture of the barriers to inclusion, and work towards appropriate solutions. Make sure that children are given opportunities to express their views on the reasons for exclusion.



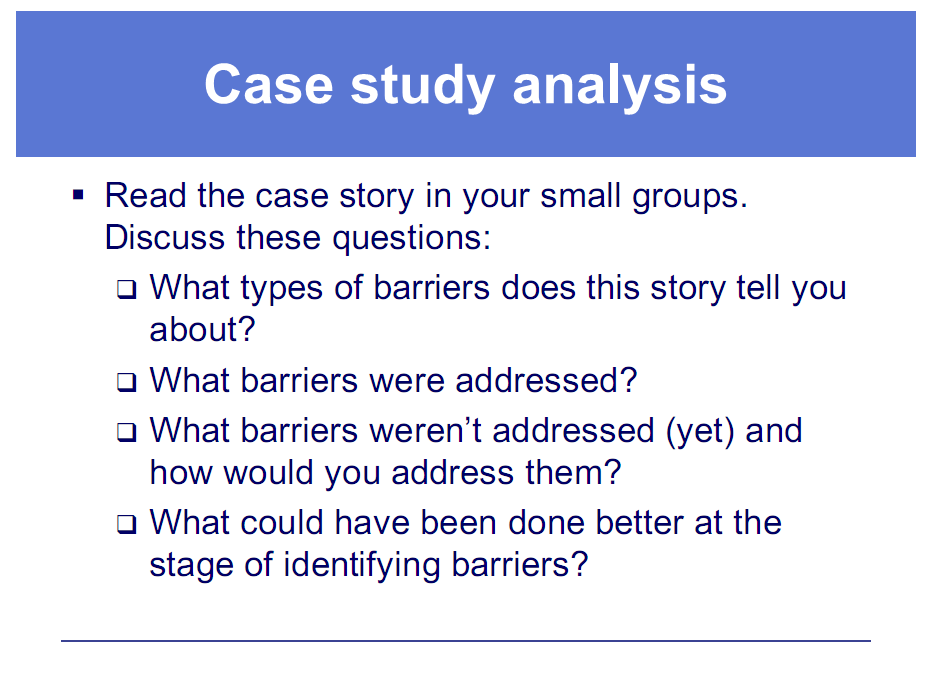
**Consultation:** Consult stakeholders (children, parents, teachers, community members, etc), using participatory methods. What are their views on the challenges children face in attending, participating or achieving in school? What ideas do they have for solutions? What support could they offer (e.g. volunteering to escort children to school; providing materials that could be ‘recycled’ into home-made teaching and learning resources; or helping to raise community awareness about every child’s right to education).



**Support teachers:** Focus on teachers/education workers, in particular supporting them to have the confidence to be problem-solvers. You can’t train them in advance how to solve every inclusion challenge they might encounter, but supporting them to be creative in tackling new challenges is more effective. In difficult circumstances, teachers may feel overwhelmed and not very creative or motivated. Encourage them to take one small step to make a small change that helps one or more learners. Help them to reflect on the results and see that the action was worthwhile; then their motivation and confidence slowly builds. Keep your and their expectations for change realistic. In-service and pre service training on inclusive education are important options, but you can also support teachers to help each other to solve inclusion challenges, by building peer support systems (e.g. regular meetings of teachers where they discuss problems and ideas.)



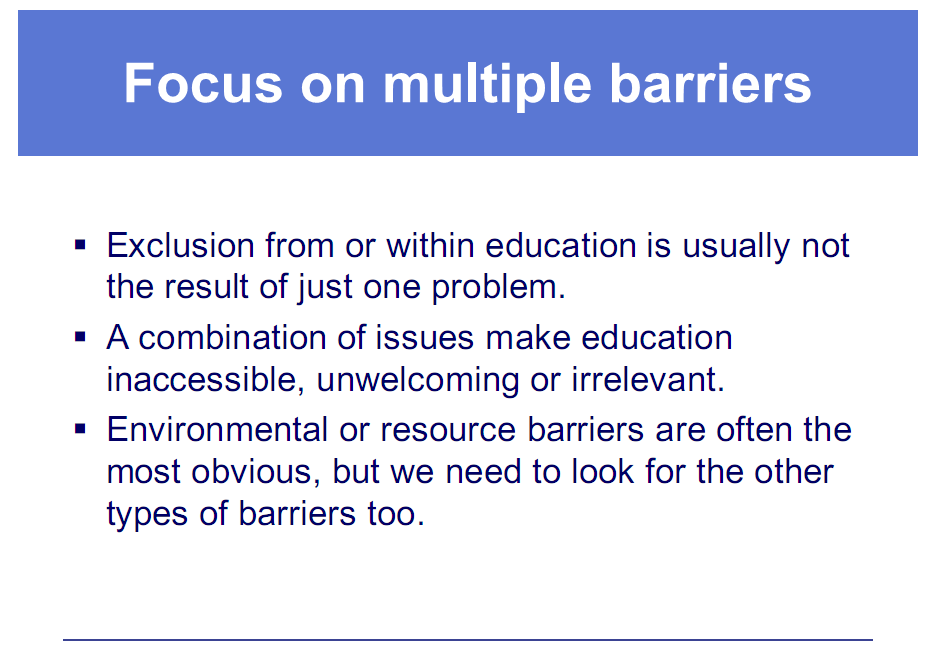
1. Give participants the case story in Handout 3. Ask them to work in groups to do the task as instructed on Slide 24. The group work should take 15 minutes:
   * + Read the case story in your small groups. Discuss these questions:



* + - * What types of barriers does this story tell you about?
      * What barriers were addressed?
      * What barriers weren’t addressed (yet) and how would you address them?
      * What could have been done better at the stage of identifying barriers?

1. As facilitator, move around and listen to the groups’ discussions and be available to answer queries.
2. Facilitate a plenary discussion for a few minutes. (Appendix 3 provides a sheet of notes that facilitators may find useful.)

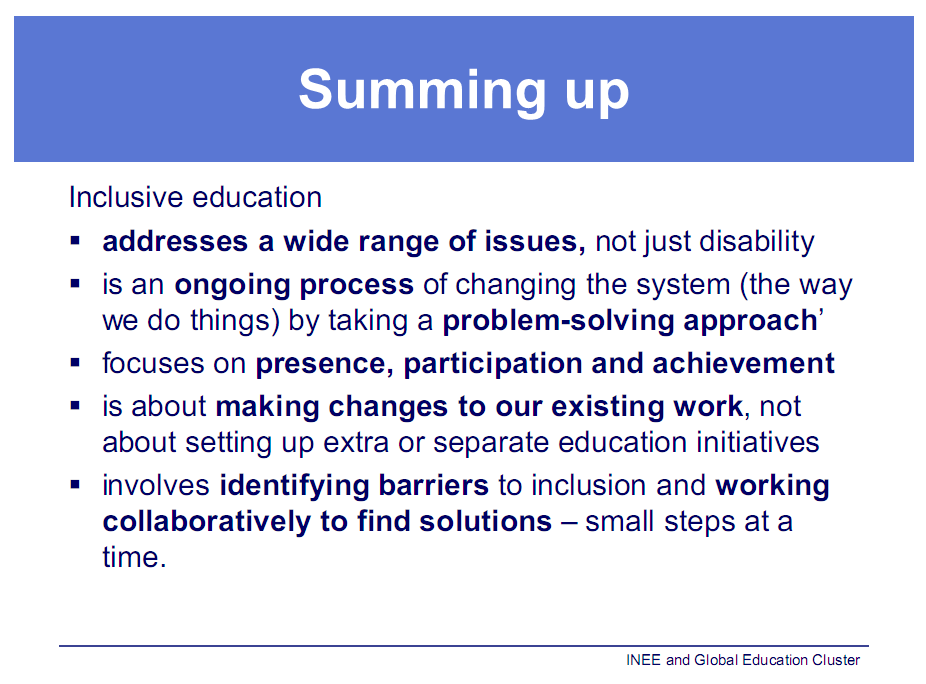
|  |
| --- |
| *If you have more time:*  Use Supplementary Activity 5 to help participants reflect in more detail on the case study, and to encourage them to use the INEE Minimum Standards and/or the INEE Pocket Guides to investigate possible responses to the case study situation. |



1. Using Slide 25, explain:

“When children face exclusion from or within education, it’s usually not the result of just one problem. Usually there will be a combination of issues making education inaccessible, unwelcoming or irrelevant – like there was in the case study. We therefore need to keep our eyes and minds open to all types of barriers. The environmental or resource barriers may be the ones that we notice first, but often solving these barriers is only part of the story. For instance, we can invest a lot of effort in making a learning space physically accessible for children with disabilities. But if they then receive poor quality teaching (practice barriers), or face prejudiced bullying from other children (attitude barriers), they are still not being included and may drop out or fail to achieve.”

1. Supplementary Activity 6 should be used, if you have time, to help participants work on addressing some of their real-life challenges with making education in emergencies more inclusive, and to learn from each other’s experiences.



1. Slide 26 offers a very short summary of the key messages from this training. If you have time you can use this to have a brief recap with the participants before closing the workshop.

**Supplementary activity 1**

20 minutes

*This activity can be used at the end of Section 1.*

1. Print and cut out the cards below, and shuffle them up. Ask participants to work in small groups and to place the cards under two headings.

* Inclusive education is…
* Inclusive education is not just…

1. Make sure you keep a copy of the complete table, so that you have the answers available!
2. When the groups have finished, ask for feedback in plenary. If some participants get the ‘wrong’ answer, invite other participants to explain why they came up with a different answer.

|  |  |
| --- | --- |
| **Inclusive education is…** | **Inclusive education is not just…** |
| ...a constant process of change | ...a one-off project |
| …restructuring education cultures, policies and practices | …developing education specifically/only for disabled learners within mainstream settings |
| …making the education system flexible enough to accommodate any learner | …changing the learner so that he/she can fit into the existing education system |
| …identifying and removing barriers that exclude learners | …a set of pre-determined solutions that will work everywhere |
| …helping children to participate and learn | …making sure children attend school |
| …dealing with a wide range of challenges | …fixing financial challenges |
| … a collaborative process | …implemented by education experts |
| … not confined to formal schooling | …a system for use in formal schools |

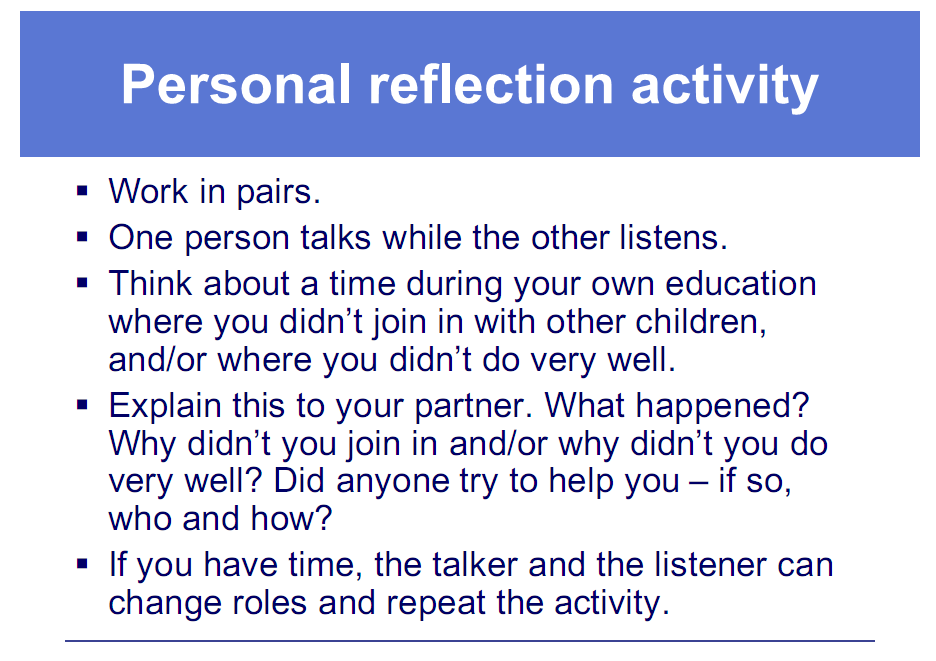
**Supplementary activity 2**

20 minutes

*This activity can be used at the start of Section 3.*

This activity will help participants to understand better the importance of focusing on presence, participation and achievement, by encouraging them to reflect on their own experiences in education.

1. Ask participants to work in pairs, and to carry out the personal reflection task as instructed on Slide 28:



* Work in pairs.
* One person talks while the other listens.
* Think about a time during your own education where you didn’t join in with other children, and/or where you didn’t do very well.
* Explain this to your partner. What happened? Why didn’t you join in and/or why didn’t you do very well? Did anyone try to help you – if so, who and how?
* If you have time, the talker and the listener can change roles and repeat the activity.

1. Give participants 10 minutes for the pair discussions, and then invite a few volunteers to share their stories in plenary. Make notes on a flipchart/board, highlighting whether the points they mention relate to presence, participation or achievement in education.

**Supplementary activity 3**

20 minutes

*This activity can be used to expand on Section 4.*

This activity will help participants to make links between the reality of situations and the standards and actions outlined in the Minimum Standards. It will offer them some practice in using the Minimum Standards as a tool for developing inclusive education responses.

1. Using Slide 29, ask participants to read the case studies again (or allocate one case study to each small group).



1. Then ask the groups to refer to the Minimum Standards, and identify which standards and key actions are most relevant to each case study, and why.
2. Using the Minimum Standards, they should come up with at least one response that could help to make the situation described in the case story more inclusive.

**Supplementary activity 4**

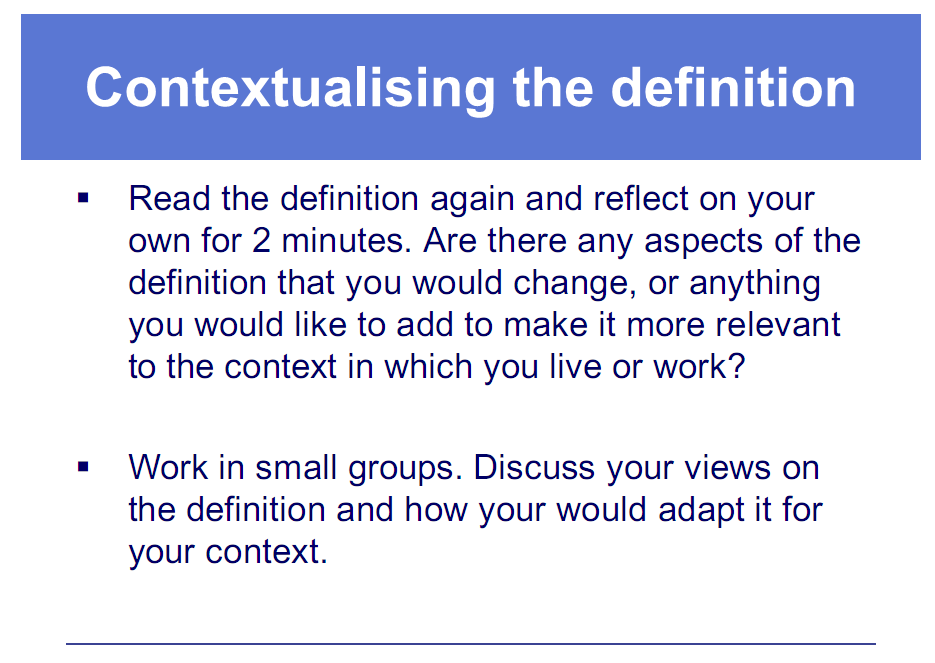
20 minutes

*This activity can be used to expand on Section 5.*

As the definition shows us, inclusive education is a dynamic process of change, not a ‘fixed product’ that can be set up using the same ‘formula’ in every situation. For this reason, there is no universally agreed definition of inclusive education.

During training sessions we may present a fairly general definition of inclusive education which covers the key principles. But to acknowledge the flexibility in inclusive education, we often invite participants to reflect on the definition to see if they would like to improve and expand on it to take account of the specific issues relevant in their context. For instance, in a post-emergency context, people might want to ensure that the definition they use explicitly mentions “support to ex-combatant children, or children who are over-age having missed years of schooling”.

1. Using Slide 30, ask participants to read the definition again and reflect on their own for 2 minutes. Are there any aspects of the definition that they would change, or anything they would like to add to make it more relevant to the context in which they live or work?



1. Then ask participants to work in small groups (ideally of people who live/work in the same location). Invite them to discuss their views on the definition and how they would adapt it for their context. Allow 10 minutes for this discussion.
2. Each group can then feed back on their ideas in plenary. Make a note of their suggested changes on a flipchart/board. If anyone suggests ideas for the definition that are inappropriate (e.g. that conflict with inclusive education principles), point these out and explain why they may not be suitable for a definition of inclusive education (or invite other participants to respond).
3. You may ultimately want to see if everyone in the room can work together to create an agreed, improved definition that the participants will use to guide their reflections on inclusive education when they get back to their work.

**Supplementary activity 5**

30+ minutes

*This activity can be used to expand the case study analysis in Section 8.*

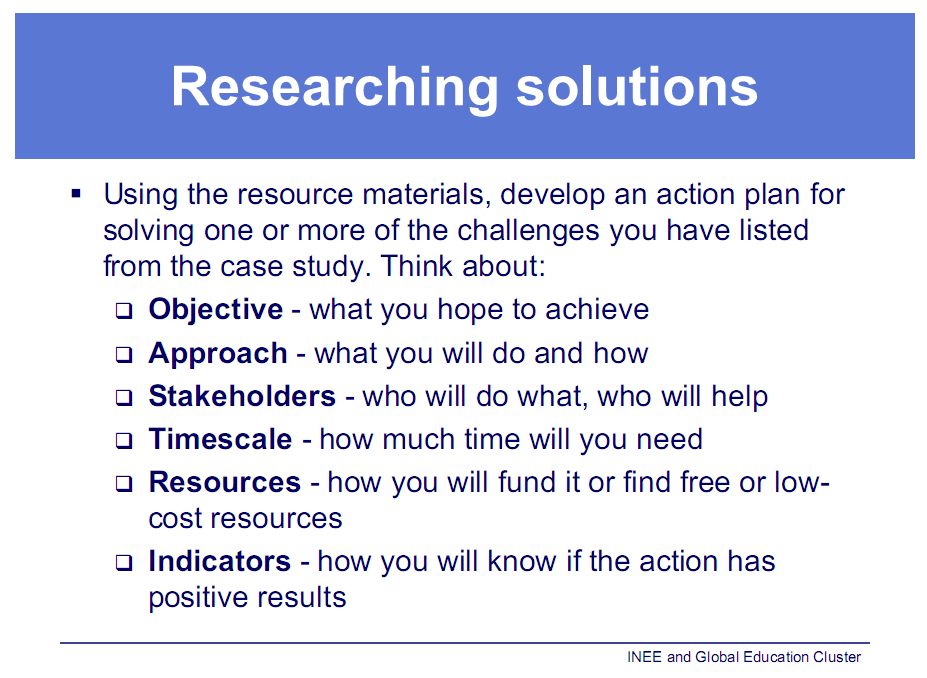
This activity offers an expanded version of the activity suggested in Supplementary Activity 3. It will help participants to make links between the reality of situations and the standards and actions outlined in the Minimum Standards. It will also offer them some practice in using the Minimum Standards and/or INEE’s pocket guides and poster as practical tools for developing inclusive education responses.

1. After participants have completed the activity instructed on Slide 24, ask them to write a clear list of the challenges that were present in the case study (all challenges, regardless of whether they had been solved, partially solved or not addressed at all).
2. Provide the groups with copies of one or more of the following reference resources:

* INEE Minimum Standards
* Education in Emergencies: Including Everyone. INEE Pocket Guide to Inclusive Education
* INEE Pocket Guide to Supporting Learners with Disabilities
* Teachers can help everyone learn (poster)

1. Ask participants to use these resources as reference materials to help them carry out the task explained on Slide 31:

* Using the resource materials, develop an action plan for solving one or more of the challenges you have listed from the case study. Start with the challenge that you think is the top priority.



* Remember that you may be able to find solutions that will help you deal with more than one challenge at once, so you don’t have to just approach this task one problem at a time.
* Think about:
  + The objective (what you hope to achieve)
  + The approach for action (what you will do and how)
  + The stakeholders (who will do what, who will help)
  + The timescale (how much time you will need)
  + The resources (how you will fund it or find ‘free’ resources)
  + The indicators (how you will know if the action has positive results).

1. Facilitate a feedback session, allowing each group to share their plans and comment on each other’s plans.

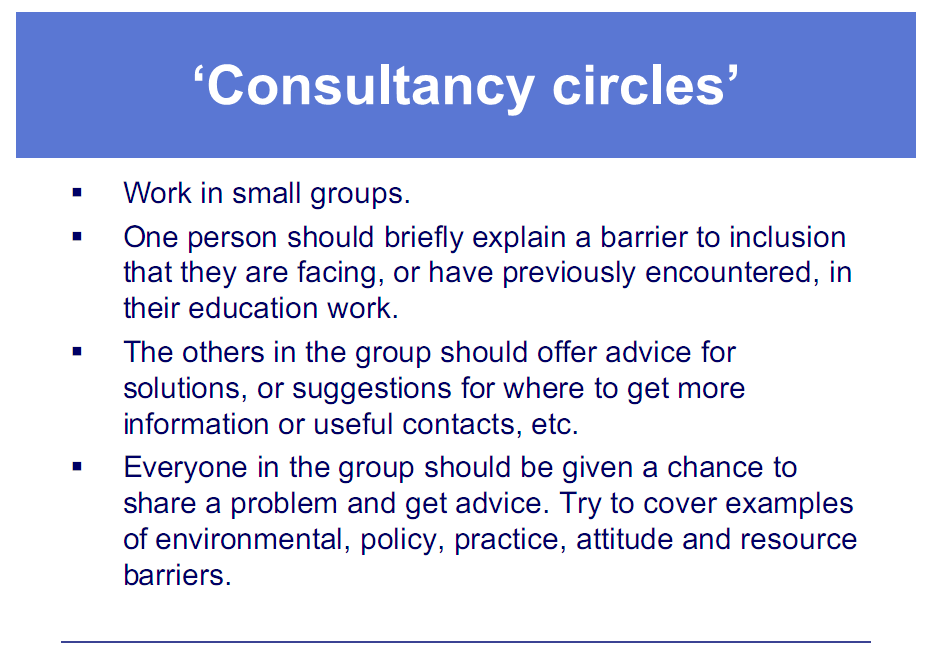
**Supplementary activity 6**

30+ minutes

*This activity can be used to extend Section 8, at the end.*

This extra activity is useful because often we learn more about inclusive education by sharing and discussing real-life problems and solutions, not just fictional case studies. The activity, therefore, obviously suits groups of participants who have already been working in education, even if they have not previously worked on a project that was labelled as ‘inclusive education’.

1. Using Slide 32, ask participants to work in small groups. One person should briefly explain a barrier to inclusion that they are facing, or have previously encountered, in their education work (preferably in an emergency context). Remind participants that if they have worked in education then they will have come across inclusion/exclusion issues, even if they have not previously worked in a project that was labelled as ‘inclusive education’. The others in the group should then offer advice for solutions for the reported barrier, or suggestions for where to get more information or useful contacts, etc. They can also discuss how to adapt solutions that were tried in non-emergency contexts so that they work in an emergency situation (or vice versa).



1. If there is time, everyone in the group should be given a chance to share a problem and get advice. Each group should try to ensure that they cover examples of environmental, policy, practice, attitude and resource barriers (e.g. avoid every group member seeking advice on environmental barriers).
2. After the groups have finished their ‘consultancy circles’, facilitate a plenary discussion. Each group could be asked to choose and explain one problem that they discussed, and present the advice that was offered. Other groups (and the facilitator) can then add to this advice. Encourage participants to illustrate their advice with examples from their own experience, as far as possible.
3. The activity could be further expanded by asking participants to use the INEE Minimum Standards and pocket guides to find further solutions to the inclusion barriers they have been discussing.

**Handout 1**

** **

** **

** **

**Handout 2: Is this inclusive education?**

1. Some girls stopped coming to school because they kept getting sick. After investigation, it was found that when they were in school they never used the latrines and this was affecting their health. The girls were scared of being bullied or attacked in the latrines, by male pupils or men from the local community. When the girls complained to the head teacher, he liaised with the NGO that was supporting education in his displaced community, and arranged for proper doors to be fitted to the latrines (rather than sack curtains). He then started locking the latrines so that these boys/men could not enter them; only girls would be given the key. The head teacher kept the key, so girls had to ask him for the key whenever they needed to use the latrine.

2. A teacher has 70 children in her class in a temporary learning space. The teaching style she is most familiar with is standing at the front of the classroom and lecturing to the children. She notices that many students do not seem to understand what she is teaching. Despite the challenge of having limited, makeshift furniture, she has tried different seating arrangements, but now she is putting her quickest learners in the front and she mostly asks them questions (in their mother tongue) because the other students do not seem very engaged with the lessons.

3. A teacher was struggling to control a group of refugee/displaced boys in his class. They seemed bored, would not sit still and often interrupted the teacher and other students. The teacher sent the boys out of the classroom when they caused trouble. When this happened, the boys ran around the school disturbing other classes. The teacher was frustrated and the boys were not learning much. The head teacher decided to set up a separate class for ‘problem children’ like these boys, but it was difficult to find a teacher who wanted to teach this class, and so eventually the boys stopped coming to school altogether.

4. Joseph has a learning difficulty; he struggles with maths and literacy. Joseph needs to have someone explain clearly, several times, what is going on in class. This is quite challenging for the teacher as the class has 60 pupils and is operating in difficult circumstances in a refugee camp. However, the teacher has paired Joseph with a learner who enjoys ‘playing teacher’ and with whom he gets along well. The teacher has also allowed Joseph to take the class tests orally. Further, the teacher found an adult in the camp who used to be an accountant. This woman now comes and works as a voluntary assistant in the class for an hour a week during maths lessons, supporting Joseph and any other children who are struggling.

5. Halima is 7 years old and has Down’s Syndrome. She can say a few words but mainly uses gestures to communicate – she has even learned some basic sign language from her uncle who is deaf. Before the crisis that caused her family to be displaced, Halima had never been to school, but the NGO working on education in the camp where she now lives, made sure she was enrolled in the new temporary school. The other children 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 Halima is a clown and would prefer it if her parents kept her at home because the teacher thinks Halima interferes with the other children’s education. Because Halima can’t speak well, the teacher never bothers to ask her any questions and lets her do whatever she wants in class.

**Handout 3: Case study**

Immediately after a recent natural disaster, an international NGO rapidly set up a safe space where children could come, for both formal education and informal support. When the space was opened, the NGO didn’t know how many children would attend, as there were no accurate figures for the number of children in the settlement. The settlement was populated by people who had been displaced from two neighbouring districts. The NGO didn’t formally announce the opening of the safe space, preferring to inform people through word-of-mouth. They wanted a gradual growth in interest to make sure they could cope.

In the first few weeks the numbers grew each day, peaking at 75 children. The staff quickly became aware that mostly girls attended, and only from one of the displaced neighbourhoods. In the fourth week, therefore, the NGO staff planned a survey to map where the attending children were coming from and to find out who was not attending. For two weeks they gathered detailed statistics, discovering that another 320 children should be attending the safe space/school. Using these statistics, they began a targeted information campaign to inform families of absent children about the safe space/school and to encourage enrolment. Disappointingly, only an extra 40 children began attending in the next few weeks.

One staff member decided to investigate further, talking to key people/leaders in the two displaced communities, and meeting parents and children. She found that boys generally were not attending because they were too busy helping their families by building shelters and hawking. Girls from the second displaced community were not attending because their parents worried about their safety. The safe space/school was mostly run by women from other communities. There wasn’t a big language barrier, but parents still worried about entrusting their girls to strangers in an unfamiliar school. Also, no one from their own community had encouraged them to send their girls. After talking to a range of people, the staff member was also surprised to find at least 40 children with various disabilities in their homes/shelters, who had not appeared in the survey data.

In response to these new findings, the NGO recruited volunteer teachers from the second displaced community, and encouraged all teachers to make visits into the communities to meet families. Gradually more girls started attending, although many still seemed to be absent for several days each month. The NGO also adjusted its information campaign to target the families of working boys. It developed a project to provide families with more support with shelters and income-generation, so that the boys could be free to go to school. Unfortunately after an initial steep growth in the number of boys attending, many began to drop out. To support the enrolment of the children with disabilities, the NGO made special visits to the parents to encourage them to send their children to school. They also created a new, smooth path to the school from the main track through the settlement, and even hired a local carpenter to make some special desks/chairs for specific children. Twelve children with disabilities enrolled, but they all stopped coming after just two or three weeks.**Appendix 1: facilitator’s notes for Section 1 / Handout 1**

|  |  |
| --- | --- |
| water low res  Photo from: EENET | * **Main issue:** water supply and education * **Photographer’s view:** there is water available in our learning space, which is good (helps us drink and concentrate; helps us keep clean and avoid disease). * **Other common interpretations:**   + Stony ground – inaccessible to people with disabilities. |
| Photo from: EENET | * **Main issue:** toilets and sanitation in school spaces * **Photographer’s view:** it’s great, we now have latrines. There were none before, and in such an open area it was hard to find a place to go to the toilet. * **Other common interpretations:**   + These are for boys, where are the girls’ latrines?   + They don’t look physically accessible.   + Safety – can the whole community come and use these, putting children at risk? |
| plates low res  Photo from: Atlas Alliance | * **Main issue:** feeding activities linked to education * **Photographer’s view:** there are poor hygiene issues in the school feeding activities here * **Other common interpretations:**   + It’s good that the school is offering food, as this helps children concentrate and encourages parents to send them to school. |
| Photo from: EENET | * **Main issue:**  teacher’s attitude * **Photographer’s view:** my teacher is always smiling and this makes me feel included * **Other common interpretations:**   + Poor discipline – the children at the back are misbehaving.   + Sitting in rows is not good for active learning. |
| **2 teachers**  Photo from: EENET | * **Main issues:**  teachers working together on problems * **Photographer’s view:**  these are two of my teachers. It’s good that they talk a lot about their work and about how to teach us. * **Other common interpretations:**   + This is a teacher talking to a disabled parent.   + It’s good to have disabled teachers as role models in school. |
| girls fetch water low res  Photo from: EENET | * **Main issue:** children doing chores/working when they should be going to school * **Photographer’s view:** this was taken by a professional photographer * **Common interpretations:**   + Fetching water when should be at school or fetching water for use at school/by teachers – affects learning.   + It’s girls doing the work – gender discrimination in domestic tasks and thus in access to education. |
| **Haiti tent**  Photo from: Rebecca Janes/Save the Children | * **Main issue:** child friendly, active approach to learning * **Photographer’s view:** this was taken by a professional photographer * **Common interpretations:**   + Happy, active children; child friendly approaches   + All female teachers/assistants, maybe issues of lack of male role-models for boys? |
| **kids in circle**  Photo from: Save the Children | * **Main issue:** group activities, participation in active learning * **Photographer’s view:** this was taken by a professional photographer * **Common interpretations:**   + Happy, active children; child friendly approaches   + Physical accessibility – working on floor like this might exclude a child with physical impairment? |
| **deaf girls Afgh**  Photo from: Karin Beate Nosterud/Save the Children | * **Main issues:**  using sign language / enabling girls’ education * **Photographer’s view:** this was taken by a professional photographer * **Common interpretations:**   + Is it segregated education, we can’t tell if all girls are deaf?   + Small class, but our classes are huge so we can’t do this.   + Extra lessons outside normal school hours. |
| **teacher at board**  Photo from: Save the Children | * **Main issues:** teaching and learning methods * **Photographer’s view:** this was taken by a professional photographer * **Common interpretations:**   + Teacher-centred approach – teacher focused on the board and has her back to the class, etc.   + Poor quality board, can’t see the writing. Inaccessible to children with poor eyesight.   + Maybe this isn’t a teacher but a pupil (older learner) who is reading from the board. |

**Appendix 2: Answers for Section 4 / Handout 2**

**1. Some girls stopped coming to school….**

*Answer: Potentially exclusion, but the intent was inclusive*

The head teacher attempted to solve the problem and to be inclusive by responding to the girls’ needs. But he mistakenly created another potential barrier to inclusion (i.e. girls may be too embarrassed to ask a man for the toilet key). The girls will probably still either not use the toilet and get ill, or will not come to school (i.e. be excluded). Perhaps if he had consulted the girls, or female teachers/parents, a more appropriate solution could have been found (e.g. several keys being distributed between male and female staff; interventions to address male attitudes/behaviour towards the girls, etc).

**2. A teacher has 70 children in her class…**

*Answer: Integration.*

The slower learners are in the classroom but they are not participating or achieving/benefitting. The teacher has made some effort to try to be more inclusive, by trying different seating layouts. But she has ‘given up’ when that didn’t work. She is obviously open to trying something different, but doesn’t know what else to try. With some more support (e.g. other teachers sharing ideas with her) she could find out about other ways to change her classroom and practices to be more participatory and inclusive. She might, for instance, look at whether the language of instruction is an issue for the slower learners, or whether she can make her teaching style more participatory.

**3. A teacher is struggling to control a group of boys in his class…**

*Answer: Integration, then segregation and exclusion.*

The boys were not participating/learning when they are in class (integration) and were often totally excluded from the class. Later there was an attempt to segregate them, but this ultimately led to total exclusion from education. We don’t know anything about the first teacher’s methods, but maybe he just needed support to try more child-centred and active methods, to make the lessons more interesting and suited to the boys’ preferred ways of learning. Then the subsequent exclusion and segregation need not have happened. We also don’t know the boys’ backgrounds, but maybe their recent experiences have impacted on their behaviour, and so some psycho-social support is needed, or a positive male role model from their community whom they respect could assist the teacher?

**4. Joseph has a learning difficulty….**

*Answer: Inclusion.*

The teacher has taken clear steps to support the learning needs of this child, even though the teacher can’t dedicate enough of his own time to Joseph because of the class size. The teacher has used peer-learning approaches, has adapted the methods for assessing learning, and has sought help from other positive adult role models in the community.

**5. Halima is 7 years old and has Down’s Syndrome…**

*Answer: Integration.*

Halima is in class but is not learning, and the teacher is not doing much to help her participate – although the other children are helping Halima to join in as much as they can. Perhaps the teacher could make use of these peer friendships by organising some child-to-child approaches in class, to enable other children to support Halima’s learning. Her friends could even be given the task of adapting what they have just learned into a simplified or more fun lesson or activity that Halima can do. This would help Halima and give the friends an opportunity to revise their own learning by applying it to a real-life task. It might even be possible to find a solution to support Halima’s learning that involves the use of sign language, since she already has some skills here (and then that solution could have knock-on benefits for any deaf children currently not benefiting from education at the school). An alternative might be to see if another teacher is willing (and more experienced) to take Halima into their class, or whether an assistant can be found (like Joseph’s teacher did).

**Appendix 3: Facilitators’ guidance notes for Section 7 / Handout 3**

The following notes may be of help when facilitating the plenary discussions for this activity. These are not definitive answers, so allow participants to think of a wider range of answers if they can. The case story is not real, but has been created from real life experiences across a variety of different projects and contexts.

* **Attitude barriers**
  + Distrust between communities stopped parents from sending their girls to school.
  + Parents perhaps kept their children with disabilities hidden during the survey due to embarrassment, over-protection, etc.
  + NGO staff may not have specifically asked questions about disability in the survey – so they missed these children. They only emerged when a more participatory process was used which enabled the community to raise issues, rather than just answering pre-determined questions in the NGO’s initial survey.
* **Resource barriers**
  + Lack of family resources prevented them from prioritising boys’ education.
  + Suitable furniture for children with disabilities was considered to be a need by project staff. However, it wasn’t enough to prevent them dropping out again – so was the furniture a genuine need as requested by the children, or an assumed need by the NGO?
  + Human resource barriers included the lack of teachers from the second community. Also, there were only female teachers, so the lack of male teachers could be a barrier to boys’ enrolment/attendance/retention.
  + Girls had poor attendance for some days each month – could there be sanitation barriers for them during menstruation, or general problems with toilets/water facilities?
* **Practice barriers**
  + Despite increasing enrolment, there was subsequent dropouts – so maybe the teaching practices (teaching and learning methods and materials) were not supportive and child-friendly, or perhaps the curriculum was irrelevant to their lives and current needs. There was no mention in the story of working to train or support teachers to be more inclusive in their methods or more aware of the needs of marginalised groups. And no mention of work done to determine appropriate teaching content.
* **Policy barriers**
  + The NGO did not have a policy of doing thorough participatory investigations at the start of the initiative. They were initially reactive; then they investigated quantitative information. After quite a significant time they looked at qualitative information about *why* children were not coming to school, and this was done by an individual, not as an organisational decision/policy.
* **Environmental barriers**
  + The journey to school may not have been easy for children with disabilities, hence improving the path to the school. However, we don’t know how accessible or safe the rest of their journey was – maybe that’s why enrolment/attendance of children with disabilities remained poor.
* **What could have been done better at the stage of identifying barriers?**
  + More thorough situation/needs assessment (qualitative and quantitative) at the start, involving stakeholders, community members and relevant local ‘experts’ (e.g. disabled adults or groups). Building on this initial involvement to then have stakeholders actively involved in the development and running of the initiative.
  + Investigate sooner *wh*y children aren’t coming (not just who comes and their numbers)?
  + More well-planned ways to inform people about the school and its benefits for their children, especially among groups whose children seem most likely to be marginalised/excluded.

1. If you don’t have enough copies of photos for group work, you could do this activity in plenary. Show each photo on the screen and invite people to comment on the questions from Slide 3. Make sure that the discussion isn’t dominated by just a few people. [↑](#footnote-ref-1)