Supporting OPDs to advocate for inclusive education

Advocacy manual

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[Image description: The photo shows a large group of about 30 men and women inside a room. Some are standing at the back and some are sitting in front. They are all smiling and look like they're having fun.]

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What is this manual for?

This manual supports organisations of persons with disabilities (OPDs) with their work as inclusive education advocates. It summarises lessons from the OPD inclusive education capacity building modules, delivered under the Together for inclusion (TOFI) programme in Somalia, 2021-2023. These lessons are:

- what advocacy is and what it means to be an advocate for inclusive education;
- the important advocacy roles OPDs can play, the skills and knowledge needed for these roles, the tools that can help, and when to use these roles and tools;
- the inclusive education messages to use in advocacy work to help build awareness;
- why it is important to sustain advocacy work and how to do this.

How can you use this manual?

This manual is a guide. It does not give all the answers, but it reminds us what we can do and what we can use to strengthen our advocacy work. It is another resource to use alongside the material covered in the training modules to strengthen capacity for inclusive education advocacy.

Image 1: The four facilitators' manuals, the three participants handbooks and the advocacy manual are the core documents form the OPD inclusive education capacity building modules.

Section 1: What is advocacy for inclusive education?

What is advocacy?

- Advocacy is about taking action to bring about positive social change in people's lives, in their communities, in a country, or across the world.
- Advocacy is about supporting people to find their voices.
- Advocacy is about changing attitudes and influencing new ways of thinking.
- Advocacy is changing the ways that things are done (practices), including the ways that institutions work.
- Advocacy is about building relationships with other people to form partnerships and networks within and across communities.
- Advocacy includes being involved in formal processes of change (e.g., contributing to the writing of a new government policy) or informal processes of change (e.g., speaking at a local church group about the rights of people with disabilities).

Who can be an advocate?

- Anyone can be an advocate. We are all advocates when we do something to bring about positive change, however small.
- Good advocates do not need to be in a leadership position or have high levels of knowledge and skill – but they are always open to change and willing to learn new things.

Image 2: The Minister of Education of the South West State of Somalia handing out white canes to a person with a visual impairment at an event organised by DAF to raise awareness about World Sight Day

Image 3: A volunteer distributing home-learning materials during school closures as a result of Covid-19

Organising a meeting with government representatives to raise awareness is an example of advocating in formal processes of change. Distributing learning materials to marginalised learners (community level) is an example of how anyone can be an advocate and informally influence change.

What is inclusive education advocacy?

- Inclusive education advocacy is about working to change education systems positively so that all learners are in school, learning and progressing to the best of their abilities.
- Inclusive education advocacy involves working for changes that take time. It involves ongoing work to identify barriers to inclusion and find ways to address them.
- Inclusive education advocacy is about building partnerships between schools, parents and members of the community to support schools to build and sustain inclusive education.

Image 4: Fatima, a learner who uses a wheelchair, is now participating actively in learning at her local school as a result of support from PDON and her school.

Section 2: The role of OPDs in inclusive education advocacy

What is the role of OPDs in inclusive education advocacy?

OPDs have a very important role to play in advocating for inclusive education. They are a strong link between schools and communities, especially parents and caregivers. Their members are also members of local communities and so they have a good understanding of the challenges communities and schools face. OPD members understand from their own experiences the issues important to inclusive education, such as discrimination and exclusion. They participate in structures with government representatives and other decision makers where they can raise important matters and influence people's thinking. Although there are many advocacy roles OPDs can play, there are five key roles. These are:

- looking and gathering information to build evidence for change;
- facilitating collaboration to build strong partnerships and networks for change;
- raising awareness about what change is needed for inclusive education;
- using policy to influence decision making for change;
- monitoring and supporting processes of change for inclusive education.

Image 5: Members of DAF looking at a school feeding programme that has been set up by the school inclusion team (SIT)

To play our advocacy roles effectively we need to **LOOK and THINK** before we play that role – before we ACT.

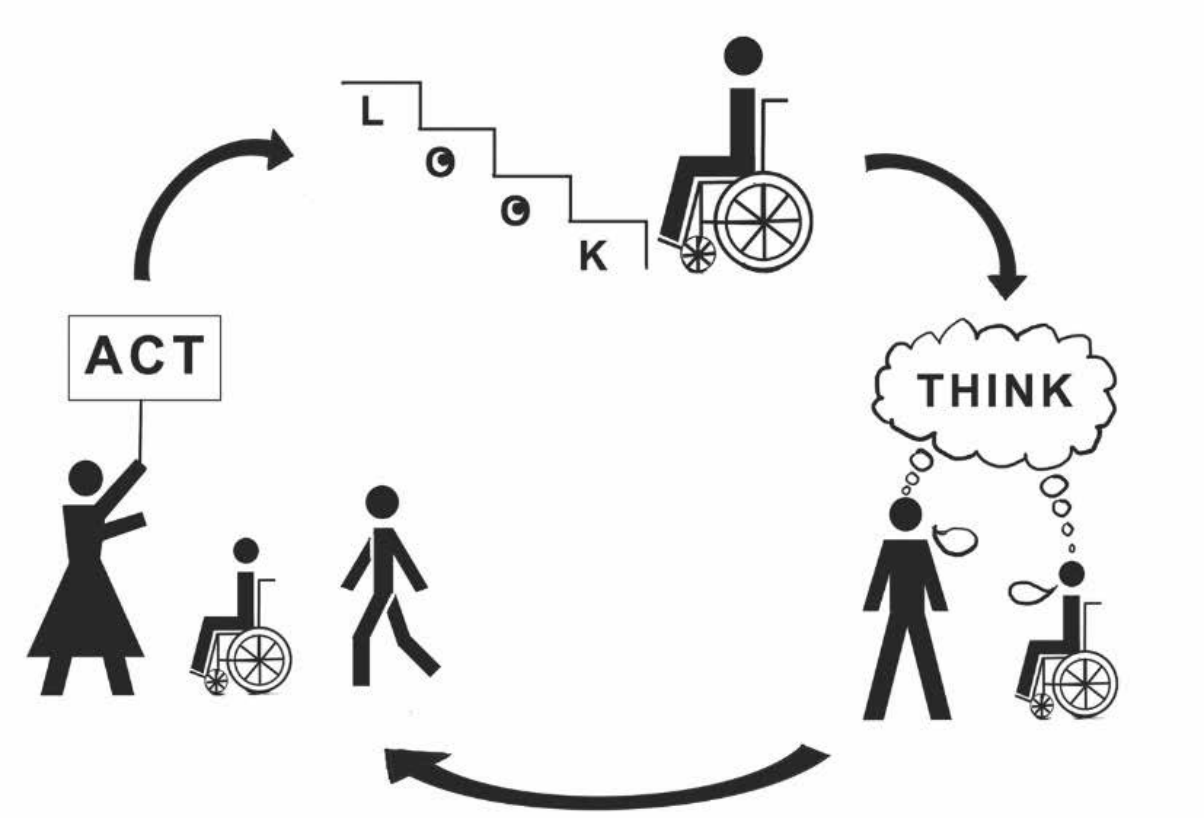


Image 6: The look, think, act cycle.

Being able to play these roles effectively means looking and thinking about what change is needed at that time and what advocacy role is best to bring about this change (e.g., raising awareness to get children back into school after they have dropped out because of severe drought The advocacy role we play may change depending on the situation, and some situations will mean that we need to play more than one role. To play our advocacy roles effectively we need to understand:

- what each role is about;
- what skills and knowledge are needed to play this role effectively;
- what tools can support this role;
- when we can use this role.

Looking and gathering information to build evidence for change.

Image 7: Making a home visit

What is this role?

Working to bring about change means having a good understanding of the problem that we want to change. Although we may know many things about the problem (e.g., why children are out of school), we usually do not know everything, or we do not have all the information we need to take appropriate action. Being a good advocate means we first look and think by gathering information about the problem and then we use this evidence to inform the actions we take.

What skills and knowledge are needed?

We need:

- **good listening skills** to hear about people's experiences and understanding of the problem that we want to change;
- **to ask the right questions** so people feel comfortable to open up about what they think and share their own ideas in their own words;
- **to look at other sources of information** about the problem to strengthen our evidence (e.g., read a government or NGO report);
- **bring all the information together and keeping it safe** so that we can find it easily and use it when we need to;
- **develop a good understanding of the evidence** by discussing it and thinking about how we can use it to influence change.

Image 8: A member of DAF visiting and talking to a parent and their child with a disability to understand their needs.

Useful tools for this role

- **Annex 1:** Guidelines for information gathering;
- **Annex 2:** Good questions to ask the community about inclusive education;
- **Annex 3**: Five key active listening techniques;
- **Section 5**: **Useful resources**: Skills for inclusive facilitation video.

When can you use this role?

- to **support schools and the school inclusion teams** by helping to identify barriers to inclusive education in communities;
- to **prepare for meetings with people** responsible for making decisions about education in the district and at the state level (e.g., government). You can use the information you gather to show what kind of change is needed and why it is important;
- **to monitor the implementation** of inclusive education. You can gather information to understand better what is working well and what is not working well.

Image 9: Members of a Community Education Committee (CEC) in Mustaqbal observe and monitor the building of a new school to ensure that the building is accessible.

Facilitating collaboration to build strong partnerships and networks for change.

Image 10: Collaborating with the school inclusion team.

What is this role?

It is important to recognise the barriers to inclusive education. But as advocates we must also think about things in the community that can help to break down these barriers and make schools more inclusive. This role is about identifying the people, resources and organisations (the assets) in the community that can help build inclusive education. And it is about facilitating collaboration between them and schools, especially the school inclusion teams. This role is about building and sustaining strong networks of support for inclusive education across communities.

What skills and knowledge are needed?

We need to:

- **continually identify people, resources and organisations** in the community that can support inclusive education, and think about how they can do this;
- **create opportunities for dialogue and discussion** between partners, especially where people have different attitudes and beliefs, and encourage them to value these differences for inclusive education;
- **facilitate inclusive participation** in meetings to strengthen collaboration by making sure that every person can fully participate and feel safe and valued.

Image 11: Members of PDON in Gardo explaining the home-learning resources to families and learners during COVID 19.

Useful tools for this role

- **Annex 6: Community Asset Map** to look at what assets there are in the community and think about how they can support inclusive education;
- **Annex 4: Checklist** for a collaboration workshop or meeting
- **Section 5: Useful resources:** Skills for inclusive facilitation video to help ensure that meetings between community partners are participatory and inclusive.

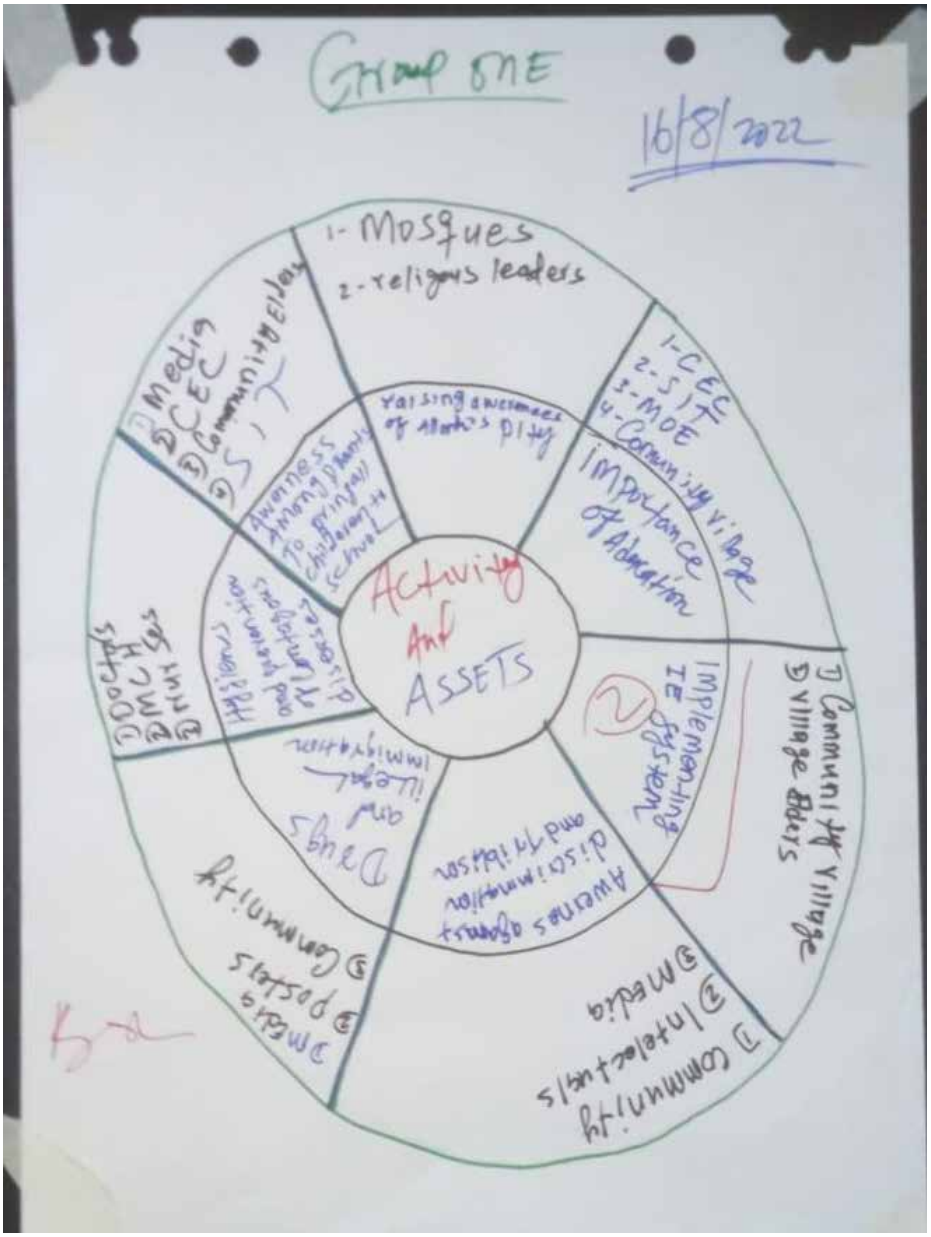


Image 12: An example of a community asset map produced by participants during the roll-out of module 2, mapping the people, organisations and resources who could support inclusive education in their local areas.

When can you use this role?

- to **support schools and the school inclusion teams** by connecting them to people, resources and organisations in the community that help them to build inclusive education;
- to **build a strong network of support for** inclusive education by facilitating discussions between people in the community and getting them to work collaboratively;
- to find innovative solutions to address barriers to inclusive education by making use of resources that exist in the community.

Image 13: OPD facilitators from DAF visiting one of the pilot schools in the TOFI project.

Raising awareness about what change is needed for inclusive education.

Image 14: Community awareness raising event.

What is this role?

People's attitudes and beliefs about inclusive education come from their experiences, their beliefs and what they have learnt over a long period of time. Building awareness about inclusive education in communities involves more than telling people what inclusive education is. This role is about challenging negative attitudes and beliefs by positively influencing people's thinking and creating opportunities for them to think and do things differently. This role is also about strengthening positive attitudes and beliefs and helping people to understand better why inclusive education is important.

What skills and knowledge are needed?

We need to:

- **understanding** that people's attitudes and beliefs come from their experiences and what they have learnt over a long time;
- **reflect on what influences our own attitudes and beliefs** to help us understand better why other people think or believe what they do;
- **show patience and empathy** for people's attitudes and beliefs;
- **share information and positive examples of** inclusive education so that people can see what is possible.

Image 15: Members of an OPD in Uganda talking about inclusive education on a radio talk show.

Useful tools for this role

- **Annex 7: Doing action research through the LOOK, THINK, ACT cycle.** You can use this to look and think about people's attitudes and understanding of inclusive education and plan awareness raising activities that are appropriate and relevant;
- **Annex 8: Planning template for activities** to raise awareness;
- The key messages on inclusive education in this manual (Section 3).

When can you use this role?

- To **strengthen the understanding of decision makers** (e.g. headteachers, government officials; community elders; religious leaders; business leaders; women's groups) by using meetings to explain what inclusive education is and what it is not;
- to **plan, organise and implement awareness-raising activities** that sow the seeds for change by positively influencing (challenging) negative attitudes to inclusive education and strengthening positive attitudes;
- to **help parents to** know about their children's rights, understand why it is important to ensure their children are in school, and support parents if they have fears and concerns;
- to **work with SITs to strengthen inclusive practices in** schools and classrooms to ensure that all children are present, participating and achieving.

Image 16: A member of DAF in Kismayo speaking at an awareness raising event with members of civil society to raise awareness about International Day of Sign Languages

Using policy to influence decision making for change.

Image 17: Using policy to Influence change.

What is this role?

There are many barriers to inclusive education. In Somalia, like in many countries in the world, education is a right for all learners and this right is protected through different policies, especially the Constitution. This advocacy role is about making people aware or reminding them of these policies and explaining what the policies say. We need to strengthen this awareness among people who make important decisions about education at local and national level, such as principals and local education officials, so that they use the policies to influence their decisions. We also need to make parents and members of the community aware of relevant policies, so they work to promote and protect their children's right to education.

What skills and knowledge are needed?

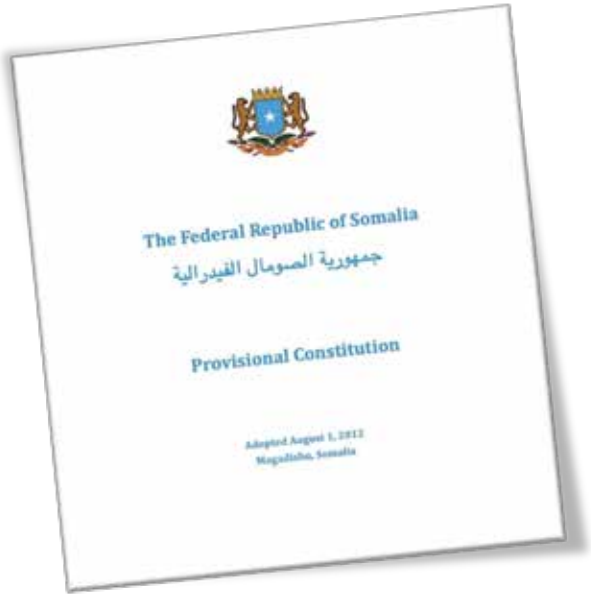
We need to:

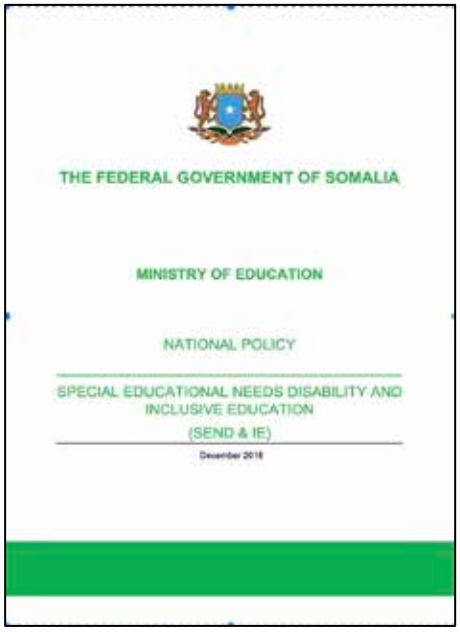
- **have a good understanding of relevant policies** so that we can explain the policies to other people;
- understand that using policy effectively involves constantly **identifying challenges to implementation** and thinking about ways to overcome these challenges;
- think about **simple words or messages** we can use to introduce and discuss policy and policy implementation at community level.

Useful tools for this role

- **Annex 7**: Using action research through the **LOOK, THINK, ACT cycle**
  - to look and think about what a policy says (policy analysis) and what actions you can take to make people aware of the policies;
  - to identify barriers that stop policies from working in practice and take actions to address these barriers.
- **Section 5: Useful resources**: Policies to use to advocate for the right of all children to education.

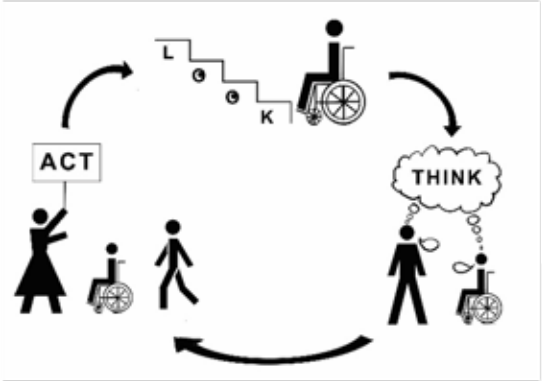
Image 18: The Provisional Constitution of the Federal Republic of Somalia and the National Policy on Special Needs Disability and Inclusive Education





LOOK: for example, an OPD member make a home visit to find out why a learner is not in school

ACT: The OPD hosts an awareness-raising event and invites a positive female role-model to talk to parents in the local community about the importance of sending girls to school



THINK: OPD members meet with the SIT team to discuss how to support both girls and boys to go to school

Image 19: It is important to LOOK and THINK before we ACT

When can you use this role?

- to **support your arguments and input** in meetings with decision makers and parents about why change is important (e.g. to improve safety measures at schools).
- to **help people to understand** that Somalia already has a good policy framework to support inclusive education – so it is not something different or new;
- to **make parents aware of what policies say** about their children's rights and help them to understand the policies better.

Image 20: Members of the Community Education Committee (CEC) in Mustaqbal discussing the implementation of inclusive education in their district.

Monitoring and supporting processes of change for inclusive education.

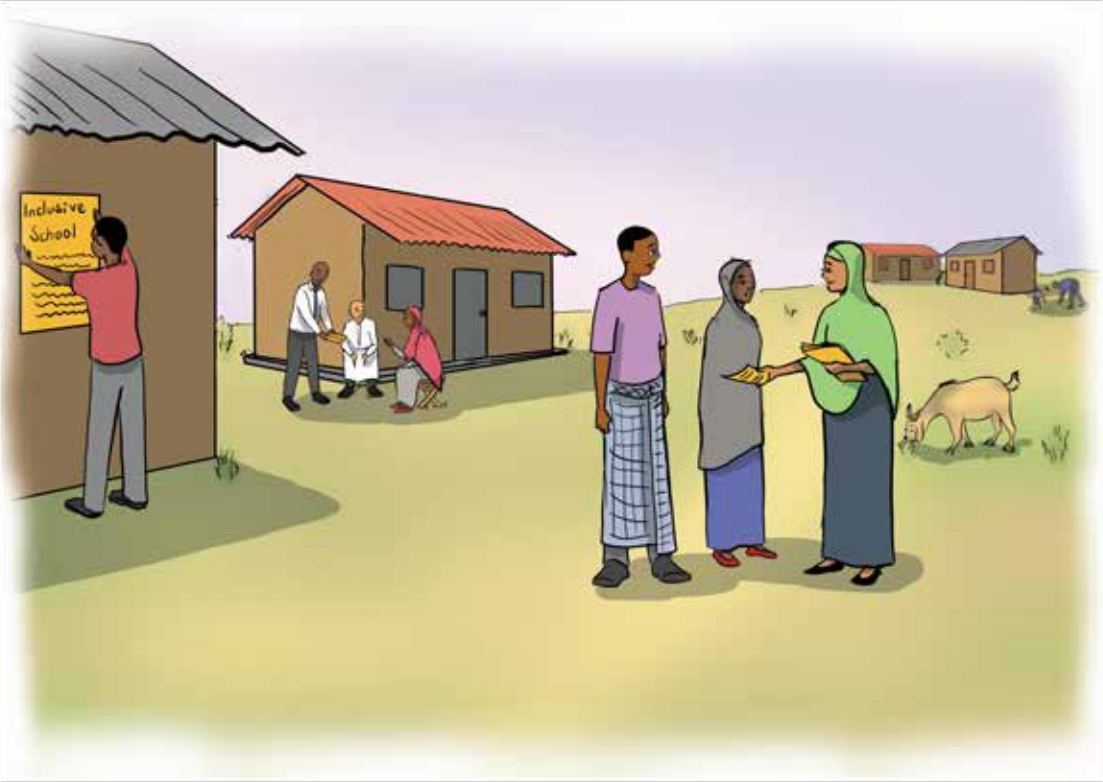


Image 21: Sharing information about inclusive education.

What is this role?

Building inclusive education takes time and involves many important changes to the education system, communities and our organisations. This role is about ensuring that the right kind of changes happen, by working with and supporting schools to help them identify gaps and weaknesses and find solutions. This role is also about reflecting on what is working well, strengthening these changes and making sure that we are learning from what we are doing as advocates.

What skills and knowledge are needed?

We need to:

- always **reflect on our own learning** about inclusive education and our roles as advocates and use this learning to improve our practices;
- ensure that we have **processes in place within our organisations to reflect** on how things have changed over time and think about what can be improved;
- build a **strong relationship of trust with schools**, especially the SITs, so that we can work with them to identify what is working well and where there are gaps and weaknesses.

Image 22: OPD facilitators reflecting and learning together during national OPD capacity building training in Garowe

Useful tools for this role

- **Annex 8:** the OPD Inclusive Education Self-Assessment Learning Tool;
- **Annex 6**: Using action research through the **LOOK, THINK, ACT cycle.** Use this to work with schools to look and think about what is working well and what can be improved.

When can you use this role?

- to **strengthen our role as advocates** by learning from what we have done and building our capacity to bring about change for inclusive education;
- to **support schools** by working with them to reflect on what has changed over time, what is working well, and what are the gaps and weaknesses.

Image 23: One of the observers from the TOFI project reporting back on a monitoring visit to schools in Jubbaland.

Section 3: Key messages for inclusive education advocacy

What are the key messages for inclusive education advocacy?

People have different ideas and understandings about inclusive education. This will usually depend on what they have heard or read about inclusive education, and their personal or professional experiences.

As advocates we need to work to strengthen people's understanding about what inclusive education is and to positively challenge incorrect views about inclusive education.

To do this well we need to be clear about:

- What are the main inclusive education messages we want to communicate?
- What message is most suitable for that situation (e.g., explaining to parents of children with disabilities about the twin-track approach to make them feel more confident to send their child to school)?
- Who are we communicating with and how do we best communicate the message to them (e.g., using pictures to communicate a message to community members who have lower levels of literacy).

Image 24: PDON having a meeting with members of the community about inclusive education.

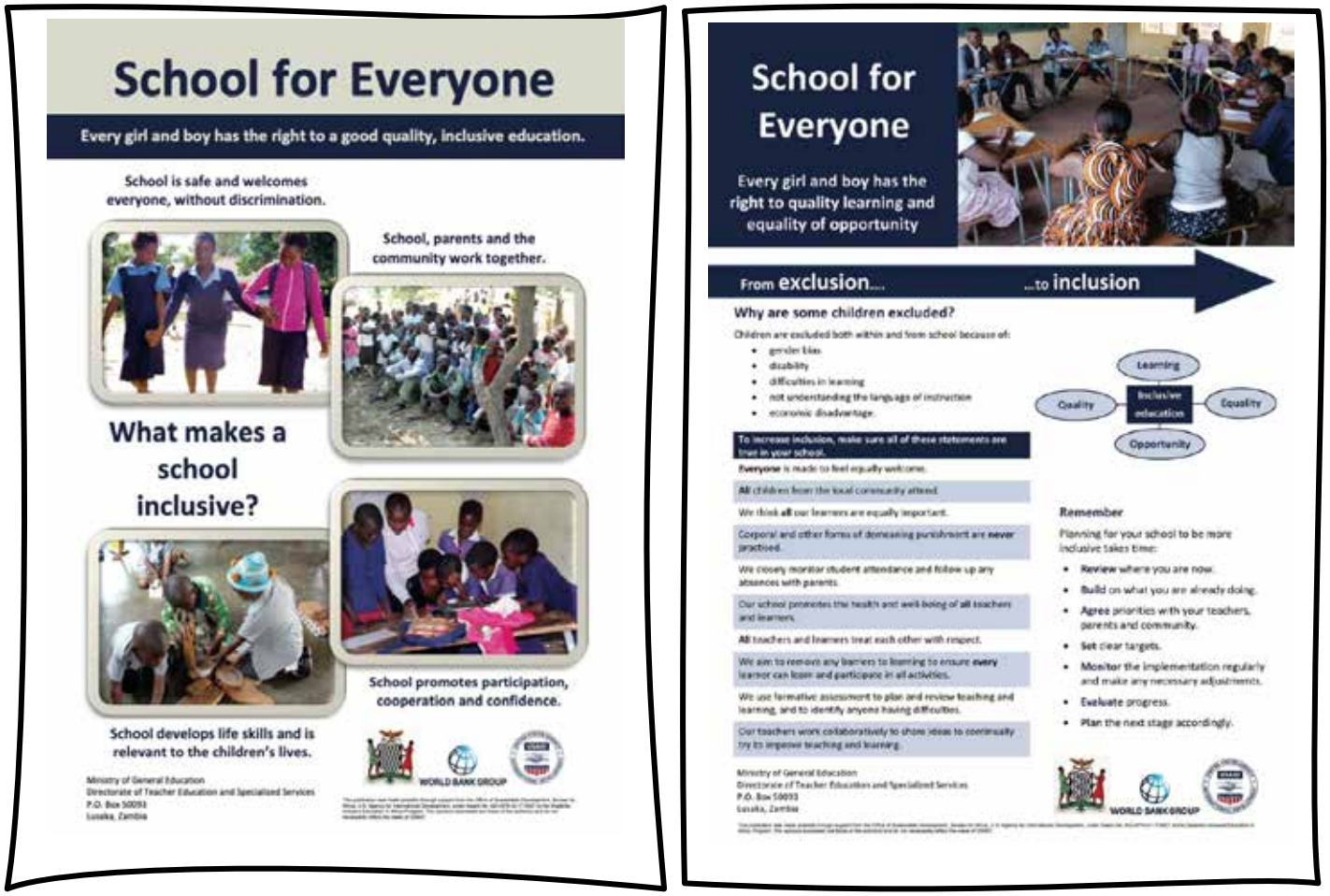


Image 25: The two posters above were produced in Zambia and are examples of inclusive education messages for different audiences. The one on the left is for 'school leaders' and therefore has more writing on it, whereas the one on the right is for 'the community' and includes more photos to help people with lower levels of literacy understand the messages better.

Here are some important messages to communicate about inclusive education:

When children are excluded or not learning, the system is the problem not the learner

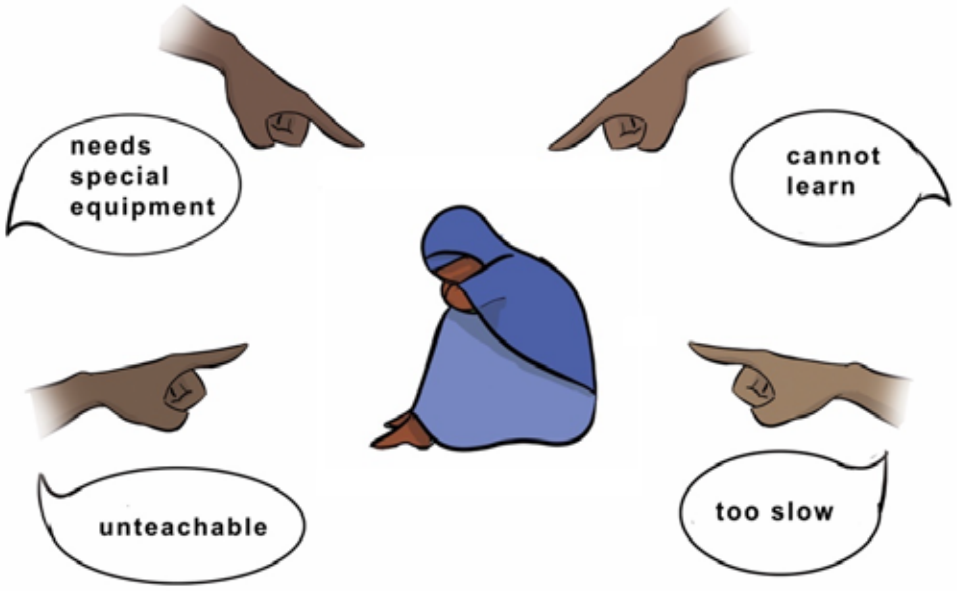


Image 26: Exclusion happens when the learner is seen as the problem.

When learners are not in school, when they are not participating in a lesson, or when they fail or drop-out, people often believe the problem is with the learner and it is the learner who needs to change. Seeing the learner as the problem leads to labelling some learners – 'they cannot learn', 'they are too slow', 'they need special equipment', 'they are too difficult to teach'. Finding solutions to these problems becomes about trying to 'fix' the learner or make them 'fit in'.

Inclusive education is about recognising that the system is the problem, not the learner. Each learner has different learning needs. When the education system is not flexible or innovative enough to meet the needs of all learners, then learning can break down or some learners are excluded. So, the system needs to change so it can meet the needs of different learners. The learner is never the problem, it is always the system that is the problem.

The education system is always the problem NOT the learner

Parents not informed or involved

Many learners drop-out

Lack of toilet facilities affects attendance and participation

Over-crowded classrooms affects the quality of education

Education system as problem

Inaccessible environments

Rigid policies exclude some learners

Lack of teaching and learning materials

Poor quality teaching mean learners' needs are not being met

Inclusive education means that all children are present, participating and achieving in school.

Inclusive education is not just about enrolling learners in school, especially those with disabilities and/or additional needs. Learners may be in school but still excluded because there are barriers preventing them from fully participating (e.g., there is no sign language interpreter for a learner with a hearing impairment or a learner is being bullied at break times). A learner may also be attending classes regularly but if a teacher does not expect them to learn then they will not reach their full potential.

So inclusive education is when all learners are:

- present in school;
- participating in academic and social activities;
- achieving to the best of their ability.

Image 28: Children with disabilities participating at their school in a live online session at the Global Disability Summit (2022) about their experiences

Inclusive education requires strong collaboration between communities and schools.

It is important to look at and understand barriers to inclusive education in our communities. But we also need to think about the things in the community that can help to break down the barriers and bring about change.

This means identifying the assets in the community – the people, organisations and resources that can help.

Inclusive education involves building a strong network of community assets and facilitating ongoing collaboration between these assets and schools.

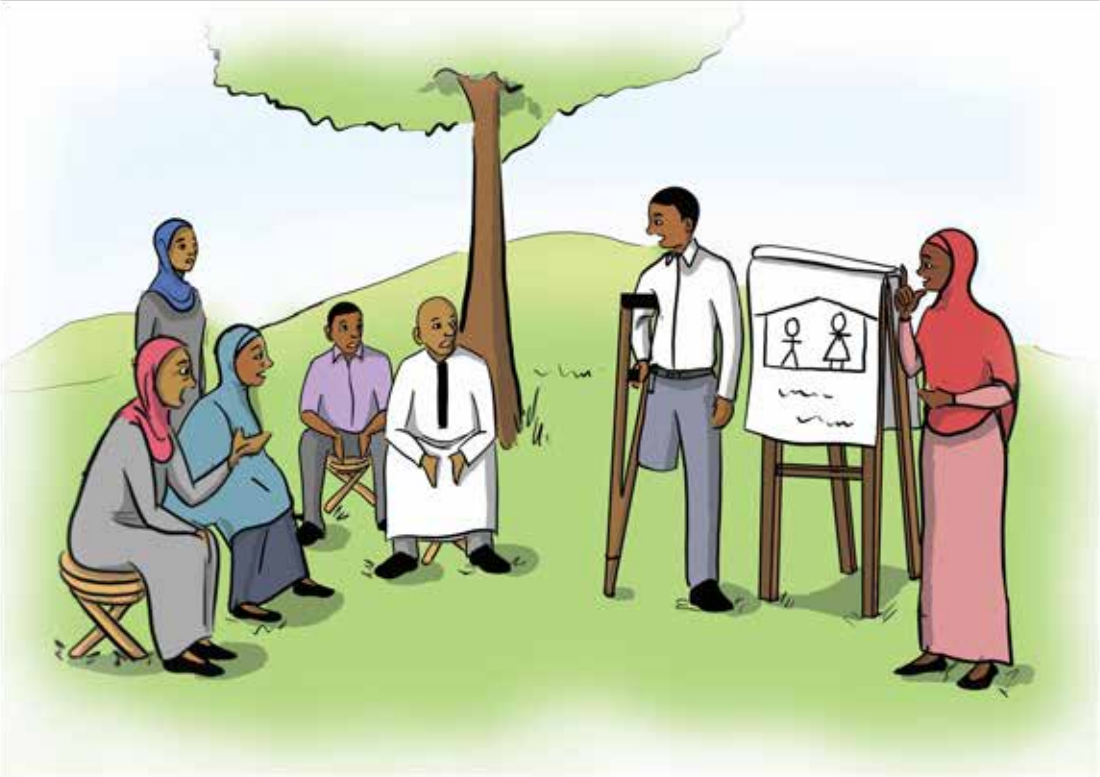


Image 29: A collaboration meeting with members of the community

Supporting the system and the learner are both important for inclusive education.

We recognise that when children are excluded or learning breaks down, the problem lies with the system and not the learner. However, we must also focus on the learner and what they need to help them learn to the best of their ability. Inclusive education involves addressing exclusion from two sides:

- supporting change in the system;
- supporting the needs of individual learners.

If we do not work at both forms of change, we will only solve half the problem. This is often called the **twin-track approach** as there are two important kinds of change that need to happen. We need to:

- change the system by developing its capacity to identify and address barriers, and ensure that learning environments, attitudes and teaching methods respond to diversity and promote inclusion;
- ensure that we meet the needs of all learners by respecting them and providing appropriate support so that they can be present, participating and achieving.

Image 30: A teacher in Zanzibar supporting individual learners in a lesson.

The twin-track approach

Focus on the system:
Ensuring teaching and learning environments, attitudes and methods respond to diversity and promote inclusion. Removing barriers.

Focus on the learner:
Respecting their views and providing appropriate support to them as is their right. This leads to their empowerment through presence, participation and achievement.

Inclusive education =
Responding to diversity

Image 31: The twin-track approach

Section 4: Sustaining change through inclusive education advocacy

What is sustainability in inclusive education?

Sustainability is about making sure that the changes we make towards building inclusive education become a normal part of the way the education system works in the long term.

This kind of change takes time and will need us to continue advocating for inclusive education on a regular basis.

There are four areas where long-term change is most important:

- **the education system** – by strengthening policies for inclusive education and developing inclusive practices;
- **the community** – by strengthening partnerships and building positive attitudes;
- **our organisations** – by strengthening our capacity as OPDs to continue to advocate for inclusive education;
- **resources –** by ensuring that the human resources (e.g., teachers) and financial resources (e.g., budgets) are in place to support inclusive education.

We need to think about what advocacy activities and strategies will be the best to bring about these long-term changes.

Image 32: Members of an OPD in Uganda advocating for inclusive education and its importance to economic empowerment in their district.

The education system

What strategies can we use to bring about long-term change in the education system?

- We can work in partnership with the **school inclusion team** to help address barriers to inclusion across the school community.
- We can continue to support schools to **strengthen practices that are working well**. We can do this through **monitoring implementation** of inclusive education within schools.
- We can build strong **partnerships with local government** to help ensure all schools are inclusive.

In
e

- We can use **policies to influence change**. We can refer to policies in conversations with school leaders and government and work together to implement inclusive education policy in schools.
- We can make sure that **all policies (including new ones) that affect education support inclusion**. These could be state policies, local policies or school policies.

Image 34: Representing the rights of people with disabilities in parliament.

The community

How can we bring about lasting change within the community?

- We can identify and collaborate with **key influential people**, for example religious leaders who are well respected in the local community.
- We can **work with parents and families of children with disabilities**. We can visit learners in their homes and listen to the challenges that their families face.
- We can **establish local level structures** such as parent support groups. We can identify parents who value education who can act a 'role-models' and influence other parents.

Image 35: A member of PDON talking to parents about inclusive education and sharing the home learning materials to support learners during COVID-19.

- We can **continue to raise awareness of inclusive education** and help to shift negative attitudes in the community (for example, talking about inclusive education at the Mosque or at social events in the community).
- We can raise awareness about **state policies at local level** and support their implementation.
- We can **strengthen community partnerships**. Inclusive education cannot work unless we work together. We must always look at what assets exist in the community and get these assets to support inclusion.

Image 36: A community meeting organised by PDON to raise awareness about inclusive education.

Our organisations

How can we bring about long-term organisational change?

- We can build our own advocacy capacity at local level (e.g. training new leaders in our organisations & more people with disabilities to advocate for inclusive education)
- We can train local advocates and champions of inclusive education in our communities.

Image 37: One of the OPD facilitators reporting back on their group's work during the national training on inclusive education advocacy.

- We can **continue to look and think about barriers to inclusive education**. There will always be new barriers to inclusive education (e.g. COVID-19, the impact of drought or increased conflict). We need to carry on looking at what barriers exist in the community and find ways to address them.
- We can **continue to learn as advocates**. We need to make sure that we are always learning from what we do and using what we have learnt to adapt and improve our advocacy work.

Image 38: OPD facilitators reflecting on issues and related actions during the roll-out of the training in Jowhar.

Resources

How can we have more sustainable access to resources (material, human and financial) to support inclusive education?

- We can **support income-generating activities** and work with local businesses to raise funds for inclusive education.
- We can **map the assets (and resources) that already exist** within the community – the people, organisations and resources that can help address barriers to inclusive education.
- We can **promote the use of locally available materials**. We can be innovative in the ways in which we find solutions to the barriers to inclusion.

Image 39: Local resources can be used to create an accessible toilet and hand-washing facilities

Image 40: Members of DAF supporting a learner to learn to use a new braille machine.

- We can **recognise that as OPDs we are assets ourselves** and have useful skills and resources to share, for example, providing specialist expertise or training teachers in inclusive games and sports.

Image 41: Members of DAF visiting a school and showing the learners how to clap in a way that is accessible for deaf learners

- We can **advocate for government funds to build inclusive education at schools.** These funds can help with many things, including the provision of assistive devices or specialist materials in schools where needed.

Image 42: Fatima, a learner who uses a wheelchair being helped to enter her classroom using a new ramp that has been built.

Image 43: A learner with a visual impairment in Garowe who was not able to see the blackboard is now participating actively in learning after receiving treatment for her eyes and a pair of glasses.

Section 5: Useful resources

Policies to use to advocate for the right of all children to education

The Provisional Constitution of the Federal Republic of Somalia (2012) (English):

https://bit.ly/FRSconstitENG

The Provisional Constitution of the Federal Republic of Somalia (2012) (Somali):

https://bit.ly/FRSconstitSOM

National Policy on Special Educational Needs Disability and Inclusive Education (SEND & IE) (2018) (English):

https://bit.ly/FRSiepolENG

National Policy on Special Educational Needs Disability and Inclusive Education (SEND & IE) (2018) (Somali)

The Convention on the Rights of Persons with Disabilities (Article 24): https://bit.ly/EENET-OPD5

The Convention on the Rights of the Child (Article 28): https://bit.ly/EENET-OPD6

Resources that help to understand and build inclusive education

Skills for inclusive facilitation video: https://bit.ly/EENET-OPD7

UNESCO report on inclusive education (2020): https://bit.ly/EENET-OPD8

All the UNESCO resources and information about inclusive education: https://bit.ly/EENET-OPD9

Enabling Education Network (EENET) resources on inclusive education: https://www.eenet.org.uk/

Annexes (tools and guidelines)

- Annex 1: Guidelines for information gathering
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- Annex 3: Five key active listening techniques
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- Annex 5: Community asset mapping
- Annex 6: Using action research through the LOOK, THINK, ACT cycle
- Annex 7: Planning template for activities to raise awareness
- Annex 8: The OPD inclusive education self-assessment learning tool
- Annex 9: Reporting template for advocacy activities
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Annex 1: Guidelines for information gathering

Remember that we need to **LOOK** and **THINK** about people's attitudes to inclusive education **BEFORE** we can act to raise awareness. A good **FIRST STEP** is to go out and **gather information** from people in the community about what they think and understand about inclusive education. This information is important to know and understand what change is needed – we can use this information in many different ways in our advocacy work.

1. Preparing to gather information

To gather good information about what people know and understand about inclusive education we must be well prepared. Follow these steps to make sure you are well prepared:

- Create a **detailed plan** about how you will go about gathering information. This should include:
    - Who is going to be involved in the team to gather information and what is each person's role?
    - How will you reach out to people in the community and how will you gather information from them (your methods)?
- Once you have completed the plan make sure that everyone in the team **understands their role** and how they will gather information.
- Make sure that all the **practical arrangements** have been put in place. Some important things to organise are:
    - Transport arrangements
    - Equipment to record the information/write down what people say
- Make sure that the team members who are going to gather the information feel confident (they should read carefully through the section on "gathering good information" (see below)
- It is a good idea for people to work together to gather information - in pairs or in a small group
- Make sure that each member of the team has the phone numbers of the other members so you can contact each other if you need to (a WhatsApp group is a good idea)

2. Gathering good information

To know what different people in the community understand about inclusive education and gather good information we must ask the right questions.

- **What are the right questions to ask?**
    - We need to ask questions that make people feel comfortable to open up about what they think. We call these OPEN questions
    - Here is an example of an **OPEN** question:

      What does inclusive education mean to you?
    - The person can then think about it and give their own ideas – they use their own words and share their own knowledge
    - We can then look at what they shared with us and begin to get a picture of what people think and know about inclusive education
    - This will help us to work out what we want to focus on in our awareness raising activities and what are the key messages we want to use.
    - **CLOSED** questions, in comparison, don't help us to know what people think about inclusive education
    - Here is an example of a CLOSED question:

      Do you think that inclusive education is about giving all children the opportunity to learn?
    - The person can answer YES or NO. But we only know whether they agree or disagree
        - we are really telling them what we think inclusive education is and asking them if they agree
        - it doesn't really help us to know what they actually know or think about inclusive education

It is also important to listen carefully to what people are telling us. So, what do we need to do to make sure we are listening carefully?

- **How can you listen carefully?**
    - Switch your phone off before you start to listen to the person you are gathering information from

- Focus on the person you are listening to and try and show them you are interested in what they have to say
- Sit or stand so that you are facing the person and try not to get distracted by other noises or things going on around you
- Don't interrupt while the person is speaking – when they are finished you can ask any follow-up questions to check if you understood them or to get them to explain a bit more about something they said.
- Make sure that the person does not feel judged – so don't give your own opinion – let the person tell you what they think – even if you don't agree

3. Bringing all the information together and keeping it safe

- Make sure that you have some way of recording all the information that you gather from members of the community. Some ways you can do this are:
    - If you are going to interview people in the community, work in pairs – one person to ask the question and one person to write down what the person says
    - If you are having a meeting with many people in the community, make sure you have a note taker who can write down what people say
    - Use a recording device and record what the person is saying (if anyone has a smart phone you can usually record using your phone)
- When you have finished collecting your information make sure that you bring all the information together carefully and organise it so that you can find everything easily.
- Here are some tips for keeping your information safe and well organised.

- If you have interviewed someone and taken notes, make sure that you write the date and name of the person you interviewed at the top of each page (it is fine if someone does not want to give their name – you can just write who they are, e.g. headteacher, parent of disabled child)
- If you have had a meeting and taken notes, make sure that you write the date of the meeting and who was present at the meeting (you don't need to get everyone's names – you can just say, for example, parents of disabled children, youth workers, local community members)
- If you have recorded the interview/meeting, make sure that you save the recording in a safe place – it is a good idea to save the recording in two different places just in case something goes wrong.
- If you have recorded the interview/meeting, remember to also keep a note of the details of the interview/meeting (date, time, who) and the file name. Here is an example:
    - Date: 12 August 2021
    - Name: Mrs Nagawa, head teacher local primary school
    - File name: Nagawa 12/8/2021

Annex 2: Good questions to ask the community about inclusive education

1. What does inclusive education mean to you?

REMEMBER:

- It is important here that we don't explain to people what inclusive education is – we want to hear what they think.
- But if a person says – I don't know what it is, or what do you mean? – you can explain that there is no right or wrong answer, you are just interested to find out if they know anything about inclusive education, or if they don't, what they think it could mean.

2. Have you experienced anything in your life that has influenced how you see inclusive education?

REMEMBER:

- This question is about people's experiences so you want to find out as much as possible
- So, if they say YES, ask them what these experiences were and why they have been important
- If they say NO or seem unsure how to answer the question, you can prompt them by asking
    - What were your experiences of education?
    - Do you think it was inclusive? Why/why not?
    - What about your children's education (if they are a parent) – do you think it is inclusive? Why/why not?

3. Are you aware of any children in your community who are not going to school?

REMEMBER:

- If they say YES, ask them why they think these children are not going to school
- If they say NO, that's fine, just go to the next question

4. What kinds of challenges do the schools in your community face?

REMEMBER:

- Give the person a little bit of time to think about this question
- Let them first say any challenges that they can think of
- If they are struggling to think of any challenges, ask them if they can think of any challenges related to
    - resources (e.g. many parents are very poor and they can't afford school fees and the school does not get enough resources from the government)
    - the relationship between parents and the schools (e.g. parents are not very involved in the schools)
    - teachers (e.g. teachers have too many things to do)

Annex 3: Five key active listening techniques

1. Pay Attention

Give the speaker your undivided attention and acknowledge the message.
Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly. Observe the speaker's body language.
- Put aside distracting thoughts. Don’t mentally prepare a response.

2. Show That You're Listening

Use your own body language and gestures to show your attention.
Nod, smile and use other facial expressions. Be open and inviting.

- Encourage the speaker to continue with small verbal comments

3. Provide Feedback

As a listener, your role is to understand what is being said. Therefore, you may need to reflect what is being said and ask questions.

- Reflect back what has been said. "What I'm hearing is....,"
- Ask questions to clarify points. "What do you mean when you say...?."
- Summarize the speaker's comments.

4. Don’t interrupt

Interrupting can be frustrating and limit full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective.
Be respectful, open, and honest in your response.
Treat the other person as you would want to be treated.

Annex 4: Checklist for a collaboration workshop or meeting

1. Roles and responsibilities

- Make sure that everyone is clear about the purpose of the workshop/meeting
- Make sure that everyone knows what their role is around:
    - Organising the workshop/meeting
    - Running the workshop/meeting

Inviting the participants

- Send out invitations to people you want to invite as soon as possible.
- Remember to put all the details for the meeting into the invitation – venue, time and date
- Remember to include a contact number in case anyone has any questions or problems

3. Getting the venue ready

- Make sure that you have organised the venue in the way that you want it before the participants start to arrive
- Make sure that any equipment you want to use is working
- Make sure you have all the materials you will need for the workshop
- Make sure that your phones are charged and that the contact number you gave to people is working.

4. Preparing to facilitate the workshop

- Before the workshop go through the agenda and discuss with each other any questions you have about the workshop/meeting
- Think back to what you learnt about good facilitation skills– discuss with each other what practices you want to try and use in the workshop to facilitate good discussion.
- Remember that there will be people at the workshop/meeting that will have different opinions and beliefs to you and to each other. So, make sure that no one in the workshop feels judged and encourage people to value the differences that exist between them.

Annex 5: Community asset mapping

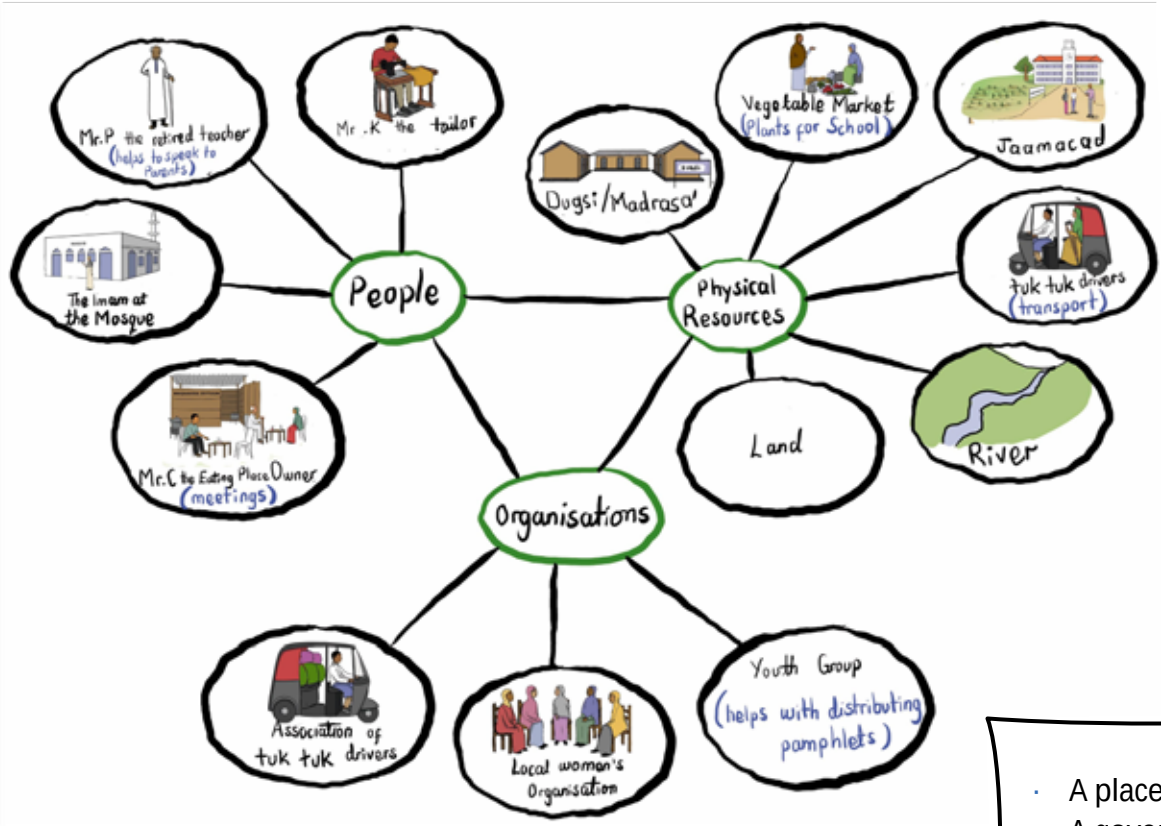


Image 44: Community asset map

PEOPLE

- A person who has knowledge about something useful
- A person who has a skill we can use
- A person who has experience/s that could be helpful
- Someone who can volunteer some time
- A leader in the community

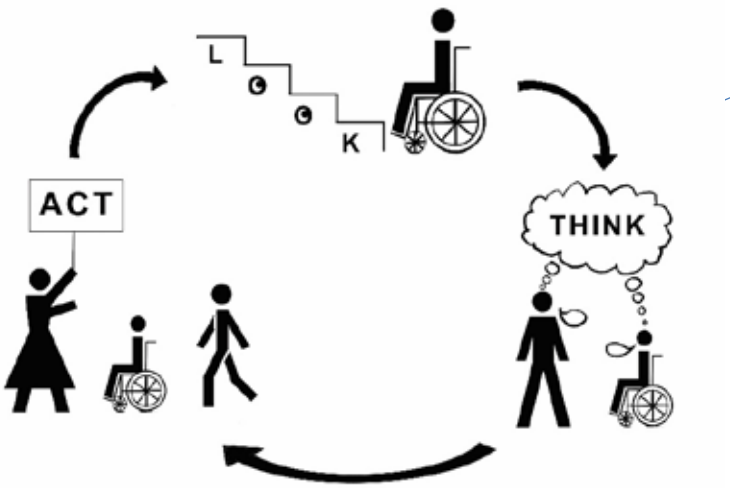
ORGANISATIONS

- An organisation that offers a service that the SIT can use
- An organisation that can help to reach a particular community
- An organisation that can help to raise awareness

PHYSICAL RESOURCES

- A place to use for meetings
- A government service that the SIT may need
- A mosque that brings community members together
- Different kinds of public transport
- Shops that can provide a resource for the school

Annex 6: Using action research through the LOOK, THINK, ACT cycle



- See and obseve what the problem is and what needs to change

- Think about the problem and what is causing it
- Discuss the problem in your organisation
- What can be done to address the problem?

- Decide on the actions you want to take to address the problem
- Develop and finalise a plan to guide you
- Who in the community can help and support you to take this action?

Annex 7: Planning template for activities to raise awareness

	What will we do?	Who will be responsible?	By when will we do this?
Step 1: What awareness raising activity are we going to do			
Step 2: Who are we going to collaborate with			
Step 3: How are we going to prepare for our awareness raising activity			
Step 4: Reflecting and reporting on the activity			

Annex 8: The OPD inclusive education self-assessment learning tool

Competency area 1: Inclusive education foundational knowledge

- An understanding of inclusive education, the range of barriers to inclusive education, and what inclusive education looks like in practice in your local area/country
- An understanding of and belief in how inclusive education can benefit all children, including those with disabilities

Competency area 2: Collaboration for inclusive education

- An ability to collaborate and communicate effectively with others (especially parents and caregivers) on issues relating to inclusive education
- Recognizing and looking for opportunities and strengthening collaborative relationships across the school-community

Competency area 3: Advocating for inclusive education

- An understanding of what advocacy is and why it is important for building and sustaining inclusive education
- An ability to apply key skills, tools and roles to advocate for inclusive education
- Ongoing capacity to plan, implement and learn from advocacy activities to support the building of inclusive education

Competency area 1: Inclusive education foundational knowledge				
	Beginning	**Developing**	**Proficient**	**Advanced**
An understanding of inclusive education, different barriers to inclusive education, and what inclusive education looks like in practice in your local area/country	I/my organization is aware of inclusive education and can name a few barriers to inclusive education but only from a disability perspective.	I/my organization can describe different barriers to inclusive education (including barriers within the education system) and give different examples from my/our own context and experience.	I/my organization can clearly explain the difference between inclusive education and special education and can explain how concepts such as the twin-track approach are needed to make progress towards inclusive education.	I/my organization has a very clear and detailed understanding of inclusive education, is able to continually evaluate and respond to new barriers to learning that arise, and actively uses this knowledge to help other people within the organization and wider community to develop their own understanding and raise awareness of inclusive education
An understanding of and belief in how inclusive education can benefit all children, including those with disabilities	I/my organization is aware of how some children are excluded from education for different reasons.	I/my organization understands how inclusive education can benefit most learners but is not sure if it can help learners with sensory and multiple impairments	I/my organization firmly believes that inclusive education is of benefit to all learners given the right system-level change and individual support and this is reflected in my/our principles and work	I/my organization can clearly explain the benefits of inclusive education for all learners, including but not only for learners with disabilities, and actively uses this knowledge to address any attitudinal barriers across the organization and within the wider community

Competency area 2: Collaboration for inclusive education				
An ability to work together and communicate effectively with others (especially parents and caregivers) on issues relating to inclusive education	I/my organization knows that it is important to work together with others, especially parents and caregivers to achieve inclusive education	I/my organization can identify different key people and resources within the wider community who have value in supporting progress towards inclusive education	I/my organization has a strong and positive relationship with parents and caregivers across the local community and frequently engages with them and the wider community on issues relating to inclusive education	I/my organization leads regular community engagement initiatives on issues relating to inclusive education, as well as supporting and encouraging the initiatives of others in my/our local area. I/ my organization frequently evaluates our approach to assess how well we are communicating with and collaborating with others, particularly parents and caregivers, in order to achieve our goals
Recognizing and looking for opportunities and strengthening collaborative relationships across the school-community	I/my organization is aware of initiatives in local schools such as the development of 'school inclusion teams'	I/my organization has reached out to the local schools to see how I/ my organization can support the school in its efforts towards becoming more inclusive	I/my organization is an active member of the school inclusion team and/or is actively collaborating with and supporting the school in its initiatives to become more inclusive	I/my organization has a key role to play in strengthening joint and beneficial partnerships across my/our local community and with my/our local schools. Others recognize the key role that I/my organization play and often ask for our support in strengthening relationships and drawing on our expertise in relation to disability inclusion.

Competency area 3: Advocating for inclusive education				
	Beginning	**Developing**	**Proficient**	**Advanced**
An understanding of what advocacy is and why it is important for building and sustaining inclusive education	I/my organization has a basic understanding of what advocacy is and why it is important for inclusive education. But I/my organization does not feel confident to explain what it is.	I/my organization has a clear understanding of what advocacy is and why it is important for inclusive education. I/my organization can explain some of the main things about advocacy but there are still gaps in my/our knowledge.	I/my organization has a thorough understanding of what advocacy is and why it is important for inclusive education. I/my organization feels confident to explain what it is and why it is important to build and sustain inclusive education	I/my organization has a very clear and detailed understanding of what advocacy is. – I/ my organization feel confident to explain what advocacy is and to help other people to develop their knowledge and understanding of how they can use it to develop and sustain inclusive education in their community.
An ability to apply key skills, tools and roles to advocate for inclusive education	I/my organization is aware of key tools, skills and advocacy roles that we can use to advocate for inclusive education.	I/my organization has a clear understanding of key tools, skills and roles that I/we can use to advocate for inclusive education.	I/my organization uses key tools and skills and undertakes different advocacy roles to support inclusive education.	I/my organization regularly uses key skills and tools and undertakes different advocacy roles to address the barriers to inclusive education in the community. I/we also train other members to use these tools and skills and take on different advocacy roles.

Ongoing capacity to plan, implement and learn from advocacy activities to support the building of inclusive education	I/my organization has some understanding of how to plan and implement an advocacy activity to support inclusive education but struggle to understand the advocacy role I/we need to play or how I/we can learn from what we do.	I/my organization has a clear understanding of how to plan and implement an advocacy activity to support inclusive education. I/We understand the advocacy roles we can play and why it is important to learn from what we do. But I/we are not sure how to do these things in practice.	My organisation has an advocacy plan that we use to guide our work and this plan includes different advocacy roles. We are aware of the importance of reflecting and learning but we don't always put this into practice.	I/my organization consistently and carefully plans our advocacy activities before we implement them. We think about what kind of advocacy activity is needed to address the barriers to inclusive education in our community and what kind of advocacy role I/we need to play. Ongoing reflection and learning is embedded into our advocacy work as an organisation.

Annex 9: Reporting template for advocacy activities

What went well?
What challenges were there?
What lessons did we learn?
Recommendations for the future

Annex 10: Image descriptors

[**Image 1:** The image shows eight covers of training manuals and handbooks. The covers all have words and pictures on them. The first four on the top row are titled, 'An introduction to inclusive education for organisations of people with disabilities (module 1), Collaboration for inclusive education (module 2), Identifying out of school learners and supporting inclusive transitions (module 3) and Sustainability strategies for inclusive education advocacy (module 4); these are all facilitator's manuals. The second four in the row underneath have the same titles but are called 'Participant's Handbooks'. All eight documents have logos from ADRA, Save the Children, DAF, PDON, NAD & EENET].

[**Image 2**: A photograph that shows five people standing on a stage in front of a large banner that says World Sight Day. There are also two small pop-up banners slightly in front of the big banner. One also says World Sight Day and the other says Disability Aid Foundation. One of the people standing at the front of the picture is the former Minister of Education of South West State. He is bending towards an older man who is wearing a white shirt with the logo "Your Eyes" on it and handing the man a small white package. Next to the elderly man is another man who is wearing the same shirt and he is holding a white cane used by blind people that looks new. The other two people towards the back of the photo are looking at the minister.]

[**Image 3**: A photograph of two women sitting on a mat outside a house. On the left-hand side the one woman is holding a booklet and pointing to something in the booklet. The other woman is looking at what she is pointing to. There are three small children sitting with this woman. Two are on the mat next to her and she is holding one of the children in her lap. He looks like he is not able to sit up by himself even though he looks to be about five or six years old.]

[**Image 4**: There are two photos of the same young girl next to each other. In the photo on the left the young girl is sitting in a wheelchair. She is holding a small school bag and smiling at the person taking the photo. In the photo on the right- hand side the same young girl is sitting in her wheelchair in a classroom at a desk that is slightly lower than the others. There are other children sitting at desks all around her.]

[**Image 5**: A photo of four men. They are standing outside a prefabricated iron building in a small courtyard. They are looking at two big cooking pots on cooking stands. On the far side of the courtyard at the back of the photo is a large pile of wood.]

[**Image 6:** A diagram that shows three separate symbolic images connected by arrows in a circle. The first image at the top shows steps with the word LOOK in capital letters going up the steps and the Os in the word 'LOOK' look like eyes. At the bottom of the steps is a wheelchair user. The second image moving clockwise shows a wheelchair user and a person standing both with speech bubbles indicating they are communicating and the word THINK in capital letters in a thought cloud above their heads. The third image shows a wheelchair user and man and a woman together standing next to the wheelchair. The woman is holding a placard that says ACT in capital letters.]

[**Image 7:** A picture of a man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is wearing everyday clothes. She is gesturing and her eyebrows are raised - like she is explaining something. Behind her, through the open doorway a young girl is cleaning the floor.]

[**Image 8**: A photo of two adults and a young boy sitting in a circle on three blue plastic chairs in a room.The one adult, a woman, is speaking to the other adult an older man who is listening to what she is saying. She has is holding a notebook in front of her. The young boy is watching them both and listening].

[Image 9: A photo of three men and two women standing looking at a building that is being built. You can see wooden beams and some brick walls that have already been built. On the right-hand side of the photo at the front there is just a foundation for part of the building, but no walls are up yet. One of the men is holding a book under his arm.]

[**Image 10**: A picture of 9 people sitting in a semi-circle on benches in a room with three windows in the background. Through the windows you can see some buildings that look like school buildings. Included in the group is a man in a wheelchair, next to him on his left is an elderly man with a walking stick. Next to him is a girl in school uniform with an amputated leg and a crutch. Next to her are two other women. On the other side of the man using a wheelchair is a woman who is talking and gesturing with her hands. Next to her is a young boy with a white cane. There is a man and another woman next to him. The group are listening to the woman who is gesturing, and they have serious and concerned expressions on their faces.]

[**Image 11**: A photo of four adults and two children standing in a circle. Around them are some informal dwellings made from corrugated iron. The woman on the left of the circle is holding a booklet and is pointing to something in the booklet. The children and two of the adults are looking at the booklet. The

other woman on the right of the circle is holding some paper and writing on the paper.]

[Image 12: A photo of a piece of flipchart paper which a drawing on the paper. At the top of the paper is the heading Group One 16/8/2022. The drawing is of three concentric circles. In the middle circle it is written 'Activity and Assets". Coming out of this circle there are lines like a star that are dividing up the second and third circle. In the sections of the second circle are written different types of activities but the writing is not too clear so it is difficult to read. The sections of the third circle are a little easier to read and in each section above an activity are listed different assets. Some of the ones that are easy to read are mosques, religious leaders, CEC, SIT, MOE, community village, village elders, media.]

[Image 13: A photo of five people standing in front of a wall of a school building that has been painted on. Painted at the top of the wall in big letters are the words DUGSIGA HOOSE/DH/EE ISKUDHAFKA MUSTAQBAL and underneath them are the words MUSTAQBAL INTEGRATED PRIMARY SCHOOL. Under that there is smaller writing which is difficult to read and a school logo. Just under the logo is a picture of a young boy and young girl going to school. The five people are standing in a line in front of the wall looking into the camera and smiling.]

[**Image 14**: A picture with a group of ten people who are gathered together outside. Some people are sitting, and some are standing. One woman sitting has a stick used by blind people. Another woman standing is making signs with her hands and communicating with a man. All the people are looking at and listening to a woman who is standing up, smiling and talking using a microphone. She has her arm around a young girl carrying a bag. The girl is looking up at her and smiling. The man with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground next to him. In the background there are some shops, a mosque, people walking and people sitting on the ground displaying piles of produce.]

[**Image 15**: A photo of a radio studio. Two adults are sitting at a large table in the studio behind large microphones. The one person is speaking into one of the large microphones. Behind them is soundproofing material on the walls, a large window and a chair.]

[Image 16: A photo of a man talking into a microphone. Behind him is another man who is translating what the man is saying into sign language. Behind them both is a banner. On the banner it is written at the top INTERNATIONAL WEEK OF DEAF PEOPLE and underneath that is written INTERNATIONAL DAY OF SIGN

LANGUAGES. There is other smaller writing in Somali and English on the banner and a diagram of two hands.]

[Image 17: A picture of five people sitting in a room. There is a calendar on the wall. On the right there is a smartly dressed man sitting behind a desk with some papers on it. The words 'District Education Officer' are written on the desk. He is listening. Facing him are four people sitting on chairs, three adults and a child. Nearest the desk is a woman with a walking stick. She is gesturing and explaining something to the man. She is holding some official government document with the government logo on it. Next to her is a boy holding a white cane and the other adults, a man and a woman are sitting next to him.]

[Image 18: A photo of the front covers of two documents. The document on the left has the national coat of arms of Somalia at the top and underneath it is written in blue 'The Federal Republic of Somalia (in English and Somali)'. Under this is the title of the document, Provisional Constitution, Adopted August 1, 2012, Mogadishu, Somalia. The cover of the document on the right also has the coat of arms at the top and underneath is is written THE FEDERAL GOVERNMENT OF SOMAILA, MINISTRY OF EDUCATION in green. Below is the title of the document, NATIONAL POLICY: SPECIAL NEEDS DISABILITY AND INCLUSIVE EDUCATION (SEND & IE), December 2018.

[Image 19: The image shows a small version of the 'LOOK-THINK-ACT' diagram in the middle and three larger corresponding pictures around the edge. The picture next to 'LOOK' shows a man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is wearing everyday clothes. She is gesturing and her eyebrows are raised - like she is explaining something. Behind her, through the open doorway a young girl is cleaning the floor. The picture next to 'THINK' shows seven people gathered outside under a tree, four sitting on stools and three standing. The five people sitting are listening to a man talking. The man is wearing a suit, has one leg and is using a crutch. He is standing next to a flipchart on a stand with a drawing of two small stick figures - a girl and a boy inside a pitch-roofed building. On the other side of the flipchart is a woman standing and making signs with her hands. Both the man and the woman are facing and communicating with the group of five people. The picture next to 'ACT' shows a group of ten people who are gathered together outside. Some people are sitting, and some are standing. One woman sitting has a stick used by blind people. Another woman standing is making signs with her hands and communicating with a man. All the people are looking at and listening to a woman who is standing up, smiling and talking using a microphone. She has her arm around a young girl carrying a

bag. The girl is looking up at her and smiling. The man with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground next to him. In the background there are some shops, a mosque, people walking and people sitting on the ground displaying piles of produce.]

[Image 20: A photo of five people sitting in a circle on blue plastic chairs. They are sitting under a tree next to a school building. It looks as if the people are having a meeting].

[Image 21: A picture of three people standing talking to each other outside. One woman is handing out some yellow leaflets to the others. Nearby a man is sticking a yellow poster that is titled 'inclusive school' to the outside of a building. In the background another man is giving leaflets to two people who are sitting and talking. In the far background there are some village houses and a man and a boy gardening.]

[Image 22: A photo of six people sitting around a table talking. On the right-hand side of the picture is a banner that has different logos and underneath them is written TOGETHER FOR INCLUSION (TOFI), INCLUSIVE EDUCATION CAPACITY BUILDING TRAINING FOR OPD FACILITATORS IN SOMALIA. At the back of the picture there are pieces of flip chart paper stuck up on the wall with writing, pictures and small notes on them. The people at the table are leaning in and discussing something. On the table there are some bottles of water, a speaker, a cell phone and two name cards. One card has IBRAAHIM (WARIYI) written on it and the other has JEYLANI (WARIYE). There is also a microphone on the table.]

[**Image 23:** A photo of a man standing next to a flipchart talking into a microphone. On the flipchart there is the heading JUBBALAND OBSERVERS and underneath this is written

1. A. We spoke to:
   - School administration
   - Teacher
   - Learners
   - CEC

B. We heard:
   - Inclusive education is practised in schools and both able & disable children learn together.

C. We say:
   - Some schools were not inclusive (no favourable environment for all learners)
   - Some schools lack safe spaces for physical education.

- Classroom entrances not favourable to all kids with different needs since some have stairs.]

[**Image 24:** A photo that shows the inside of a conference or meeting room. There are tables arranged in a horseshoe and people are sitting at the tables listening to a person who is speaking into a microphone. There are about 30 people sitting around the tables].

[Image 25: The image shows two posters. Both posters have the words 'school for everyone' and 'every girl and boy has a right to a good quality, inclusive education' written at the top. The poster on the right has four large photos on it and the following question 'What makes a school inclusive?' in the middle. The following statements are under the four photos: School is safe and welcomes everyone, without discrimination; School, parents and the community work together; School promotes participation, cooperation and confidence; School develops life skills and is relevant to the children's lives. The poster on the left has a photo of people meeting in a circle together. Under the title it has a large arrow from left to right with the words 'from exclusion to inclusion'. There is a small diagram on the top right with the words 'inclusive education' in the middle and the four words 'learning', 'opportunity', 'equality' and 'quality' around it and linked to it. Underneath this are two lists under the headings 'To increase inclusion make sure all these are statements are true in your school' and 'Remember'. The poster on the left has lots more writing and points on it than the poster on the right.]

[Image 26: A girl is sitting on the floor with her head in her arms so you can't see her face. Four hands are pointing at her from the four corners of the image. There are four speech bubbles in between the hands. The speech bubbles say "needs special equipment", "unteachable", "too slow" and "cannot learn".]

[**Image 27:** The diagram shows eight different examples of the education system as the problem in pictures. Going clockwise from the top:

- the first example shows a boy wearing school uniform, carrying a bag climbing up some steps. The word 'SECONDARY' is written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy who is looking up at the other boy, one girl with a baby on her back looking sad and one boy wearing dark glasses, holding a stick and facing in the opposite direction. The word 'PRIMARY' is written at the bottom of the steps.
- The second example shows two small huts and on one is written 'toilet boys' and on the other 'toilet girls'. In front of each is a long line of boys

and a long line of girls . On the left, there is a boy urinating behind a bush. The school building is in the background.

- The third example shows a boy sitting in a wheelchair on his own, looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.
- The fourth example shows a woman standing in front of learners who are sitting at their desks. She is pointing upwards, talking and has her back to them. At the front of the class one learner is looking out the window and another has her head in her arms.
- The fifth example shows three books in a pile, a ruler, a pencil a pen and an eraser, all with a circle round them and a line through them.
- The sixth example shows a young girl with a baby on her back. She is looking sad and looking towards a school where two adults are walking into classrooms. In the school grounds two girls in school uniform are looking towards her.
- An seventh example shows the inside of a classroom. At the front of the classroom, quite far into the distance is a teacher pointing to a small blackboard. On the right hand side are lots of girls sitting in rows and on the left hand side there are lots of boys sitting in rows. The walls of the classroom look like they have lots of cracks and the windows do not have any glass.
- An eighth example shows two images separated by a red line. The image on the left shows a building with the words EDUCATION POLICIES on the side. It is behind a wire fence. Through the window there are piles of disordered papers. The image on the right shows a man and woman outside a straw-roofed house. They have their hands in the air as if they don't understand. Lying on a mat outside the house is a child with one leg].

Image 28: A photo of a classroom with posters on the walls and a few chairs next to the wall. Sitting on the floor on the carpet are children in small groups. At the front of the photo two boys are sitting together and working on a piece of flipchart paper. One of the boys is drawing or writing something on the paper and the other boy is watching him. Behind them a group of girls is also working on a piece of flipchart paper.

[**Image 29**: A picture of seven people gathered outside under a tree, four sitting on stools and three standing. The four people sitting are listening to a man talking. The man is wearing a suit, has one leg and is using a crutch. He is standing next to a flipchart on a stand with a drawing of two small stick figures - a girl and a boy inside a pitch-roofed building. On the other side of the

flipchart is a woman standing and making signs with her hands. Both the man and the woman are facing and communicating with the group of five people.]

[Image 30: A photo of the inside of a classroom. There is a school desk at the back of the classroom and in front of this there are rows of children sitting on the floor facing the front of the classroom. The boys are in rows on the left of the picture and the girls in rows on the right side. In the middle of the photo there is an adult woman. She is leaning over one of the girls showing her something].

[**Image 31**: The diagram is illustrating the 'twin-track approach' and shows show images one on the left under 'focus on the system' and one on the right under 'focus on the learner'. In the image on the left there are seven adults sitting around a large table including 3 women and 4 men. One woman is in a wheelchair. Some of the people are talking to each other. In front of them on the table are pieces of paper with writing on them and pens. At the back of the room, there is someone writing on a board. The words 'Inclusive education teacher training Day 2' are written at the top of the board. In the image on the right there are learners in a classroom. There are posters with writing on the walls. They are sitting at tables and working in pairs. At the desk at the front on the left a boy with a visual impairment is using a Braille board and stylus. Next to him a young man is leaning towards him and encouraging him. On the other end of the desk a young woman is helping another young girl. Behind them one man from the first image is looking on and smiling.]

[**Image 32:** A photograph of nine adults who are standing behind and holding a large white banner. In red on the banner are the words 'Inclusive Education' and underneath this in blue are the words 'A drive to economic empowerment'. All the adults have green shirts on. One of the adults who is holding the banner on the left side has a white cane and another on the right side is kneeling and holding the banner.]

[Image 33: A photograph of a room in a conference centre or hotel. There are tables covered in a white cloth in the room arranged in a horseshoe shape. Sitting around these tables are many people. There are bottles of water on the table in front of them. At the front of the room there is another small table covered in a white cloth with a woman sitting at it with a laptop computer in front of her. There is also a camera, a cell phone, a few bottles of water and a projector on this table. Just in front of this table there is a man with a microphone and he is speaking to the people in the room].

[Image 34: A group of people are sitting in a tiered seating arrangement facing a speaker who is not in the picture. The group includes one woman in a wheelchair who is making notes, one man with albinism has his arm in the air

and one woman who is standing with her arm raised. Two other people are turning to face each other and say something. The word PARLIAMENT is written in capital letters across the bottom of the picture.]

[**Image 35**: A photo of two adults and a young person in front of a building that has pictures painted on it. Sitting next to the building is a woman who has a booklet open on her lap that she is looking down at. Behind her the young person is looking over her shoulder at the booklet. In front of her there is another woman who is standing talking to her. She is holding another copy of the booklet and a cell phone.]

[Image 36: A photo of a room with rows of chairs that people are sitting in facing the front of the room. Some of the people are adults and some are children or young adults. In the front row there are six children. Two of the children are wearing white shirts that have Gardo Disability Organisation printed on the front.]

Image 37: A photo of a man pointing to notes that have been written on a flipchart. The man is in the middle of the photo and behind him there is a large white board. It is possible to see some writing on the board which says Day 5, An introduction to out of school learners. On the right-hand side of the photo is a smaller flipchart on a stand and the main is pointing to some writing on the flipchart. It is not possible to read clearly what is written. The man is pointing to the writing with his left hand and is smiling. He is leaning on a crutch with his right arm.]

[Image 38: A photo of eight adults that are sitting around a white plastic table. Some of the people have papers in front of them. They are talking to each other. All of them are sitting on blue plastic chairs except for one man who is at the head of the table. He is sitting in an electric wheelchair].

[Image 39: Two small photos pasted next to each other. The photo on the right shows a plastic chair in a small room with concrete walls. The chair is standing on concrete, and it has a square cut out of the seat part in the middle. There is a hole in the concrete under the chair. The photo on the left shows a large plastic container for carrying water hanging from a metal frame standing on some ground in front of a classroom. The top bar of the frame is about a meter and a half off the ground. The container is hanging from the frame by a plastic rope. Attached to the handle of the container is a long piece of plastic rope with a large stick attached to it and lying on the ground under the container.]

[Image 40: A photo of three adult men and two children around a small table. On the right-hand side of the photo a young boy is sitting at the table in a

green plastic chair with his hands on a braille machine and one of the adults is leaning over the table with his hands over the young boy's hands. This man has a jacket on with ADRA printed on the back. On the right of the young boy there is a young girl who has her head down and is listening to what is being said. There are two other men standing either side of the young girl leaning over the table and looking at what is happening. In the background there are some other children sitting around plastic white tables that are turning in their seats to look and listen to what is happening at the main table in the photo.]

[Image 41: A photo of the inside of a classroom. The photo is focused towards the door of the classroom which is open and just inside the door are eight adults standing in a group. They are smiling and three of them are waving both their hands in the air. They are facing some children in the classroom who are sitting behind some wooden desks in school uniform, and you can just see their backs in the photo. One of the boys that is sitting on the left side is raising his hands in the air like the adults. In the front of the classroom there is a blackboard and there is an adult man and young girl standing in front of the blackboard looking at the adults.]

[Image 42: A photo of a young girl outside a school classroom. The young girl is using a wheelchair and has a school bag on her lap. She is being pushed up the ramp by a woman onto a concrete walkway. There is a wall behind them with some writing painted on.]

[Image 43: A photo of two young girls sitting behind a desk in a classroom. They are in school uniform. The young girl on the left is holding a picture. The girl sitting at the desk next to her is wearing glasses and has a writing book in front of her on the desk.]

[Image 44: In the middle of the piece of paper are three hand drawn circles arranged in a triangle. The first circle on the left has the word "people" written in it. The next has the word "organisations" written into it and the third circle has the words "physical resources" written into it. The three circles are connected to each other by black lines.

Around the "people" circle are four smaller circles all connected to it with a black line. In one of these smaller circles is an old man holding a cane and underneath is written inside the circle "Mr P. the retired teacher" and underneath these words in brackets is written "helps to speak to parents". Another of the small circles has a picture of a young man using a sewing machine and underneath him is written "Mr K the tailor". Another small circle contains a picture of a mosque and the words "The Imam at the Mosque". In the other small circle connected to the people circle is a picture of a shack with a corrugated iron roof. Outside the shack are some people sitting around

tables. Two are talking to each other and another man is sitting eating. There is a kettle behind him boiling on a stove. Around the "organisations" circle are three smaller circles connected to it with a black line. The first smaller circle has a picture of a tuk tuk driver and underneath him is written "Association of tuk tuk drivers". The next small circle has a picture in it of a group of women sitting talking. Under them is written "Local women's organisation". In the third small circle is written "Youth Group" and underneath in brackets is written "helps with distributing pamphlets".Around the physical resources circle are six smaller circles connected to it with a black line. In the first is a picture of a school with the words "Dugsi/ Masdrasa". The next small circle has a picture of a woman selling fruit and vegetables and under is written "Vegetable Market" with "plants for school" in brackets. The next small circle has a picture of a building with lots of windows and a large clock tower in the middle. Outside this building is a sign that says "Jaamacad" and in front of the sign are three people talking. The next smaller circle has a picture of a tuk tuk driver with a passenger. Under this picture is written "tuk tuk drivers" with the word "transport" in brackets. There are two other small circles connected to physical resources – one has the word "river" and a picture of a river and the other has the word "land" written inside.]

[**Image 45:** A diagram of the Look, Think, Act cycle with three boxes around it. In the top righthand corner of the diagram there is a box that has a line connecting it to the Look diagram. This box has one bullet that reads: See and observe what the problem is and what needs to change. In the bottom righthand corner there is another box that has a line connecting it to the Think diagram. This box contains three bullets. The first bullet reads; Think about the problem and what is causing it. The second bullet reads; Discuss the problem in your organisation, and the third bullet reads; What can be done to address the problem? On the bottom lefthand corner there is another box that has a line connecting it to the Act diagram. This box has three bullets. The first bullet reads; Decide on the actions you want to take to address the problem. The second bullet reads; Develop and finalise a plan to guide you, and the third bullet reads; Who in the community can help and support you to take this action?]