

# Young Voices in Inclusive Education

A guide to help young researchers conduct action research with peers and younger children



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# Part 1

## Background information for adult facilitators



## 1.1. Why do we need to listen to children and young people?

Listening to the experiences, opinions and ideas of children and young people is essential for any inclusive education project to succeed.

Inclusive education is a process of understanding the barriers to inclusion and the positive practices that exist in a school community. It is also about finding ways to overcome these barriers and expand the positive practices. The best way to do this is by understanding what the school community looks and feels like from the perspective of those most closely involved – the learners, their teachers and parents/caregivers, other staff and community members. If we are going to make useful improvements to a school, we need to know what makes learners feel included or excluded: what barriers do they experience, what support do they value or want, what upsets them or makes them feel unwelcome or unsafe, what behaviour from teachers do they find most supportive, what teaching and learning strategies are most helpful, and so on.

It is becoming more common for older children – primary age and above – to be consulted in education projects. But younger children – early primary and pre-primary – are still rarely given a chance to share their experiences and ideas about education. Why is this?

- There is a common belief that very young children do not understand the world around them, cannot analyse situations, or cannot communicate their feelings and ideas about these situations.
- Sometimes adults believe children, especially young children, should not be asked their opinions.
- Adults usually do not know how to help very young children to think about and talk about their experiences of learning and school.
- The methods that adults use to help older children think and talk about their experiences are often not suited to the skills or interests of younger children.
- Very young children may be too overwhelmed or frightened to share their experiences and ideas with an adult. Adults may wrongly interpret silence or limited responses as a sign that the children have nothing to say.

Most children, of any age, can understand, analyse and communicate in relation to their experiences of kindergarten or school and learning. Obviously, they do this at a level and to a depth of detail that fits with their cognitive and language development. But the bottom line is that every child, of every age, can tell us something about their experiences, likes and dislikes – if we ask and listen in the right ways.

**Every child, regardless of age, has a right to be heard and to have their views taken seriously.**

## 1.2. Why focus on child-to-child activities?

This guide focuses on how to prepare and support older children to work with their peers and with younger children on 'child voice' activities. This approach has various benefits:

- Young children may feel more comfortable sharing their experiences and ideas with other children, rather than with adults. Adults are usually authority figures – parents/caregivers and teachers – who may be seen as likely to judge or punish.
- Older children may still remember well what it was like to be a small child, which means they may have more empathy with young children than an adult has. This can help them to be more supportive and sympathetic when facilitating activities.
- Older children often have creative ideas for helping younger children to relax and talk.
- Children may ask each other more probing or challenging questions than the adults ask. Children are renowned for being very direct!
- Older children gain valuable skills when they learn how to facilitate and support their peers and younger children with talking and thinking activities.
- Older children may reflect in more depth on their own experiences and ideas through the process of asking others to do so.
- Young children who will soon transition to another level (for instance, from pre-school to primary) may find it reassuring if they have already met older children and had a positive experience. Sometimes it may be possible for the young researchers to have a supportive role towards their younger friends when they move to the next school.



### **1.3. When might we use child-facilitated child voice activities?**

There are many instances when we need to listen to children's views, such as when planning, implementing, monitoring and evaluating a project, or as part of ongoing efforts to improve a school or other community service.

We always want our efforts to listen to children to be as effective as possible, so using child-facilitated activities rather than adult-facilitated activities is always an option we should consider.

It may take longer – we first have to ensure the older children are prepared to work with their peers and younger children – but the results are worth the time investment.

### **1.4. Using children's voices within an action research approach**

While every child and young person has the right to be heard on matters affecting their education and lives, they are more likely to open up and be willing to share ideas and experiences if they feel there is a purpose for doing so. That is why using an action research approach when listening to children and young people can be very important.

Action research is not just an extractive process where we ask people questions, collect their answers and take the information away to put into a report. Action research uses the answers to help stakeholders take action within the community where the questions were asked.

For example, if we are doing action research in a school, all the information that is collected is analysed and used to help make improvements in that school. In addition, the information is collected by the stakeholders not by external researchers, although some people from outside the school may act as facilitators or 'critical friends' who help with the process. Children and young people – and indeed teachers, parents/caregivers and others involved with the school – may be keener to join in research activities if they know the information is going to be used directly to help improve their school.

# Part 2

## Preparing young researchers to facilitate child voice activities through action research

You, as the adult facilitator, need to decide how much detail to give the young researchers. This will depend on their ages and abilities. For this reason, we are not providing a training script in this section of the guide. Instead, you should adapt the messages provided below to suit your young researchers and the time and facilities available.



## 2.1. Introducing action research

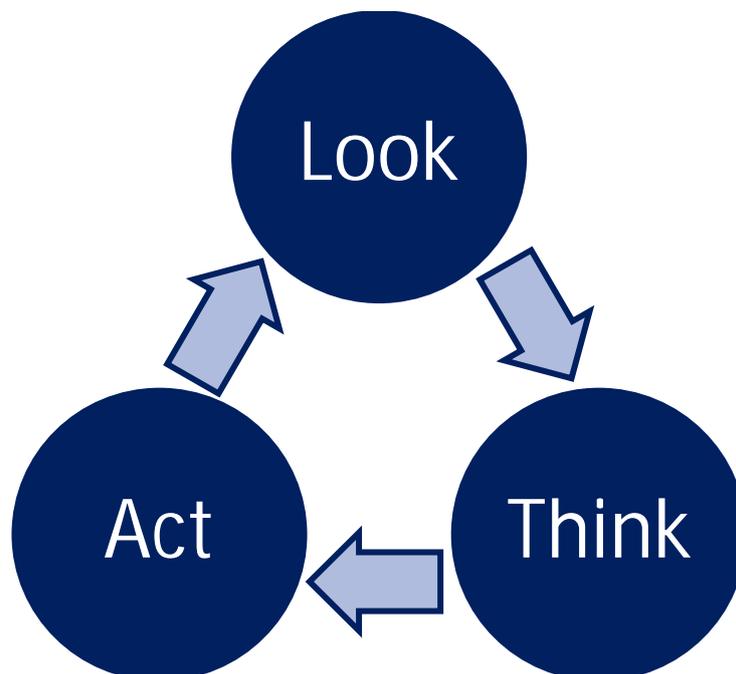
### 2.1.1. What is action research?

Action research is a simple approach that involves:

- **Looking at the situation** – what is happening?
- **Thinking about what we have seen** – why is this happening, what problems is it causing, what could we do differently to make the situation better?
- **Taking action** – testing out ideas for changing the situation.

Action research is a cyclical process. Once we have tested some actions, we look and think again to see what the new situation is like and which of our ideas worked or did not work.

This might be an opportunity to explain to the young researchers the difference between a cyclical and a linear process. You may even want to have a discussion with them about the difference between cyclical action research and other types of linear research. The following diagrams help to explain this.



Action research is a cyclical process. There is no fixed end point.



Other types of research are usually linear processes. There is usually a clear starting point and an end point.

There is a huge amount of information available about the theory and practice of action research. However, when working with children and young people we can explain it in very simple terms using the **look – think – act** cycle. You could use a simple practical example to help explain the look – think – act process in a real-life situation. A suggested example is given below, but you could write your own example that is more appropriate for your young researchers.

#### Example to help explain action research to young researchers

- **Situation:** Jo was asked to hand out pencils to everyone in the class while the teacher was fetching books from the staff room.
- **Looking at the situation:** Jo realised there were not enough pencils for everyone. This was a problem.
- **Thinking about the situation:** Jo discussed the situation with the other children in the class. They counted how many children and how many pencils. There were 40 children and 22 pencils. They came up with a plan that the children would work in pairs and take it in turns to write notes. Each pair would have one pencil and there would be 2 spare pencils.
- **Taking action:** When the teacher returned she found all the children sitting in pairs. During the next lesson the children took turns to write notes.
- **Looking at and thinking about the situation again:** After the lesson, the teacher invited children to stay behind to discuss the situation, if they wanted to. They explained why they were sitting in pairs and sharing pencils. The teacher asked if the children thought their solution had worked well. Some thought it had, others thought it was still a problem because each child only had half the notes in their notebook. The teacher set them a challenge – each child in class should think of three different solutions to the problem of the pencil shortage. They could then discuss their solutions in class tomorrow and decide, as a group, if there were one or more other solutions they wanted to test.

You may also want to explain, or ask the young researchers to brainstorm, some other differences between action research and other types of research. Here are some ideas:

Action research	Other types of research
Cyclical – there is no fixed end point	Linear – there is usually a clear start and end point
Those who live and work in the school or community are the researchers	The research is usually done by outside people
The research makes use of existing knowledge and experience in the school or community	The researchers are often not from the same school or community, and do not know the existing knowledge and experiences of the community members
The research is collaborative – different people in the school or community work together to look, think and act	The researchers often work on their own
Those who do the research also help to take action for change	The researchers often hand over their findings and reports to other people who decide what actions to take



### 2.1.2. Carrying out action research activities

The young researchers should carry out their action research activities in small teams (maybe 3 or 4 people), if possible with a balance of girls and boys in each team. To start with it is useful if each team works out what skills each person has. They can discuss their strengths and weaknesses and make sure they have different skills and experiences within the team. This will help each team to carry out a variety of action research activities, such as taking notes, observing what is happening, talking to children, taking photos or videos, and so on. For each action research activity they will probably also choose a lead facilitator who runs the activity and perhaps a co-facilitator. The team members can agree to swap roles if they want to.

Encourage the teams to use a skills matrix (see [Appendix 1](#) for an example). This can help the team members get to know each other and work out the best way to

divide the action research tasks between themselves. Each person should write their name at the top of the table and then tick (P) the skills they have.

### ***2.1.3. Choosing a topic for the action research***

The young researchers will need to decide what they want to investigate and why. This will influence the questions and activities they give to their peers or younger children. If time is short, encourage them to focus on a relatively specific topic related to inclusive education. Ideas might include:

- **Safety in school** – which places are safe/unsafe and why; who feels most/least safe and why; how can the school be made safer for everyone?
- **Accessibility in school** – which places are accessible/inaccessible and why; who has trouble accessing certain places and why; how can the school be made more accessible?
- **Teaching and learning** – what makes a good/bad teacher; what teaching and learning approaches or materials do children like most/least; what advice would you like to give to a teacher?
- **Playing in school** – when and where do children play; what do they play; do they like it; do they want more/less time to play; what are the benefits of playing, etc?
- **Journey to school** – how far do children come; is it an easy/difficult journey; how does the journey affect the children; what could be done to improve the situation?

In order to investigate their chosen topic(s), the young researchers will need to ask questions when they are working with their peers and younger children. They will need to be flexible when asking questions because some children may not understand the questions.

Encourage the young researchers to practise asking questions in different ways. Once they have chosen a research topic, ask them to write a list of specific questions they want to investigate. Then ask them to find at least 3 different ways to ask each question. For instance, they might use shorter sentences, simpler words or more explanation; they might provide an example that the young children will be familiar with; or they might show an object or picture or make a movement that relates to the question, and so on.

The young researchers could also use role-play to practise revising questions. Some take the role of researchers and ask questions. They must quickly think of a different way to ask a question when those role-playing young children indicate that they do not understand.

## 2.2. Introducing child voice

Depending how much time you have available, you may want to hold some more detailed discussions about children's rights, or even have a whole lesson on children's and human rights before you introduce the idea of child voice activities.

### 2.2.1. Child rights

All children have the right to be heard in matters that affect their lives. The United Nations Convention on the Rights of the Child (UNCRC 1989) includes the following Articles:

Article 12. 1. States Parties shall assure to the child who is capable of forming his or her own views **the right to express those views freely in all matters affecting the child**, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 13. 1. **The child shall have the right to freedom of expression**; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

You may want to use a child-friendly version of the UNCRC as part of this introduction to child rights. You can download a poster from here: [www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)



Child-friendly version of the UNCRC

The child-friendly version uses the following text to explain Articles 12 and 13:

- Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.
- Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

It is not always easy for children and young people to express their views freely. You could ask your young researchers to brainstorm some reasons why it is difficult.

Possible answers as to why it is difficult for children and young people to express their views:

- Scared, nervous, not confident enough.
- Lack of opportunities, no one asks us our views.
- We are not taken seriously, this puts us off saying anything.
- We get into trouble when we speak out, our teachers/parents want us to be quiet.
- We do not want to get into trouble for saying the wrong thing or criticising.
- We do not know the right words to use, or how to say what we want to say.
- We are asked to speak or write our views, but not all of us are confident with speaking publicly or writing things down.
- It is not clear if or when we have permission to speak out.
- Some children are very confident and speak all the time, it makes it difficult for the others to get a chance.
- Adults sometimes have favourite children who always get asked their opinions, and the other children get ignored.

### **2.2.2. Child voice**

We need to listen to children's experiences and ideas. Children are part of the school and community and they need to be happy and feel included. In fact, they have a **right** to be happy and included in the school and community. If we do not listen carefully to children's views, we will not know if they are experiencing problems, or how to solve these problems.

You could ask your young researchers to work in pairs or small groups to discuss the following:

- **Think of a time when your views were ignored.** What was the situation? What views did you want to express? What happened as a result of your views being ignored? How did you feel?

- **Think of a time when your views were listened to.** What was the situation? What views did you express? What happened as a result of you expressing your views? How did you feel?

The young researchers could then brainstorm together a list of the things that happened when they were ignored and when they were listened to. As facilitator, try to highlight the positive things that happen, and the positive emotions, when young people's views are listened to.

## 2.3. Introducing the child voice activities

### 2.3.1. *How to be a good child voice facilitator*

There are some basic principles that will help your young researchers to be more effective at facilitating their peers and younger children to share their experiences and ideas. If you have time, use the cards in [Appendix 2](#) to play a game. This will help them to understand the ways they should behave when facilitating.

The young researchers' task is to divide the cards into two piles:

- We **should** behave like this....
- We **should not** behave like this....

Some key things for young researchers to remember when working with younger children include the following. You could ask them to brainstorm a list and fill any gaps using this list.

- Keep an eye on the young children in your group and count them regularly (they may move away from your group).
- When communicating with young children do so at the same height, at eye level. This may mean that you sit down with them, or even sit on the floor. Make sure you do not stand over them.
- Remember what time you need to stop for break or lunch so the young children eat and drink at the right times.
- If children are unhappy, console them. If they need to go to the toilet, let them. However, do not be afraid to ask for help from a teacher or support staff, especially when working with kindergarten/pre-school children.
- If you are using resources like pens and paper, collect them all when you finish. Keep an eye on them as they may go missing.
- Remember to keep an eye on the time. Decide approximately how long each activity should take and make sure you do not allow the whole session to over-run. One of your research team members can be the time-keeper.
- Remember to take notes. You can select a notetaker and/or you can each have your diaries to make notes if you have time.

- Remember to take photographs and videos. Ask for permission from the school/kindergarten first. The adult facilitators will need to help with this. You need to ensure you have permission to use the images of other children in documents or advocacy materials once you have completed the action research activities.

Remind the young researchers that to be a good child voice facilitator they also need to be a good observer. Not everything they find out will be told to them verbally. They need to observe what is happening in the school and during the action research activities. They can use an observation checklist to help them make notes about what they see (see [Appendix 3](#) for a sample observation checklist).

### ***2.3.2. Think about ‘permission and protection’***

Explain to the young researchers that you, as an adult facilitator, and the teachers in the schools/kindergartens are doing some activities to ensure that the other children’s parents/caregivers have given permission for them to participate in this action research project. This is a very important aspect of research. We must never do research with children and young people if they and their parents/caregivers do not want us to. Permission from parents/guardians will also have been sought for the young researchers to join in, if they are under the age of 16 or 18 (depending on local laws).

Depending how much was already discussed in the ‘how to be a good facilitator’ activity, you might also want to ask the young researchers to discuss the following issues:

1. How might younger children feel when we do this work with them?
2. How can we ensure they are not scared?
3. What should we do if a younger child gets upset or scared during our activities?
4. What should we do if we think the younger children are doing something naughty or dangerous?
5. What should we do if we think another young researcher is doing something naughty or dangerous?

The answers to questions 3, 4 and 5 should include asking a teacher or other adult to give advice or to intervene. Remind the young researchers that all activities will be supervised by adults. The adults are just observers and will not interfere with their research activities – they are just there to make sure everyone stays safe and to help if there are problems or concerns.

### **2.3.3. Get to know the research participants**

The young researchers will need to spend time getting to know the other children when they first meet, especially when they are working with much younger children. They cannot jump straight in with lots of questions as this may be overwhelming, confusing or frightening for younger children.

Ask the young researchers to work in small groups to think of activities to help them get to know the other children and in particular to help younger children relax and feel comfortable. Encourage the young researchers to think back to their own early childhood and the games they enjoyed or things their parents or teachers did to make them feel safe and relaxed.

We have not provided a list of activities here as we feel the young researchers will have plenty of their own ideas. However, [Appendix 5](#) provides examples of icebreakers you could introduce to the young researchers if needed.

The young researchers in Ukraine also used 'mood cards'. Each young child was given a green, yellow and red card. At the start of the day, and at other times during the day, they could show a card to tell the researchers how they were feeling (green – 'I'm in a good mood'; yellow – 'my mood is not so good'; red 'I'm in a bad mood / upset / worried / want to stop now').



### **2.3.4. Choose which activities to use**

There are many different activities that help children to express their views. Your young researchers will only be able to use a few of these activities during their action research projects, unless they have lots of time available.

If you have enough time during your introductory session, explain all the different activities to your young researchers and let them choose which ones they want to

use when they are doing action research with younger children. They need to choose activities that fit well with their chosen research topic and the age of the children they will work with. If you have very limited time, you may need to pre-select a few activities to introduce to the young researchers.

### ***2.3.5. Practise facilitating the activities***

When you introduce the activities, make sure you give the young researchers a chance to practise the activities. They need to feel confident and free to adapt the activities if they think they can make them more relevant or interesting.

You can practise some activities by asking the young people simply to do the task, where you are the research facilitator and they are the research participants. However, you can also ask them to practise facilitating some of the tasks. For instance, they could role-play the activities. Some take the role of research facilitator and some take the role of research participant.

During role-play, they can practise how to handle situations such as:

- Young children want to play – how can we design our activity so that it involves playing as well as thinking and talking?
- Young children do not understand our instructions – how can we make the instructions or the task simpler?
- Young children seem shy or scared – how can we make them feel comfortable and more confident?
- Young children are not doing the task – how can we find out what the problem is?
- Young children have misunderstood the task and done something different – how should we respond?
- Young children are not sharing the pens, pencils, paper, etc, with each other – what should we do?

### ***2.3.6. Make activities accessible***

It is very important that you spend time encouraging the young researchers to think about how they could make activities more accessible. For instance, they can think about which activities to choose or avoid or adapt when working with children who have difficulty seeing, hearing or moving. They can think about ways to make instructions as easy as possible for children who have difficulty understanding or remembering.

[Part 3](#) explains the various activities that young researchers can use. It also provides some tips on accessibility that you can share with them, if they do not come up with their own good ideas.

# Part 3

## Child voice activities

The following activities can work with children of all ages. Each activity will need to be adjusted to suit the specific abilities and interests of each group of children. The activities have been presented in a random order – there is no activity that we recommend as being better than the others.



## 3.1. Drawing

Most children like drawing. Many children find drawing a good way to express themselves, even if they cannot write or say what they have experienced or are feeling. However, it is important to remember that in some places children are not used to drawing, especially if their family or school cannot usually afford paper, pencils, crayons and pens.

### 3.1.1. What will children draw?

We can use drawing to find out children's views and experiences of inclusive education. There are many different ways we can present the task, depending on children's ages and abilities, such as:

- Draw a picture showing what **makes you happy in school**. Draw another picture showing what **makes you unhappy in school**.
- Draw a picture of something you **like doing in school**. Draw another picture of something you **do not like doing in school**.
- Draw a picture of the places in school **where you feel safe**. Draw another picture of the places **where you do not feel safe**.
- Draw a picture of a **good teacher**. Draw a picture of a **bad teacher**.
- Draw a picture of your **journey to school**.
- Draw **any picture you want**. This can be a starting point for discussions with very young children who may find it difficult to draw the topics listed above.



Drawing from a child in Uganda: she is happy when she reads books with her friend and unhappy when she gets to lunch late and all the food has gone.

The young researchers will decide which drawing task(s) to use, depending on what research questions they are focusing on, and the ages and abilities of the children. They need to check that all the younger children have understood the task and the key words. However, the young researchers should not draw a sample picture, as the younger children may simply copy it.

### ***3.1.2. How can we use the drawings to find out more information?***

A drawing by a young child may not be very clear; it may be difficult to understand what they are trying to convey. The young researchers can use different ways of finding out more information about the drawings:

- Walk around the room, observing younger children while they are drawing. Ask them simple, non-judgemental questions about their drawings, e.g.: Who is this? What are they doing? Why are they doing this? Where are they? Do you do this in your school?
- Ask the younger children to present their drawings to the whole group and explain what they have drawn, if they are confident enough and have sufficient language skills. Or small groups or pairs could show and explain their drawings to each other and a young researcher could watch and make notes.
- Stick everyone's drawings on the wall and walk around looking at them, with the younger children walking around too. Invite each artist to say something about their drawing when you reach it – if they want to. Tell them it is OK if they do not want to say anything.

It is vital for the young researchers to remember that there are no right or wrong answers, and no bad drawings. Drawing activities help to stimulate conversations. Depending on the child's age and ability, drawing may also directly help them to express their experiences and ideas. Everything the younger children say has value, even if they struggle to convey it clearly through their artwork or spoken words.

### ***3.1.3. What should we do with the drawings?***

The younger children may want to keep their drawings, but the young researchers may need them for their research or advocacy outputs. Solutions include:

- Photograph each drawing individually, in high resolution, so they can be reproduced in future.
- Take the drawings and scan them into a computer and then return them to the children as soon as possible.

This advice applies to all the activities in this guide – let the younger children keep their work, if they want to, and find a way to copy or capture it for future research or advocacy use.



### **Ideas for making drawing activities accessible**

If a young child cannot see well enough to draw, or is unable to hold a pencil, or is not confident enough to draw a picture – they could work with a buddy. They could explain what they want their friend to draw, and the buddy draws it. The child who cannot draw may be able to help in some way, such as by colouring in if their friend has drawn the outline. In return the sighted child could draw their own picture and explain to their friend what they are drawing.

Young children could also be encouraged to make tactile drawings using items found easily in the environment (recycled items). They could stick things onto paper – leaves, flowers, string, screwed up paper, bits of fabric, seeds, etc. A visually impaired and a sighted child could work together to make a drawing that is part drawn and part tactile. Tactile drawings may help other children to show what they want to say even if they cannot convey it all in words. For instance, they might draw a very simple picture of the school and then put seeds or small stones on the paper to show that there are lots of stones in the playground that the children keep falling over.



## **3.2. Role-play**

From a very young age, children act out scenarios – on their own and with their friends. They may pretend to be teachers and pupils, or doctors and nurses treating sick patients, or police officers catching criminals, and so on. This is called role-play.

### ***3.2.1. What will the young children perform?***

We can use role-play to help children tell us about their experiences of kindergarten or school. Depending on the young researchers' chosen topics, the younger children could be asked to make small dramas about, for instance:

- A lesson you really like / do not like;
- Your journey to school;
- What happens at break time;
- A problem you have in school;
- Your happiest memory of school.

### ***3.2.2. How will they prepare and perform?***

The children can be asked to work in pairs or small groups to create a very short drama. They need to be given time to think about the story they will tell, which characters they will play, and what they will do or say. And they need time to practise their short drama.

Depending on the time available, the number of children and their confidence and abilities, the young researchers may either ask them to perform to the whole group, or simply go around the room and watch each pair/small group preparing and performing more privately. When the performance has finished, the young researchers can ask some simple questions if they want to find out more about the situation that was being role-played.

With very young children, instead of asking them to prepare and perform a specific role-play, the young researchers may instead choose simply to give them a few props and ask them to play with these items to see what role-play they create. The researchers might join in with the role-play, to encourage the children to think about particular things. For instance, if the children are given a toy bus and decide to start role-playing their journey to school, a young researcher could pretend to be coming to school on the bus too and ask: "what happens if I miss the bus, will I get in trouble?" or "my brother uses a wheelchair and can't get on the bus, what can we do?"



### ***3.2.3. How can we capture the messages from the role-plays?***

The young researchers could take notes while they watch each role play being prepared or performed. It could be useful if two researchers watch, as one person will probably notice actions or words that the other missed.

If the young researchers want to take photos or videos to capture the role-plays, they must make sure they have obtained the necessary permission from the school, parents and/or guardians. The adult facilitators will need to help with this.

#### **Making role-play accessible**

Not everyone will find it easy to join in a role play. To make it easier, more accessible and less scary, the small groups of children can be encouraged to use speaking and non-speaking roles, moving and non-moving roles. Some children may find it easier and less scary to use hand- or finger-puppets to act out a role-play. Children can be encouraged to find props to use around the school or choose props from items provided by the young researchers. Props may help them explain things even if they don't have the language skills to do this verbally.

Some children may find it difficult to remember things. They could have a buddy who reminds them what to say or do. The children could even work all in pairs so each role is played by two people who say/do things together. If one forgets the other fills the gap.

If the children are older and able to read, there could be buddies who hold up their lines for them to read, so they do not have to remember the lines.

## 3.3. Diaries

### 3.3.1. Why use diaries?

Diaries are used a lot in action research projects. They can be used in different ways, for example:

- The researchers can keep a diary which records their research activities, their reflections on what is working well or less well, their ideas for other activities they could use to gather more information from different people, and their ideas for possible solutions to the challenges identified in the research (see [Appendix 4](#) for a reflective diary template).
- The researchers can ask other people to keep a diary, to help record day-to-day life in the school or community which will provide information that can be used to identify problems and solutions.

### 3.3.2. What should we put in a diary?

Keeping a diary does not have to mean writing lots every day. The young researchers could, for instance:

- Write very short, simple notes each time they do an activity or analyse some information or have an idea;
- Take photos or draw sketches, to keep a visual diary of their action research activities;
- Record an audio or video diary, for instance on a mobile phone.

If the young researchers will be working with younger children over a period of time, they could ask the younger children to keep a diary, each day or each week. Again, this may be easiest to do if the diary focuses on a specific topic (for example, recording what happens on the way to school each day, or recording their feelings about the lessons they had each day for a week).

If the younger children cannot write, and if drawing is too time-consuming every day, the young researchers could simply ask the younger children to draw a happy, neutral or sad face in their diary each day, or even give them stickers (the children choose whether to stick the happy, neutral or sad sticker in the diary). The young researchers can then talk to the children to find out why they put this face on a particular day (for example, “what happened today to make you feel sad?”).

A diary does not have to be an individual activity. The younger children could be asked to keep a whole-class diary, such as a poster on the wall, where all the children make notes, drawings or faces each day.



### ***3.3.3. What should we do with the diaries?***

Information in the diaries can be discussed by the young researchers and children. The young researchers may want to keep the diaries for evidence (for instance, to extract quotations or drawings that they can use in a report or advocacy output). The younger children may want to keep a copy of their diaries to show to their parents, especially if they have managed to write and draw things. The younger children may also be asked – by the young researchers or their teachers – to look at their diaries some weeks or months later. They can be asked to think about whether the same things are still happening and whether they still feel the same, or whether anything has changed.

Anyone who writes or draws in a diary needs to be told if the content will be shared. The young researchers may feel they want to offer the option of diaries staying private (that is, only the child and the researcher will see them).

#### **Making diary activities accessible**

We have already mentioned that there are options to use writing, drawings, photos, smiley faces, stickers, etc, in diaries. The young researchers can be flexible to allow some young children to use one method and other children to use a different method, depending on their developmental and physical abilities.

Young children could also work with a buddy, someone who helps them to write or draw in their diary.

## 3.4. Maps

### 3.4.1. Why are maps useful?

Maps are an excellent action research tool to help us understand about places and spaces. In kindergartens, schools and communities there are always places where people feel safe or unsafe, included or excluded, happy or unhappy. These places may be well-known, or they may only be known by certain people. To help us improve kindergartens/schools and make them more inclusive, we need to know as much as possible about all the places and spaces where children and adults may experience difficulties.

Young researchers can use maps to help their peers and younger children talk about places and spaces. However, they should bear in mind that very young children may not understand the concept of a map yet.

### 3.4.2. What types of maps should we make?

Maps can be very simple. They do not have to be geographically accurate! They can include some very simple outlines or drawings of buildings, roads, trees and other significant places. Children can write words on their maps if they are able to.

Young researchers can choose what the maps should focus on, depending on the topic they are investigating, but common topics include:

- Show the places in your school (or community) where you feel **happy**, and the places where you feel **unhappy** or sad.
- Show the places in your school (or community) where you feel **safe**, and the places where you feel **unsafe**.
- Show the places in your school (or community) where you feel **included**, and the places where you feel **excluded** or not included.
- Show the places in your school (or community) that are **accessible** (easy to get into and move around), and the places that are **not accessible** (difficult to get into and move around).

Very young children may not be able to create a map. The young researchers could instead draw a simple map of the school and show it to the children. They could then take small groups of young children to walk around the school, look at and talk about each place shown on the map (toilets, library, classrooms, trees etc). The younger children could perhaps put face stickers on the map when they reach a place they like or do not like. Or they could choose different coloured pens (e.g. orange for nice and blue for not nice) and colour in the places on the map when they reach them. They might also be able to tell the researchers about places that are missing from the map.



### **3.4.3. What should we do with the maps?**

The maps can be displayed on the wall for the whole class, or even the whole school, to look at. There could be wider discussions among children, teachers and parents/caregivers about the things that have been recorded on the maps.

It may be useful to keep the maps and look at them again in the future – with the help of the children – to see if any places have changed. For example, they could look at whether any unsafe places became safer as a result of any actions taken.

#### **Making maps accessible**

Like drawings, maps can be tactile to help involve children who cannot see well or who do not feel confident drawing. See photo below of a tactile country map.

Children can use different materials to show textures (for example, sticking sand/dirt on to the map to show paths, using grass to show the sports field, using string to outline the buildings, sticking rolled-up paper balls to show where there are rocks or other barriers to access, etc).

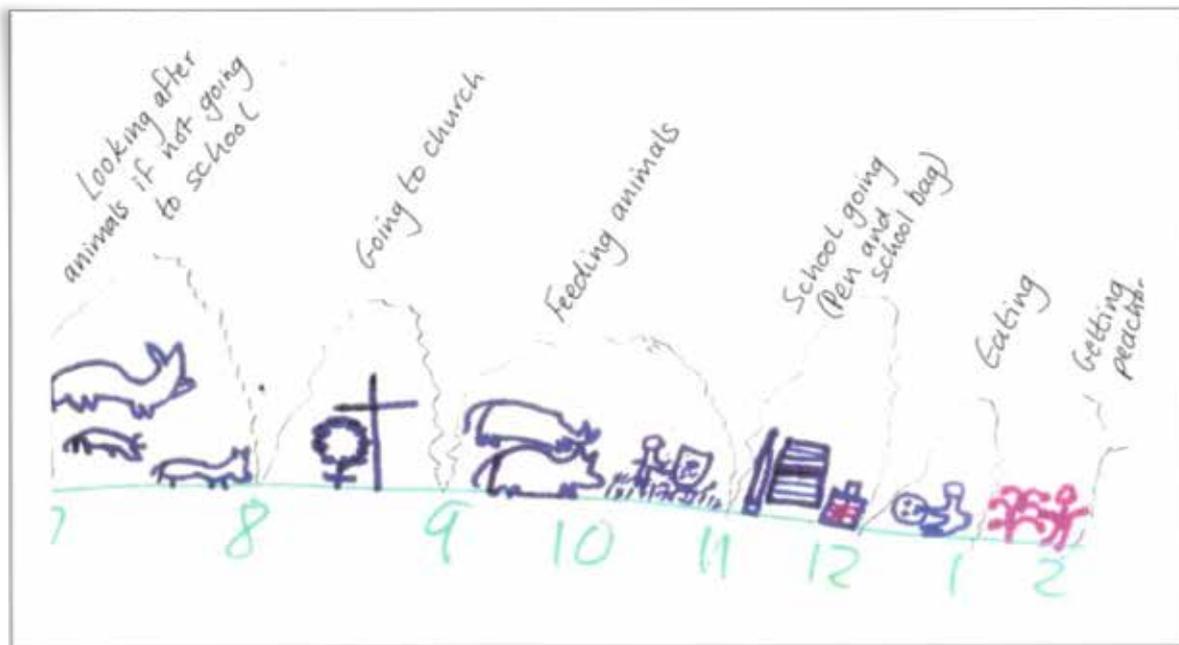
The example explained above, where the researcher draws a simple map and walks around the school talking to children about different places, can make a mapping activity more accessible to children with different developmental and communication abilities.



## 3.5. Timelines

### 3.5.1. What is a timeline?

A timeline helps us to record things that are happening over a period of time (like a day, week, month or year). This can be useful in action research to help us find out about problems that happen at certain times. For example, children might need to get up early to feed the family's animals before school and this makes them feel tired when they get to school; or they may have to help with the harvest during certain months, which causes them to be absent from school.



### 3.5.2. What should we put on a timeline?

Very young children may find it easier to think about short periods of time (such as a typical day) rather than longer periods like a month or year. The young researchers could ask the children to think about things like:

- What happened today or yesterday that made you **happy** and what happened that made you **unhappy/sad**? The children could write or draw – or simply talk to the researcher about – getting up, having breakfast, coming to school, what happened at school, going home, and so on.
- What do you do at the weekends? What parts of the weekend are **fun**, what parts **don't you like**?

With very young children, the researchers may decide not to ask them to think about a timeline in a structured way. They may instead encourage some play-based activities, perhaps including some props, to stimulate a discussion about the things that happen during the day. For instance, the young researchers might sit with a

small group of children and show them a school bag and say, “shall we play ‘getting ready for school’?”. Or they might show children a doll or puppet and say “This is Fatima. She is going to kindergarten/school tomorrow for the first time. What do you think she will do in the morning before she comes to school?”

The young researchers may still want to record information collected through such play-based activities. They could ask a co-researcher to write notes, take photos, draw sketches or cartoons and then use these to compile a timeline based on what the young children have said or role-played.

### ***3.5.3. What should we do with the timelines?***

They can be displayed for the class or school to look at. They can be discussed with the children, and perhaps even with parents/caregivers, if that is possible. Parents may not always be aware of everything their children do or feel throughout the day.

#### **Making timelines accessible**

As with drawings and maps, timelines can be made tactile using recycled materials stuck onto paper. Young children who are not able to write or draw may benefit from working with a buddy who is able to draw or write.

As suggested above, timelines or ‘things we do at a certain time of day/week/month/year’ can also be acted out through play activities rather than through answering questions or writing and drawing. This can help make the activity more accessible to children with different developmental abilities.

## 3.6. Guided walk

### 3.6.1. *What is a guided walk?*

This is when we ask people to show us around and explain what we are seeing. For instance, we can ask children to guide us around their school. They can show us all the main places (classrooms, toilets, library, playground, etc) and we can ask them questions. For instance, we might ask them to show us:

- Places where you feel **happy/unhappy**;
- Places where you feel **safe/unsafe**;
- Places that are **easy to get into and move around**, and places where it is **difficult to get into and move around**;
- Your **favourite places**, and **least favourite places**.

If working with very young children, rather than setting a specific task suggested above the young researchers may simply walk around the school with the children to see how they react in certain places. They might ask the young children to choose a place to go first, for instance, “I’m going to read you a little story now, where shall we sit? You choose”. The young children choose a spot, listen to the story and then the researcher might ask “why is it nice listening to a story here?”. They might then move on to asking the children to show places they do not like, or other places where they like doing certain activities.

### 3.6.2. *Why are guided walks useful?*

If we ask someone to draw a map or picture, they must remember the place or thing they want to draw. Young children may struggle to remember everything. Also, they may not know how to convert their memory into a drawing or piece on a map, so they may miss out things they would otherwise like to tell us about. If we walk around the school or community with them, they can point to and talk about things when we reach them. The young children in the photo below wanted to explain that this part of the school is where they get bullied.

### 3.6.3. *How to organise a guided walk*

The young researchers may want to work in pairs, so that one person takes notes and photos while the other one is able to interact with the children. It is best if there is a small group of children (around 4-5 children). For child protection reasons, the young researcher should not walk around the school with one child on his/her own.

When they are in a small group, younger children may feel more confident to talk about places. They may also be prompted to remember more things when they hear their friends talking. The adult facilitators will need to keep the groups of children and young researchers in sight, but not interfere with their work during the guided walk.

If it helps younger children to think about the places they like or do not like, they could put stickers in these places (for example, smiley faces, sad faces and neutral faces). The stickers should be easily removable afterwards (that is, post-it notes, not very sticky address labels!). The young researchers could take photos of these places with the stickers attached.



### **Making guided walks accessible**

It is important to allow plenty of time, so that children who cannot move easily have time, without feeling pressured, to show the researchers all the places that are important to them.

Young children could pair up so that they help each other move around (for instance, a friend can help a child who cannot walk or see very well to get up the steps or avoid the pot holes). Sighted children could describe the locations to children who cannot see well, so they know where the group is standing and can add their thoughts or memories about this place.

## 3.7. Photo elicitation

The young researchers need access to a selection of printed photos. The content of the photos will vary depending on what questions they want to discuss with the children. The adult facilitators will need to help them find or print relevant photos.

### 3.7.1. *What is photo elicitation?*

The activity involves showing children (usually in small groups) some photos. The photos could be pictures of schools, classrooms, children and teachers. Usually they are a mix of images that seem positive and some that seem negative, plus some that are ambiguous (the content or meaning is not clear).

The children are asked to look at and discuss the photos. They share their thoughts about the photos and the researcher can use this activity as a stimulus to find out more about the children's own experiences.

### 3.7.2. *What questions might we ask?*

The children may be asked to do activities such as:

- Put the photos into two piles, for example:
  - photos that you think look **happy** and photos that you think look **unhappy**;
  - photos that show a **nice school** and photos that show a **bad school**;
  - photos that show a school you would **like to go to**, and photos that show a school you would **not like to go to**;
  - photos that show a school that is **easy to get into and move around** (accessible) and photos that show a school that is **not easy to get into and move around**.
- The young researchers can then discuss with the children why they put each photo in a certain pile.
- They can also discuss how the photos compare with their own school.

With very young children the young researchers might simply give them a pile of photos and let them look at or play with them. The researchers can observe to see if the children organise the photos in any way or whether they talk about them or seem particularly interested in specific photos. The researchers can then ask some relevant questions such as “why do you like this photo best?” or “why did you put these photos over here away from the others?”.

### ***3.7.3. There is no right or wrong answer when we are looking at a photo***

We never know what was really happening in a photo because we only see a one-second snap-shot. Every time we see a photo, we are guessing or interpreting what we think was happening. Our ideas about what was happening will be affected by our own experiences and feelings.

For example, imagine there is a photo in which one child is holding a stick in the air and other children are running around. One person may interpret this as a game (when the child drops the stick, everyone must stand still and the last person to stop moving is 'out'). Another person may assume the child with the stick is trying to hit the other children and they are running away. These interpretations will be influenced by the viewer's own experiences (such as whether they have played a game with a stick before, or whether they have been beaten with a stick before).

It is vital that the young researchers do not judge any of the answers that the children give when they are discussing photos. Every answer is right and has value.



### **Making photo elicitation accessible**

It may seem that using photos is inaccessible for children who cannot see very well. However, the activity can be made accessible. Children who can and cannot see well can be paired. The sighted children can describe the photos to their partners.

It is important to allow plenty of time so that the children can practise looking at all the small details. This can be good for helping young children to practise vocabulary too. For instance, instead of just saying “there is a table in the photo” they can be encouraged to keep looking and describe “on the table is a cup and a pen and behind the table is a teacher. He is smiling”.

## 3.8. Photography

This activity requires access to one or more digital cameras, and ideally also a printer, for printing photos. Ideally, they should be low-cost but robust cameras as they will be played with and possibly dropped.

### *3.8. How can we use photography in action research?*

Children can be given cameras and shown how to take photos. They need some time to practise, especially if they have never used a camera before.

The young researchers can then ask children to take photos, using a particular theme, for example:

- Photos of places where you feel **happy/unhappy**, or **safe/unsafe**, or **included/excluded**;
- Photos of places that are **easy to get into and move around** (accessible) and places that are **not easy to get into and move around**;
- Photos of activities you **enjoy doing in school**, and activities you **do not enjoy doing**.

Photography may not be ideal with very young children, depending on the context and their existing familiarity with cameras. If they are sufficiently familiar with cameras, the very young children could simply be allowed to take photos of anything, rather than being asked to look for the specific places or activities listed above. The researchers can observe what they photograph and ask questions like “I see you took a photo of [place/thing], do you like it?”. There is a chance that younger children will take lots of photos of each other, but even older children who are given a more focused task often take lots of photos of friends, at least during the initial excitement of using a camera.

Once everyone has finished taking photos, the young researchers can print the photos (or show them on a screen) and ask the children to talk about what is in each photo. They might also ask why the child took the photo, or what they like or do not like about the photo. Depending on the age and abilities of the children, the young researchers might also facilitate discussions relating to the changes or improvements the children would like to see (stimulated by problems shown in the photos), or the good things in the photos they would like to see more of.

## ***Other uses for photos***

Photos can be used with some of the other activities in this guide. For example:

- Photos can be stuck on maps, to help illustrate the places shown on the maps.
- Photos can be stuck on timelines to illustrate the things that happen at certain times of the day, week, month or year.
- Photos can be used to stimulate role-play. For example, the children can use one of the photos they took as a stimulus for a play that shows what was happening in the photo, and maybe even showing what they would like to happen next or differently.
- Photos can be used to illustrate diaries, or they can be used instead of words in a diary. They could be stuck on the wall to make a whole-class visual diary or even a photo storyboard.

### **Making photography activities accessible**

In any group of children there may be some who cannot easily use a camera. For example, there may be children who cannot see well, who have difficulty holding a camera and pressing buttons accurately, or who have difficulty understanding the instructions for using a camera. That does not mean they cannot participate in photography activities.

The most likely solution is for children to work together in pairs or small groups, so that they help each other. For instance, each child can decide what they want to take a photo of. Then, if they cannot see the subject clearly or use the camera easily, their friend(s) can help them take the shot.



# Part 4

## What next?

Once the young researchers have carried out their activities, collected and analysed the information, and hopefully also developed some ideas for actions or changes they want to help implement, there are various options for what they can do next. As we explained in Part 2, action research is research that leads to action, not just to a formal report.



## 4.1. Presenting findings

The young researchers might choose to present their findings and discuss suggested actions for change with other young people in their school, and with teachers, parents and the wider community.



They can choose what sort of presentation to make, depending on the facilities and time available. Ideas include:

- **Give a PowerPoint presentation**, ideally with a mixture of images and text.
- **Facilitate a gallery walk**: each team of young researchers displays their work on flipcharts on the walls in the school and the 'audience members' walk around to look at them all. The action research team members stand by their team's display, ready to answer questions. Their flipcharts may contain words, drawings, tactile images, photos and diagrams.
- **Compile a photo exhibition**, showing images of the action research process and also any photos that were taken during photography activities with children. The young researchers can answer questions about why the children took the photos and what they said about them. If possible, some of the children could attend too, and answer questions about the photos they took.
- **Create a video or multimedia presentation**. The young researchers could edit any video clips they filmed or combine video clips with photos and text to make a short multi-media PowerPoint video.
- **Use drama or comedy sketches** to show the action research process they used, the key information they found and their recommendations for action or change.
- **Hold a 'press conference'**. This could involve a panel of young researchers taking questions from 'journalists' (other children, teachers, parents) about their research. If the young researchers are keen to do wider advocacy with their

action research findings and recommendations, they could even invite real-life journalists from the local newspaper, radio or TV station.



## 4.2. Sharing documents

The young researchers do not need to write long, formal reports, unless they really want to. However, they could prepare and share one or more of the following:

- **A simple leaflet or poster** that summarises key findings and their recommendations or suggested actions/changes. The young researchers could write it and design it – either by hand or on computer, depending on the facilities available. Photocopies could then be made and given to other children in the school, parents, teachers and even the local education officials or media.
- **A website page** – for instance if the school has its own website they may be able to prepare a special page or section or upload some short documents or photo galleries. If the young researchers are studying computing at school they may even be able to set up their own simple website to share their action research process, findings and actions.

## 4.3. Advocacy

The young researchers may have found information or identified recommended changes that they feel strongly about. They may want to create an advocacy campaign to raise awareness of the problem(s) and gather support for their proposed solution(s). The adult facilitators will need to guide and support such activities. Advocacy activities could include:

- **Make posters** containing campaign messages, to display in the school and community.
- **Write letters** to education officials or even central government, outlining their findings and the changes they believe are needed.
- **Invite local organisations** to meet with them to hear about their findings. The young researchers could ask what help these organisations could give to raise awareness about their chosen issue, or whether they can provide help with making changes. Organisations might include disabled people's organisations, parent support groups and non-governmental organisations.
- **Use social media** to share campaign messages, photos and videos. Depending on their age, the young researchers may need adults to facilitate access to social media pages.
- **Arrange a community event** at which to share advocacy messages. This might involve a performance (drama, music, poetry), adult and youth speakers, an exhibition of photos and drawings, or even a march with banners. The adult facilitators will need to help with arrangements, especially with regard to health, safety and legal matters relating to organising a public event. In the photos below, parents in Zambia were invited into school to look at and discuss the photos and drawings prepared by their children.



## 4.4. Actions and further investigations

Action research is a cycle of look – think – act. The young researchers might take actions themselves, based on their findings, such as:

- **Volunteering** to help with changes in the schools and kindergartens where they conducted their research, such as:
  - Cleaning up rubbish to improve the school environment;
  - Moving stones or other obstructions that hinder physical access;
  - Painting walls or creating colourful murals that are attractive, educational and/or that give directions;
  - Making teaching and learning materials, including using recycled items to make tactile teaching and learning aids for very young children or children with disabilities;
  - Working with the younger children on activities to bring about change, such as helping them to join in environmental improvement activities, or to put on a performance or make a display with an advocacy message;
  - Becoming mentors who help the younger children with learning activities or support them when it is time for them to move to the next school.

Some of the activities listed above require adult facilitators and teachers to help the participating schools and kindergartens work together even after the action research has finished. For instance, they might jointly develop a scheme where the older children spend a few hours a week doing voluntary work in the kindergarten, with a particular focus on helping to address any problems that their research identified.

Even if the young researchers do not take action directly themselves, they can be given opportunities to return to the schools and kindergartens after some time to see if anything has changed as a result of their research findings and/or advocacy messages. They can talk again with the younger children and observe for any changes, and talk with teachers. They might also investigate other matters that need attention, for another cycle of action research.

## Appendix 1: Skills matrix example

Skills we have	Person 1	Person 2	Person 3	Person 4	Person 5
Good observing skills					
Good writing skills					
Can draw diagrams and pictures					
Good group facilitation skills					
Good one-to-one skills					
Is very accurate					
Good listening skills					
Can make things fun (can tell good jokes, enjoys playing with younger children)					
Knowledge of the location / community					
Anything else?					

## Appendix 2: How to be a good research facilitator

Cut up these cards and give each team of young researchers a set. They should discuss the cards and put them into two piles:

- We **should** behave like this...
- We **should not** behave like this...

To help the facilitator know which card goes in which pile, we have put the 'should do' answers in the left column and the 'should not do' answers in the right column. However, make sure you mix up the cards well before giving them to young researchers!

Give everyone a chance to say something or join in the activities.	Shout at children when they do not give you an answer or when they cannot do the activity.
Make the activities fun.	Pick the children who seem most clever and ask them all the questions.
Find an alternative activity for any child who is having difficulty. Be creative and 'think on your feet'.	Tell children what you want them to say.
Be caring, especially if children look worried or upset.	If children do not understand, keep repeating the same instructions or questions until they do understand.
Use simple words and short sentences.	Behave like a strict teacher.

Be encouraging – whatever the child says, that is what you want to hear.	Tell children they have given you a wrong answer.
Respect answers – if a child feels or believes something, it is not wrong.	Make children join in if they are reluctant.
Make sure children do not miss important lessons to do child voice and action research activities.	Stop children from playing and chatting – they must stay focused on the task you have given them.

### Appendix 3: Observation sheet example

Things that we asked about...	Things I saw or heard...	I thought...

## Appendix 4: Template for young researcher's reflective diary

Use these questions to help you think more about your action research activities.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 1) What action research activities did you do today, and with whom?
  
- 2) What did you enjoy most about today? Why?
  
- 3) Which activity or activities worked best? Explain.
  
- 4) What was the most difficult thing you did? Why?
  
- 5) What was the most interesting or surprising information you found out today?
  
- 6) What would you like to know more about, or understand better?
  
- 7) Based on what you have learned so far, what ideas do you have for the next step in your action research? (e.g. What other research activities do you still want to do? What thinking/analysis will you do next? What actions might you plan?)

## **Appendix 5: Icebreakers**

The young researchers may need to use short, simple icebreaker activities with the younger children to relax them or energise them (depending on the time of day and how they are feeling).

We do not offer a detailed guide to icebreakers here – just a few very simple ones that are suitable for young children. Dozens more ideas for icebreakers can be found on the internet.

We also recommend asking the young researchers to suggest icebreakers. They will have warm-up activities they enjoy, or remember the sorts of movements and games they liked when they were younger, or have ideas for new activities that could be tried.

### ***Line-up game***

Ask children to line up in order. Depending on the children's ages and abilities this could involve:

- lining up in height order (shortest child at one end, tallest at the other),
- lining up alphabetically, using the first letter of their name
- lining up in age order, if the group is made up of children of different ages.

### ***Smiley face***

Children sit in a circle. One child is asked to start. He/she smiles the widest, silliest smile, looking at everyone round the circle (without speaking) and trying to make someone else giggle or laugh. He/she gets a point for everyone who cannot keep a straight face. After a while, he/she uses one hand to literally 'wipe' the smile off his/her face, and hand it to the person next to him/her, and on it goes around the circle.

### ***Where do you stand?***

This can be a fun warm up game. As children get older, it can also be used for more serious thinking and discussion activities where they must think about their opinions or understanding of a particular topic.

Draw a line on the floor (using chalk or make a mark in the dirt) to split the room or space into two. The children start by standing on the line. The facilitator then calls out two options and shows which side of the room represents which option. The children decide which they like more and move to that side. Options might include:

- Cats / dogs
- Rice / potatoes
- Dancing / singing
- Football / running
- Reading / writing
- Drawing / painting
- Red / green
- Trees / flowers
- Monday / Saturday
- Car / motorbike

The facilitator must of course choose options that are socially and culturally relevant to the children's lives (there is no point asking them to choose between TV and cinema if neither is available to them).

## *Find your pair*

This game can be adapted to suit children's ages and abilities. It could involve words or pictures or both.

Each child can be given a sticker to wear. They then walk around the room trying to find someone with a sticker that pairs with their sticker. The game could be very simple, for instance, the pairs have identical pictures, words or even just coloured dots (e.g. someone with a 'dog' sticker must find the other person wearing a 'dog' sticker).

The game can be made a bit more complicated, by asking children to find a picture/word that commonly goes together with their picture/word or that is opposite to their word/picture. Options for pairs include:

### *Commonly go together*

- Knife / fork
- Bread / butter
- Cup / saucer
- Table / chair

### *Opposites*

- Hot / cold
- Wet / dry
- Old / young
- Tall / short.



## Photo credits

**Page 5:** (top) Primary school children completing a photography poster for presentation, Zambia – Ingrid Lewis/EENET; (bottom) Young researcher with early primary school children, Ukraine – Duncan Little/EENET.

**Page 7:** Young researcher playing a ball game with kindergarten children, Ukraine – Duncan Little/EENET.

**Page 9:** Young researchers preparing a presentation about their research process and findings, Ukraine – Alina Tretyiak/Borys Grinchenko Kyiv University

**Page 12:** A poster presented by young researchers, Ukraine – Alina Tretyiak/Borys Grinchenko Kyiv University

**Page 18:** Young researcher getting to know a group of kindergarten children, Ukraine – Duncan Little/EENET.

**Page 18:** Making tactile pictures, DPRK – Diane Mills/EENET.

**Page 21:** (Top) Young researcher listening to a kindergarten child explain her drawing, Armenia – Duncan Little/EENET; (middle) Children with and without disabilities making a tactile and photo poster, Tanzania – Ingrid Lewis/EENET; (bottom) Early primary school children making a school map, Indonesia – Ian Kaplan/EENET.

**Page 20:** Primary school child's drawing, Uganda – Ingrid Lewis/EENET.

**Page 23:** Primary school children showing their drawings of what makes them happy and unhappy in school, Zambia – Ingrid Lewis/EENET.

**Page 24:** (top left) Using leaves and twigs to make a tactile picture of a tree, Mozambique – Diane Mills/EENET; (top right) Using seeds to make a tactile image, Nepal – Sandrine Bohan-Jacquot/EENET; (bottom) Using wool to make animal pictures, DPRK – Diane Mills/EENET.

**Page 26:** Secondary school students performing a role play about inclusion, Zambia – Ingrid Lewis/EENET.

**Page 28:** A primary school child using a photo to stimulate writing about experiences of school, Zambia – Ingrid Lewis/EENET.

**Page 30:** (Top) School map drawn by primary school children, Zambia – Ingrid Lewis/EENET; (bottom) Example of a tactile country map, Nepal – Sandrine Bohan-Jacquot/EENET.

**Page 32:** Example of a timeline from EENET (2005) 'Learning from Difference: An action research guide for capturing the experience of developing inclusive education'.

**Page 35:** Photo taken by young primary school children showing the part of the school where bullying happens, Indonesia – Ian Kaplan/EENET.

**Page 37:** Photo elicitation with primary school children, including discussion in sign language, Uganda – Ingrid Lewis/EENET.

**Page 40:** Children helping each other to use a camera, Tanzania – Ingrid Lewis/EENET.

**Page 41:** (Top left) Blind primary school student presenting his group's photography poster, Uganda – Ingrid Lewis/EENET; (top right) Students doing a gallery walk to look at each other's posters, Tanzania – Ingrid Lewis/EENET; (bottom) Young researchers presenting their findings, Ukraine – Duncan Little/EENET.

**Page 42:** Young researchers preparing a PowerPoint presentation, Armenia – Duncan Little/EENET.

**Page 43:** Primary school children presenting their photography posters/exhibition, Zambia – Ingrid Lewis/EENET.

**Page 44:** (Both photos) Parents came into school to see and discuss the photos and drawings prepared by their primary school children, Zambia – Ingrid Lewis/EENET.

**Page 52:** Early primary school children playing a warm-up game, Armenia – Student/School No.20, Yerevan.

**Back cover:** (Top to bottom) Photo elicitation, including discussion in sign language, Uganda – Ingrid Lewis/EENET; Young researcher talking with kindergarten pupil, Ukraine – Duncan Little/EENET; Primary school children discussing photos, Indonesia – Ian Kaplan/EENET; Young researchers writing notes, Ukraine – Duncan Little/EENET.

# Young Voices in Inclusive Education

A guide to help young researchers conduct action research with peers and younger children

This guide helps young people to become inclusive education researchers, using action research approaches. In particular, it helps them to carry out action research activities with peers and younger children, including those of pre-school and kindergarten age.

It includes guidance for adult facilitators working with the young researchers, as well as suggested action research activities and ways for the young researchers to share and use their findings and recommendations.

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