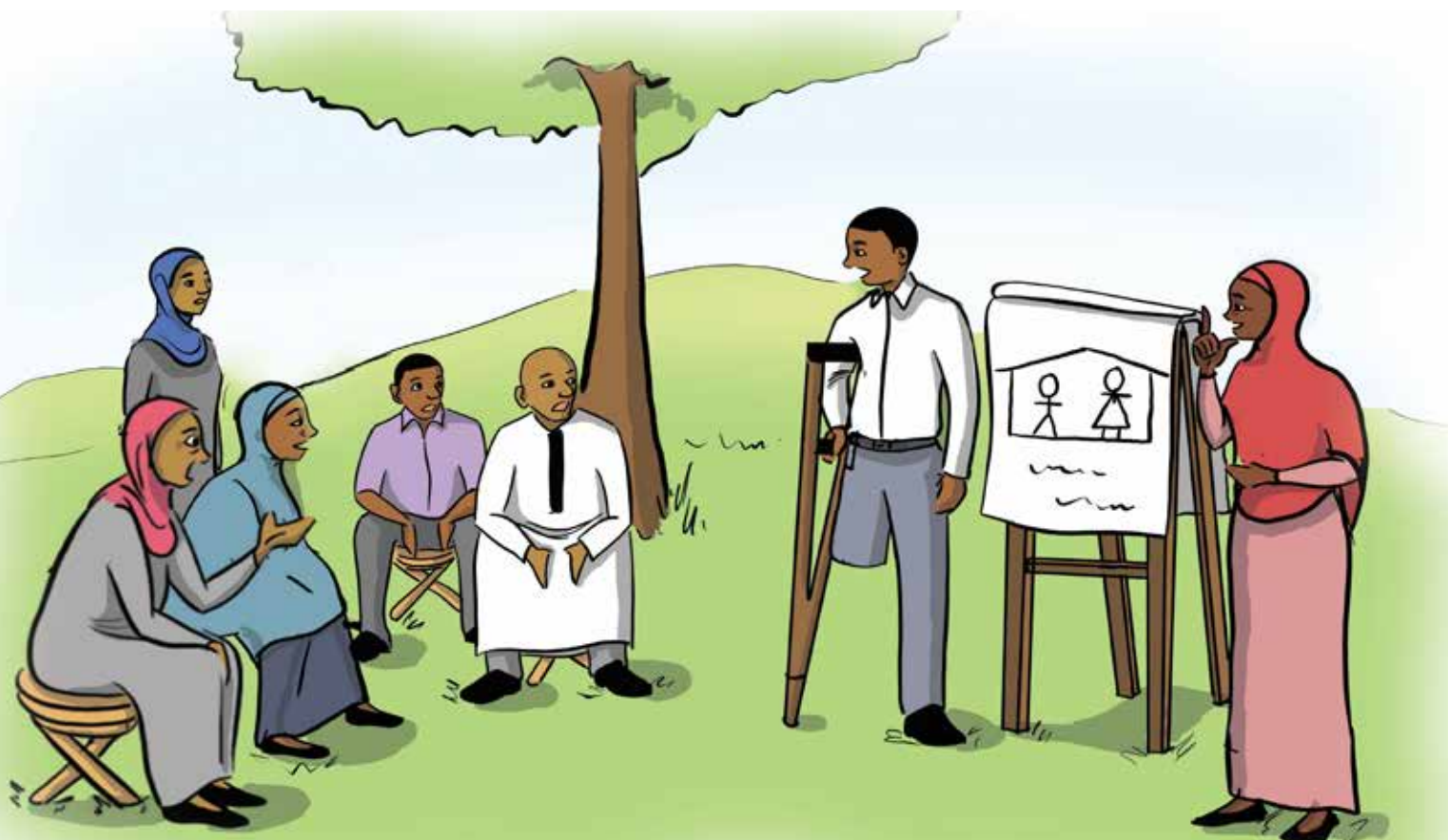


Collaboration for inclusive education

Module

2



Participant handbook

Prepared for:

Puntland Disability Organizations Network (PDON), Somalia

Disability Aid Foundation (DAF), Somalia

Adventist Development and Relief Agency (ADRA), Somalia

Save the Children, Somalia

Norwegian Association of Disabled

Developed by:

Enabling Education Network, October 2021



[Image description: (cover page): There are five people gathered outside under a tree, four sitting on stools and one standing. They include three women and two men. The five people 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 him is 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]



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Contents

Acronyms	4
What is this handbook and who is it for?	5
1. What is a School Inclusion Team (SIT)?	6
2. The twin-track approach	11
3. Yusuf's story	12
4. How can we work together to help a school to become more inclusive?	20
5. Understanding power relations	21
6. Collaborating with the school inclusion team	27
7. The role of a school inclusive education coordinator (IECo)	28
8. Opportunities for collaboration in our communities	32
9. Moving from problems to assets	36
10. How to do a community asset map.....	41

Acronyms

ADRA	Adventist Development Relief Agency
CBO	community-based organisation
DAF	Disability Aid Foundation
EENET	Enabling Education Network
NAD	Norwegian Association of Disabled
NGO	non-governmental organisation
OPD	Organisation of People with Disabilities
PDON	Puntland Disability Organizations Network
SEND	special educational needs and/or disability
SIT	school inclusion team
ToT	training-of-trainers

What is this handbook and who is it for?

This handbook is for participants of the organisations of people with disabilities (OPD) module 2 training in inclusive education.

The aim of this module is to support organisations of people with disabilities and their members to consider who they need to be collaborating with and how in order to build more inclusive schools in their communities. This includes looking at how OPDs engage with and support schools to develop and manage a school inclusion team (SIT). It also looks at how they can identify important resources and strengths in their communities and collaborate with these to build a strong network to support inclusive education.

This training is part of a longer-term inclusive education capacity building process for OPDs and additional trainings will be developed that build on this training.

Inclusive education is **not** just about getting children with disabilities into school. It is about ensuring that **every** learner is **present** in school, is **participating** in learning and social activities, and is **achieving** to the best of their ability.

1. What is a School Inclusion Team (SIT)?

A school inclusion team (SIT) consists of a voluntary group of people who are interested in education or in their local school and who share a common goal – to make their school more inclusive.



Example of a SIT meeting in the school grounds

[Image description: There are eight people sitting outside under a tree in a semi-circle. They are sitting on chairs. In the background there is a school and some children are playing outside the school. There are three women in the group. There is a man in a wheelchair and an elderly man with a walking stick. There is someone in the group making signs with their hands. One woman is talking and using gestures. There is a crutch on the ground next to her.]

Case studies – what are school inclusion teams?

Read these case studies. Do you think each case study describes a school inclusion team? Why or why not?

Case study A

Once every 3 months, 3 class teachers in a small rural school meet to discuss problems that they face with teaching the handful of learners with disabilities who are enrolled in the school. The other 2 teachers in the school do not want to join in these meetings, and no one has encouraged them to do so.

Case study B

In a large school, a team has been created to develop individual education plans (IEPs) for 30 learners identified as having special educational needs. The team consists of a pedagogue, a psychologist, 2 class teachers, and 3 special education experts from outside the school.

Case study C

Once a year, School C calls all parents/care-givers to attend a meeting. At this meeting, the principal explains to the parents/care-givers about the school's policy on inclusive education, asks them to ensure that all learners are coming to school, and tells them about what the teachers and specialist staff have been doing to support learners identified as having special educational needs.

Case study D

School D has a very mixed group of learners, including learners with SEND and learners from three different ethnic/language groups. A group of teachers, parents/care-givers and specialists meet every couple of weeks to discuss new inclusion challenges that have arisen, and to check progress with solving problems. They are now in the process of recruiting two learner representatives to the group, to provide more inputs from the learner perspective and to help with identifying local learners who are not coming to school.

Case study A: Is it a school inclusion team?

- Yes... because there is no fixed formula for team membership or how often they meet, so it does not matter, for instance, that the team has no specialist staff (maybe the school has no pedagogue or psychologist) or external experts, or that they meet only 4 times a year.
- No... because the team only seems to focus on disability issues – and in particular on specific learners rather than systemic issues– not on a wider range of inclusion challenges (for example, in a rural area there might be issues around extreme poverty, transport to school, etc).
- No... because no effort has been made to engage the other teachers and perhaps nothing has been done to raise their awareness of inclusive education.

Case study B: Is it a school inclusion team?

- No... because the purpose of the team is too narrow. It just develops IEPs for learners with special needs. It does not seem to be working on wider inclusion issues for these learners or for other learners facing other barriers to education.
- No... because the membership is mainly specialists, not regular, inclusive teachers and other stakeholders.

Case study C: Is it a school inclusion team?

- No... because although there is parental/care-giver involvement, it is not participatory. Parents/care-givers are just being told what is happening, but are not being invited to actively participate in the school's inclusion activities (identifying problems and solving them).

Case study D: Is it a school inclusion team?

- Yes... because it is actively involving a range of stakeholders, and tackling various inclusion issues.

Summary of what a school inclusion team is

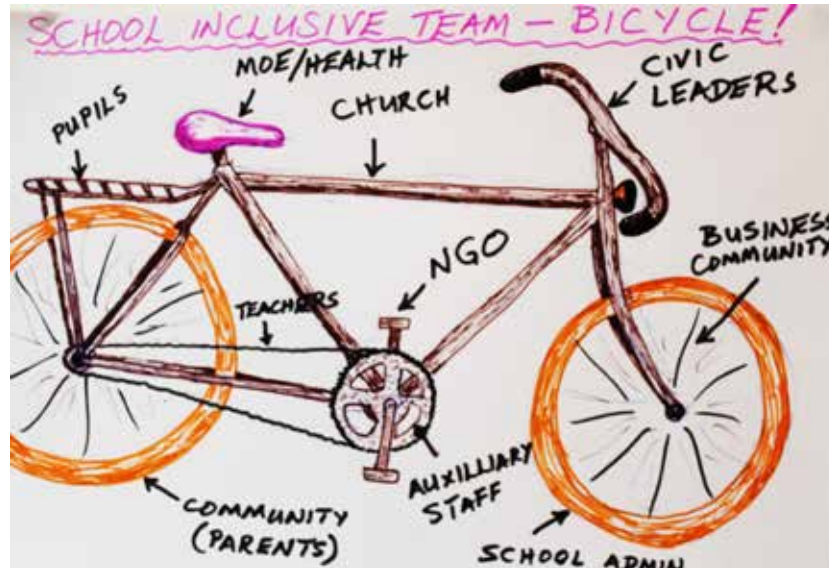
A school inclusion team:

- brings together people who have a stake in education or in their local school and who **share a common goal** – to make their school more inclusive;
- has a diverse and representative membership **made up of volunteers**;
- can **include non-education professionals** as well as school staff and teachers, such as builders, health-workers, OPD members and so on
- **exists to help** teachers, other staff, learners and parents/care-givers – not to add another layer of bureaucracy or burden. If the team becomes a burden or works only as a bureaucratic mechanism, it is not functioning as intended;
- sets an example for what inclusion means in reality, and **provides practical help and advice** so that others can turn theoretic knowledge of inclusion into reality;
- deals with **whole-school inclusion issues** that may arise at different times of the school year – for example, the reasons for and solutions to incidences of bullying, absenteeism or lateness which are barriers to an inclusive school.



A mind-map created by participants in Zambia

[Image description: A mind-map, a circle in the centre contains the word SIT. There are 3 'bubbles' containing ideas for 'what SIT does'; 3 explaining 'challenges'; and 3 explaining 'solutions'. Each bubble is attached to the central circle by an arrow.]



A diagram of a SIT created by participants in Zambia

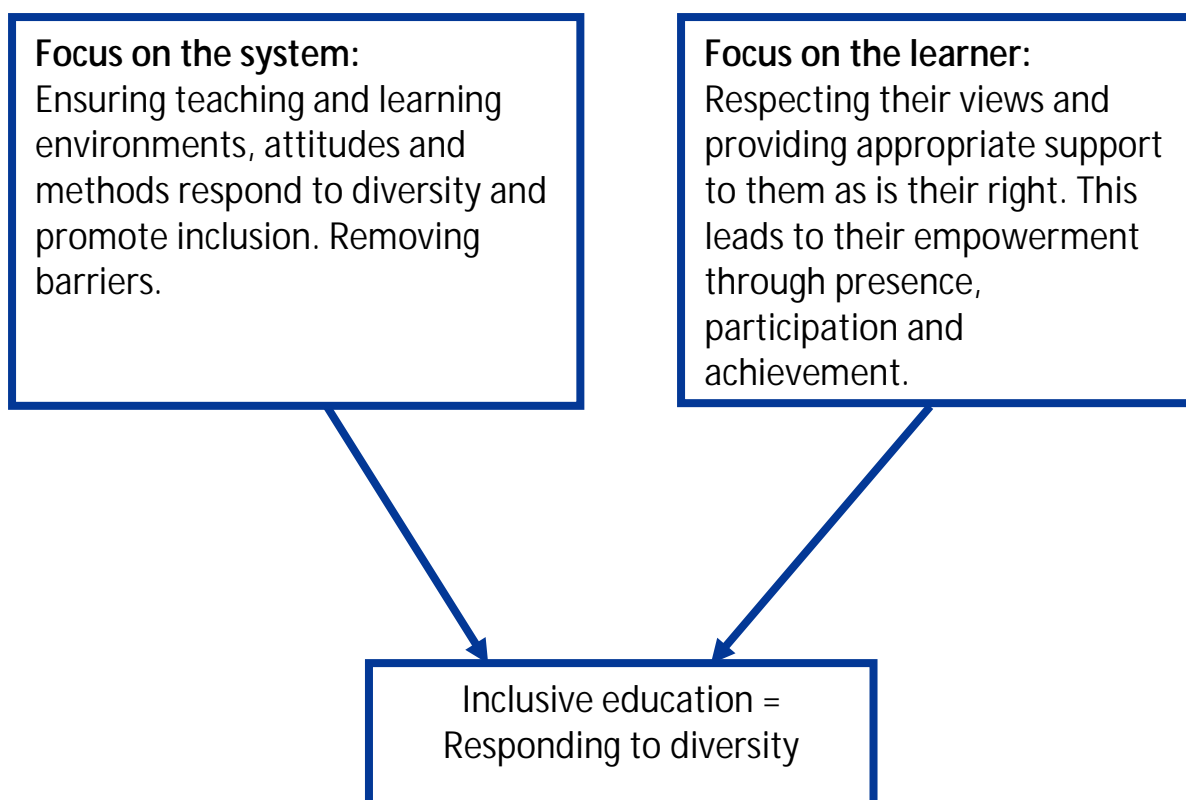
[Image description: The picture shows a drawing of a bicycle under the title 'School inclusive team – bicycle!'. The different parts of the bicycle including the wheels, saddle, handlebars and so on are labelled things like 'pupils', 'civic leaders', 'community (parents)', 'MOE/Health', 'business community'].

2. The twin-track approach

Inclusive education focuses on changing the system, not on changing the learner. But a focus on system-level change does not mean we should ignore the **specific** learning needs of **individual** learners.

We need to tackle education exclusion from **two sides** – by promoting systemic change **and** by giving specific support to individual learner's learning needs.

This is the **twin-track approach**.



Read through **Yusuf's story** and see if you can find examples of:

- Interventions which focus on **changing the system**, or making changes to the whole school or whole class
- Interventions which focus on **providing individual support** to one child or a few specific children.

3. Yusuf's story

Yusuf was born blind. He can see just a small amount of light, but nothing else. Nevertheless, he is very active. He plays with his siblings and neighbours and has been learning to help his mother and father with simple chores around the house. He is 4 years old and his parents want him to start school at the same age as other children, when he is 6. They know they need to plan ahead as this will not be easy.



[Image description: There are three children sitting on the floor of a living room. There is a sofa behind them and some pictures on the walls. In front of them are two up-turned pots. The boy in the middle in a yellow t-shirt is holding a plastic bottle with small stones inside and is shaking it. There is a white stick on the ground next to him. The boy on the left is hitting the pots with wooden spoons. The girl on the right is clapping her hands. They are all smiling and look like they are having fun.]

The local primary school is not keen to enrol Yusuf. They think he should go to a special school. But the nearest special school is 240km away, and it can only take a few new students each year. The journey is so long and expensive that Yusuf would only see his family twice a year. He became so upset when he heard about this that he says he does not want to go to the special school ever.

His parents agree that it is important for him to spend his childhood with his family and friends, so they are trying to get permission for Yusuf to enrol in the village school.

The school says there are lots of reasons why Yusuf cannot enrol. For example:

- The school does not have a specialist teacher for children who are blind.
- The other teachers have no experience of working with a blind child. They are scared.
- The head teacher is worried that other children will bully Yusuf.
- The local education officer says it is government policy for blind children to go to a special school.
- The head teacher says the school has no budget for buying Braille books or writing equipment.
- The teachers think the school is too dangerous for a blind child because of all the steps and pot-holes.



[Image description: Two women are standing talking to each other, gesturing with their hands. In the background are some buildings with children outside and a sign says 'school'. The woman on the left is leaning slightly forward with both hands outstretched and she looks sad. Next to her is a young boy in a yellow t-shirt, holding a long stick. The woman she is talking to is smartly dressed. She looks annoyed or stern as she responds to the first woman.]

Yusuf's parents were overwhelmed by the long list of reasons why their son could not go to his local school. They wondered if they should just make him go to the special school – it could be his only chance to learn.

One day his mother was selling vegetables in the market when a new customer arrived to buy some tomatoes. She was blind and Yusuf's mother noticed how quickly and accurately she could count the money without being able to see it. "I hope my son will one day count money as well as you can" said Yusuf's mother. This started a conversation. The blind lady, Edith, was a member of a disabled people's organisation and she said she could give Yusuf's parents some advice. They arranged to meet next day.



[Image description: There are two women facing and talking to each other. Between them on the ground are different vegetables and fruits displayed. The woman on the left is dressed in a long smart dress and holding a long white stick. She is handing something to the woman on the right who is reaching out to receive it.]

Two years later Yusuf has enrolled at his local school. How did this happen?

Edith first supported Yusuf's parents to have a meeting with the district education officer (DEO). He was a frightening man and Yusuf's parents had already had 3 meeting requests rejected by him. Edith used her connection with the DPO to insist on an hour-long meeting. At the meeting she shared her own experiences of education (in both special and inclusive settings), and she explained about the international obligations for education systems to become inclusive. By the end, the DEO agreed that Yusuf could attend his local school, if Edith could help the school overcome the long list of problems. He also agreed to discuss policy changes at the next Ministry of Education meeting he attended.



[Image description: There are five people sitting in a room. On the right there is a smartly dressed man sitting behind a desk with some papers on it. On the desk it says 'District Education Officer'. He is listening. Facing him are four people sitting on chairs. Nearest the man is the woman in a long smart dress and a long white stick. She is gesturing and explain something to the man. Next to her is the boy in the yellow t-shirt holding his stick and a man and the woman who was selling vegetables. They are his parents.]

Edith's next action was to encourage some of the teachers to visit Yusuf's home and watch him playing and doing chores. When they arrived, one teacher asked "where is the blind boy?" They had expected to see Yusuf sitting quietly, not running around playing with a ball! After this experience the

teachers all agreed that Yusuf was not as 'useless' as they had expected, but they were still too scared to teach him.



[Image description: The same three children are playing outside. The bigger boy on the left looks like is kicking. There is a football in front of him. The boy in the yellow t-shirt is on the right and is walking towards the ball. The girl is sitting on the far left, clapping and encouraging him. Behind them there is a man and a woman watching and smiling.]

Edith and her colleagues in the DPO therefore worked for several months to find an organisation that could give some training for the teachers. The teachers received a week of training three times during different school holidays. The training covered disability issues and child-centred teaching methods, and was run by trainers with and without disabilities. They finished their training 6 months before Yusuf enrolled. When it was time for Yusuf to start school, the teachers told Edith they felt they were already teaching all their children better, so they were now more confident about welcoming Yusuf.



[Image description: There are seven adults sat around a large table including 3 women and 4 men. One woman is in a wheelchair. The same man and woman from the previous image are also at the table. 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' are written at the top.]

When Yusuf enrolled, his class teacher worked with Edith, Yusuf and his parents to create an initial target sheet. This outlined what things Yusuf would learn first, how the teacher would help him, and what extra support the teacher might need from colleagues, Edith, parents or other people.

It was financially impossible for the school to hire a specialist teacher and Yusuf's parents were worried about who would be able to teach their son skills such as Braille reading and writing. After a lot of investigations, Edith invited two blind young people from the next village to visit Yusuf twice a week at school to show him and his teacher the basics of reading and writing Braille. These young people had finished studying at a special school but were currently struggling to find employment. They were happy to volunteer if Yusuf's mother provided lunch for them. One of the volunteers was even able to convince their old special school to donate a Braille board and stylus for Yusuf. The other volunteer has enjoyed the experience of helping Yusuf so

much that – with help from the DPO – she has won a scholarship to train as a teacher, starting next year. She is hoping to do her practical training at Yusuf's school and one day get a full-time job at the school.



[Image description: There are learners in a classroom. 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 right a young woman is helping a second learner. Behind them the same man from the previous two pictures is looking on and smiling.]

The teachers decided that they needed to prepare other children in the school to welcome Yusuf, so they organized various activities to tell the children about disability and children's rights. The children understood very quickly and soon started to ask if they could do something to make the school safer for when Yusuf enrolled. They spent several lunchtimes picking up stones to make the play area flat and safe. They then used the stones to mark pathways between the gate and the classrooms and library. Three of them agreed they would show Yusuf these paths on his first day. Some of the children went home and spoke with their parents. They wanted the adults to help make the school more accessible for Yusuf too. One evening after school 6 parents arrived with

shovels to help fill in the pot holes. Yusuf and his family were there too. Yusuf helped to bring everyone water, as it was thirsty work!



[Image description: There are many people, men, women and children working together in front of a school building. A man is pushing a wheelbarrow with large stones in it. Some people are placing the stones to create the edges of pathways leading to the school. A boy in a wheelchair is pointing where to place the stones. In the background the woman in the long smart dress is talking to another smartly dressed woman (the head teacher). The boy in the yellow t-shirt is walking next to his mother who is carrying a box of water bottles.]

4. How can we work together to help a school to become more inclusive?

Collaboration is at the heart of successful inclusive education. For instance, mainstream NGOs may be more experienced at pushing for systemic changes such as policy change, while disability-specific organisations may be better placed to address individual support needs, such as providing rehabilitation or equipment. But if they work in isolation, each organisation will be delivering a partial solution with limited chance of success.

What sort of barriers do you face in your community with regards to ensuring that all learners **attend** school, **participate** in the learning process, and **achieve** to the best of their ability?

- How could these barriers be tackled? What practical action could be taken?
- Who needs to be involved in choosing, developing and implementing the solution? What would each person do?
- In what ways might team-work offer a more effective approach for solving this barrier than if individual people try to solve it alone?

BARRIERS	HOW?	WHO?	WHAT?	TEAM INVOLVEMENT
NO CAR PARK	- CREATING SPACE	PUPILS, STAFF, COMMUNITY HEADMEN/ COUNCIL	COUNCIL/HEADMEN: - PROVIDE LAND - CLEARING & PAVING	- WORKING TOGETHER - CREATE AN ACTION/ TIME PLAN - EFFECTIVE COMMUNICATION.
LACK OF FURNITURE	- SOURCING FOR DESK FRAMES FROM NEIGHBORING SCHOOLS	- PTA, MOE, PARENTS	- SOURCING FRAMES & DESKS	- RAISING FUNDS - DONOR AID
POOR LIGHTING	- ELECTRIFYING CLASSROOMS - ENLARGING SMALL WINDOWS - PUTTING TRANSLUCENT ROOFING	- PTA, PUPILS, COMMUNITY, SCHOOL ADMIN, DONORS	- COMMUNITY/MATERIAL MOBILISATION - ELECTRICIANS - BUILDERS - FETCHING WATER	- QUICKLY CREATES ENOUGH LIGHTING IN CLASSROOMS. - QUICK MOBILISATION OF RESOURCES.

Example of a barrier analysis table from Zambia

[Image description: A large sheet of paper is stuck on the wall, divided into 5 columns headed 'barriers', 'how?', 'who?', 'what?' and 'team involvement'. Answers are written under each heading.]

5. Understanding power relations

There are many different sources of power or factors in life that provide people with power, which we as individuals draw on, either consciously or unconsciously. For example:

knowledge	work experience	status and wealth
listening skills	position in hierarchy	control over resources
analytical skills	problem-solving ability	ability to persuade



A flipchart capturing discussions on who holds the power within the school-community

[Image description: There is a flipchart paper with a large circle drawn on it with the word 'powerful' written in the middle. There are yellow post-it notes stuck to the flipchart with different roles written on the post-its such as 'religious leaders', 'university lecturer', 'police officer' and so on and stuck in different positions inside and outside the circle].

Power can also be personal or collective, as the following definitions show:

“Power is the ability to articulate **personal goals** and influence others to achieve those goals. It is the ability to get what we want, to hold on to what we get, and to shape events the way we want to shape them.”

"At the **collective level**, power is the ability to combine different sources of individual power to bring about desired change that benefits groups rather than individuals."

Power can be categorised as follows:

Power over: most attempts to increase individual power assume that power is finite – when one individual or group gets more power, the others get less.

Power to: this type of power refers to the individual aspect of empowerment. It enables the individual to control or manage a situation to her/his benefit.

Power with: this includes collective power and is experienced when a group tackles problems together and creates energy that is greater than simply the sum of the individuals making up the group.

Power within: this type of power resides within the individual and represents internal strength. It is based on self-acceptance and self-respect, which in turn extends to respect for others and acceptance of others as equals.

- 'Power over' is the way we usually see power.
- We usually assume that if one person/group in a relationship is powerful, then the others in the relationship must be less powerful. We assume that if the less powerful gain new power, then the more powerful have to lose some of their power, because there is only a restricted amount of power to be shared!
- For example, in School Management Committees teachers may be perceived as having more power than community members and parents. Teachers may also be worried about handing power over to parents and community members which could result in them losing some of their power.
- This view of power in which one side can only gain if the other side loses will not help us to achieve a diverse and non-discriminatory society.
- To achieve our goals, we need to change the way we (and others) perceive power. This means finding ways to facilitate in our work more instances of 'power within' and 'power to' – and more understanding of power as an infinite resource – there's enough for everyone!



Training participants doing a role-play on 'effective collaboration' in Kampala, Uganda

[Image description: the photo shows one woman kneeling on the ground in front of one woman sitting on a chair and one man in a wheelchair. There are other chairs around them. They are gesturing and talking to each other].

Working collaboratively as part of a group or team can be very difficult unless **every member is seen as an equal** and it is recognised that **all** members bring different strengths, knowledge and experience that will **all** assist in achieving inclusive education. This is true for organisations of people with disabilities and Organisations and it is also true when creating and managing a school inclusion team.

The school inclusion team may have a co-ordinator but this person **is not** more powerful than any other member of the team. A school inclusion team cannot be successful if it is used as a tool for expanding someone's personal power.

Shifting the power relations

Image 1: Power over

This image shows a well-dressed woman, probably the head teacher looking as if she is refusing entry to the school for the child with the visual impairment. The mother is talking to the head teacher, it looks like she is begging/asking for her child to be admitted to the school but probably feels powerless in this situation. The implication is that the head teacher has power over the mother of the child with the disability. The head teacher may also feel an element of powerlessness if she thinks that her school is unable to accommodate the needs of the child.



[Image description: Two women are standing facing each other, talking to each other, making gestures with their hands. In the background are some buildings and a sign says 'school'. The woman on the left is dressed in everyday clothing, and is leaning slightly forward with both hands outstretched and she looks sad. There is a young boy wearing school uniform in dark glasses holding a long stick. The woman she is talking to is smartly dressed and standing up straight, one hand is on her hip. She looks annoyed or stern as she responds to the first woman.]

Image 2: Power with

This image shows the mother of the child with a visual impairment meeting with the school inclusion team (SIT) to discuss the situation. She is being listened to by members of the SIT and probably feels supported by them and that she isn't alone in the problem that she faces. Her child is also present at the meeting. The implication is that she feels power with the group, collective power through addressing problems together.



[Image description: There are 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, an elderly man with a walking stick and a girl in school uniform with an amputated leg and a crutch, plus three other women and a man. The same woman dressed in everyday clothing is also sitting in the group and talking. Next to her, sitting on the bench is the young boy in dark glasses holding a long stick. The group are listening to the woman and they have serious and concerned expressions on their faces.]

Image 3: Power within

The image shows the mother of the child with the visual impairment standing and talking outside the school to the wider-school community. There are many people seated and listening her talk. Her child is next to her, holding the hand of a man, probably his father. The father's presence shows that he is supporting his wife. The head teacher is sitting in the audience listening to what the woman has to say along with everyone else. The implication is that the mother feels power within and her body language is very different from when she first met the head teacher on her own, she looks empowered and confident.



[Image description: There is a large group of 20 or 30 people gathered on chairs, outside a school building. The woman dressed in everyday clothing is standing up addressing the gathering. Next to her is standing a man in shirt and trousers, holding the hand of the same young boy in school uniform holding a long stick. The people sitting on chairs are all listening carefully to the woman talking. Among them, at the front, is the smartly dressed woman, listening. She looks supportive. Also are other recognisable people such as the man in the wheelchair, the elderly man with the walking stick and the girl with the amputated leg.]

6. Collaborating with the school inclusion team

Parents and communities are often not involved in education and may not be aware of the services that are available and the help and the knowledge they can provide.

Many teachers and other educators work in isolation and struggle to meet the needs of all the learners they work with. They can be extremely committed but lack support, training opportunities and materials to help them be more inclusive.

In short, there is often a **lack of collaboration** that is necessary if schools and communities are to become more inclusive.

Remember, even if you are not directly part of a school inclusion team (SIT) as a member **you also have a responsibility as a OPD member, parent or community member to support and collaborate with the SIT** in order to help your school become more inclusive.

How can an OPD add value/contribute to a school inclusion team?

- What opportunities are there for you to engage with and support the SITs in your district?
- What specific barriers to inclusive education do you think your Organisation can help address?
- How can your organisation support the SIT to be sustained beyond the timeframe of the project?

7. The role of a school inclusive education coordinator (IECo)



The school inclusive education coordinator (IECo) is a voluntary role.

The school IECo should work in a co-ordinating role; this means organising and managing meetings and following up on actions, rather than having total responsibility for the identification, assessment and provision of inclusive education.

She/he should be a member of the school inclusion team and she/he will help to ensure the fulfilment of inclusive cultures, policies and practice within schools.

A school IECo can bring together schools, communities and the wider society to take responsibility and ownership of inclusive education activities and be proud of the changes in their schools.

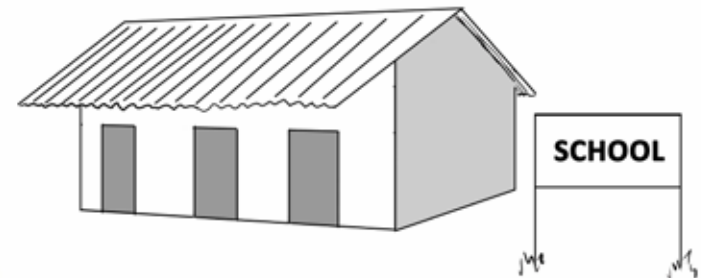
The school IECo is the key person who ensures that all learners have opportunities to learn and achieve to their full ability. She/he is the main link between learners, families, communities,

schools and other professionals who will form the network of support for inclusive schools and communities.

The inclusive education coordinator (IECo) works at different levels



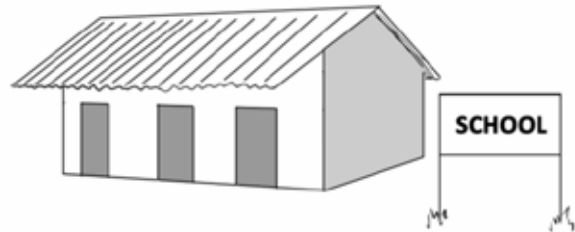
Community



Activities a school IECo could take part in at school, community and ministry levels

At school

- Build capacity and sensitise school management, teachers and other school staff;
- Ensure school planning is more inclusive;
- Assess physical environment for accessibility;
- Advice on making specific resources;
- Training on inclusive classroom strategies;
- Enhance partnership between school and community;
- Observe and assess individual learners;
- Organise focus group discussions for both teachers and learners;
- Suggest activities for a whole school approach to inclusion.



In the community

- Raise awareness at community level;
- Build partnerships between school and community;
- Visit homes of specific learners when necessary;
- Attend local meetings;
- Make referrals for services available locally – for example, medical assessments at the hospital;
- Identify local skills and materials that could be used in schools – for teaching aids, etc.;
- Train local volunteers to identify out-of-school learners;
- Arrange specialist training for parents/care-givers when required.



With the Ministry of Education and Sports / at policy level

- Attend local council meetings to raise awareness and ask about available funding;
- Raise awareness in the media – local radio and newspapers;
- Attend planning meetings to ensure that all plans are inclusive;
- Involve local NGOs and community-based organisations in any inclusive education training at the learning support base or other suitable location.



8. Opportunities for collaboration in our communities

Developing a strong network of support for inclusive education is very important for schools and their school inclusion teams. OPDs have an important role to play in building and sustaining these networks. To build strong networks we need to LOOK at what kinds of support exist in the community and THINK about how we can create strong collaborative relationships for inclusive education across the community.

Although it is very important to understand the barriers to inclusive education that exist in our communities, it is also important to recognise that there are many positive things that exist in our communities that we can use to support inclusive education.

We can see these positive things as strengths that will help to break down these barriers and strengthen the capacity of schools for inclusive education. These strengths can be regarded as assets or something of value in the community.

What do we see when we look at our community?

When you look at the three photos on the next three pages, what do you see?



[Image description: In the middle of the photograph is a young man. Next to him are two donkeys and he is bending down and holding one of the donkey's front legs. Behind the young man is another donkey that is harnessed to a two-wheel trailer. There is a blue barrel tied to the trailer. There is also a woman in the photo who is walking next to the trailer. At the back of the photo is a small run-down building. It is not clear what the building is, but it has written on one of its walls, "Funded by European Commission". In front of the building is parked at a large white car. The area in front of the building where the young man is bending down and the woman is walking, is dry, hard sand with lots of rocks in it. There is also a lot of rubbish on the ground, especially plastic bottles and packets]



[Image description: In the photograph there is a sandy section of ground with lots of large rocks. There is a big, grey concrete building in the background. On the ground are some large white tents. In the middle of the photograph is the biggest tent. The tent flaps of this tent are open and you can see some people sitting in the tent talking. In front of the tent is a young boy pushing a small bicycle. Around the tents are lots of white bags lying around. There is also a washing line between two of the tents with some washing hanging on it.]



[Image description: In the photograph there is a large shack made of corrugated iron pieces that have been put together. The shack has some graffiti on it. Sitting just outside the shack is a man sitting on a white plastic box. Next to him is a large yellow plastic can for carrying water. Just around him is lots of rubbish – some plastic tubes, some large white bags piled on top of each other, some empty cans and a large piece of very dirty foam rubber that looks like an old mattress. In the background behind the shack is a big rubbish stack. There is a man standing on the rubbish stack looking at it and there is another man standing around looking at the rubbish stack. In the background there is also a grader next to the rubbish stack.]

When we look at the pictures, do we only see negative things or can we see some positive things?

9. Moving from problems to assets

Although it is important to always look at problems or what is wrong in communities and understand how these can be barriers to inclusive education, for example, poverty, it is also important to think about the things in the community that can help to break down these barriers and strengthen the capacity of schools for inclusive education.

We can see these positive things as strengths or something of value within the community – we can call these **ASSETS**.

Assets in the community can help to break down the barriers to inclusive education or they can help to bring about change.

We can use assets in the community to support the SITs and to help raise awareness about inclusive education.

Look at the **detailed community picture** on the next page:

- What assets can you see in the picture that may be important as a support or resource for the SITs?
- How could these assets help to address the barriers to inclusive education that they identified and discussed the day before?
- How could these assets be a support or a resource for the SITs?



[Image description: The picture shows a scene from a community. In the top left-hand side in the background is a small mosque and outside the mosque is a group of people standing together talking. One of the people is the Imam of the mosque. The church is on the slopes of a hill and slightly to the right of it are two young boys chasing each other. Next to these boys are two camels that are being led by another young boy. On the slopes of the hill in the middle of the picture in the distance, is also a group of large tents that look like a refugee camp. To the right of the refugee camp and in the right-hand top corner of the pictures is 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. Two young people are talking, and one has a backpack. Just in front of them is a man walking away from the building carrying a folder.

A little bit closer on the right-hand side of the picture is a man standing underneath a small shelter made of corrugated iron. Under the shelter are ten wooden bed frames in two rows. Next to the shelter are two goals and two children walking. Next to the shelter in the middle of the picture is a concrete building. The building has a sign on it showing that it is a police station. Two women police officers are standing outside the building talking and another male police officer is standing outside guarding the entrance to the police station. You can also see another male police officer standing inside the station.

Just in front of the police station is a man walking towards another building. The building he is walking has doors that are wide open and inside the shop are clothes hanging up to be sold. A person is in the shop holding a piece of clothing. In the shop there is also a man sitting sewing at a small table.

On the left-hand side of the picture right in front is a wooden shack with a corrugated iron roof. Inside the shack there are two pots boiling. Outside the shack people are sitting at two small tables. At the one table is of an elderly man and a young woman talking, with a small table between them. Next to them is a young man sitting by himself at a table and he has a plate of food in front of him on the table.

In the very front of the picture is a tuk tuk with the driver and a passenger.

In the front right-hand side of the picture is a long shack with a corrugated iron roof. In front of the shack there are some women sitting on small stools and in front of them are vegetables on a cloth on the ground that they are setting. There is a man and a woman who are buying vegetables from the sellers. Underneath the roof, one seller is sitting with a child and another seller is holding a baby.]

What kind of assets are there?

An asset can be a **practical skill** (for example carpentry)

[Image 1: There is a small shelter made from corrugated iron and under the shelter are ten wooden bed frames in two rows. There is one man underneath the shelter and he is working on one of the beds.]



An asset can be some **specialist knowledge** that a person has (for example the knowledge of the university lecturer)

[Image 2: There is 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. Two young people are talking and one has a backpack. Just in front of them is a man walking away from the building carrying a folder.]

An asset can be **an organization** that works in the community (for example a women's organization)

[Image 3: There is a group of women sitting in a half circle on chairs. They are talking to each other].



An asset can be some **interest or passion** that a member of the community has (for example, a local soccer team)

An asset can be a **physical resource** in the community (for example, an eating place where people can meet)

Image 4: There is a wooden shack with a corrugated iron roof. One of the doors to the shack is open and inside there is a pot that is boiling.

Outside the shack people are sitting at two small tables. At one table is an elderly man and a woman. Next to them is a young man sitting by himself at a table with a plate of food in front of him. Behind the young man is a kettle on a fire.]



An asset can be an **influential person** in the community, such as the Imam.

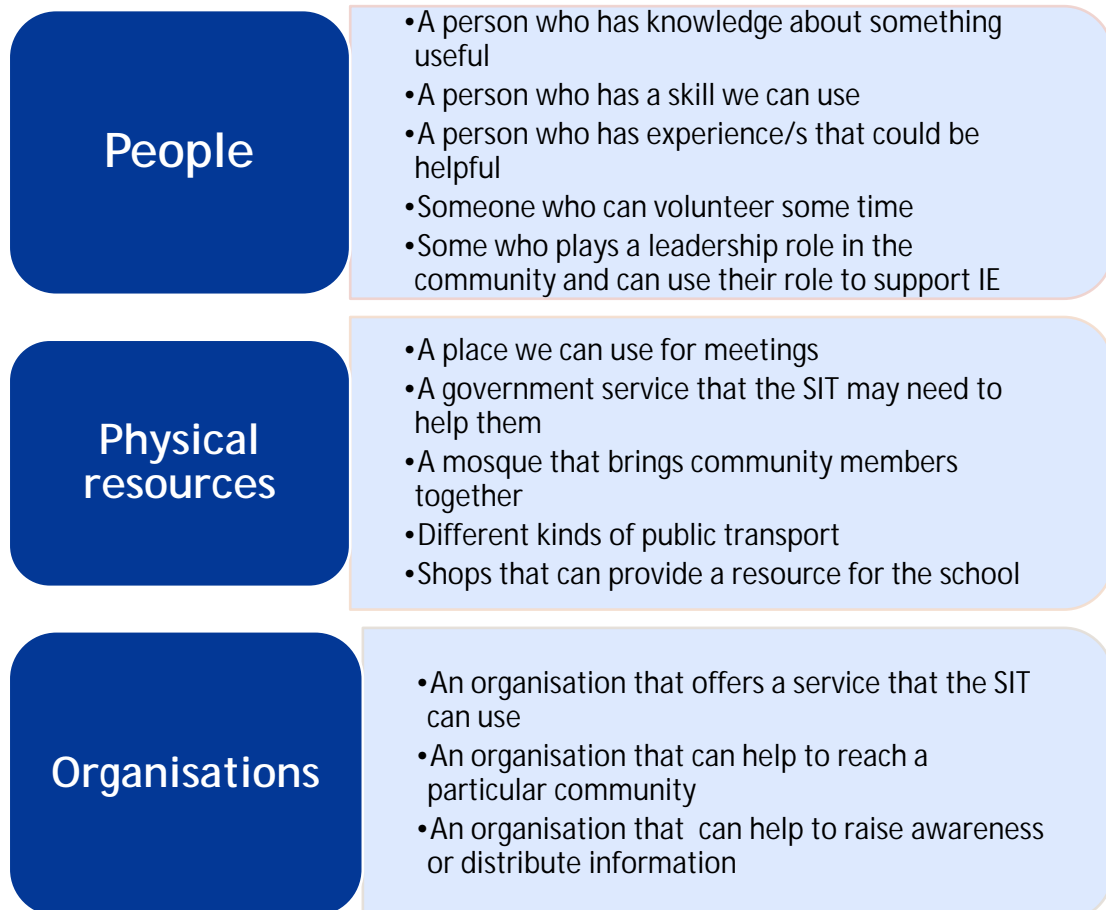
[Image 6: There is a mosque. Outside the mosque are three men standing together talking. One man has a crutch. One of the people is the Imam of the mosque]

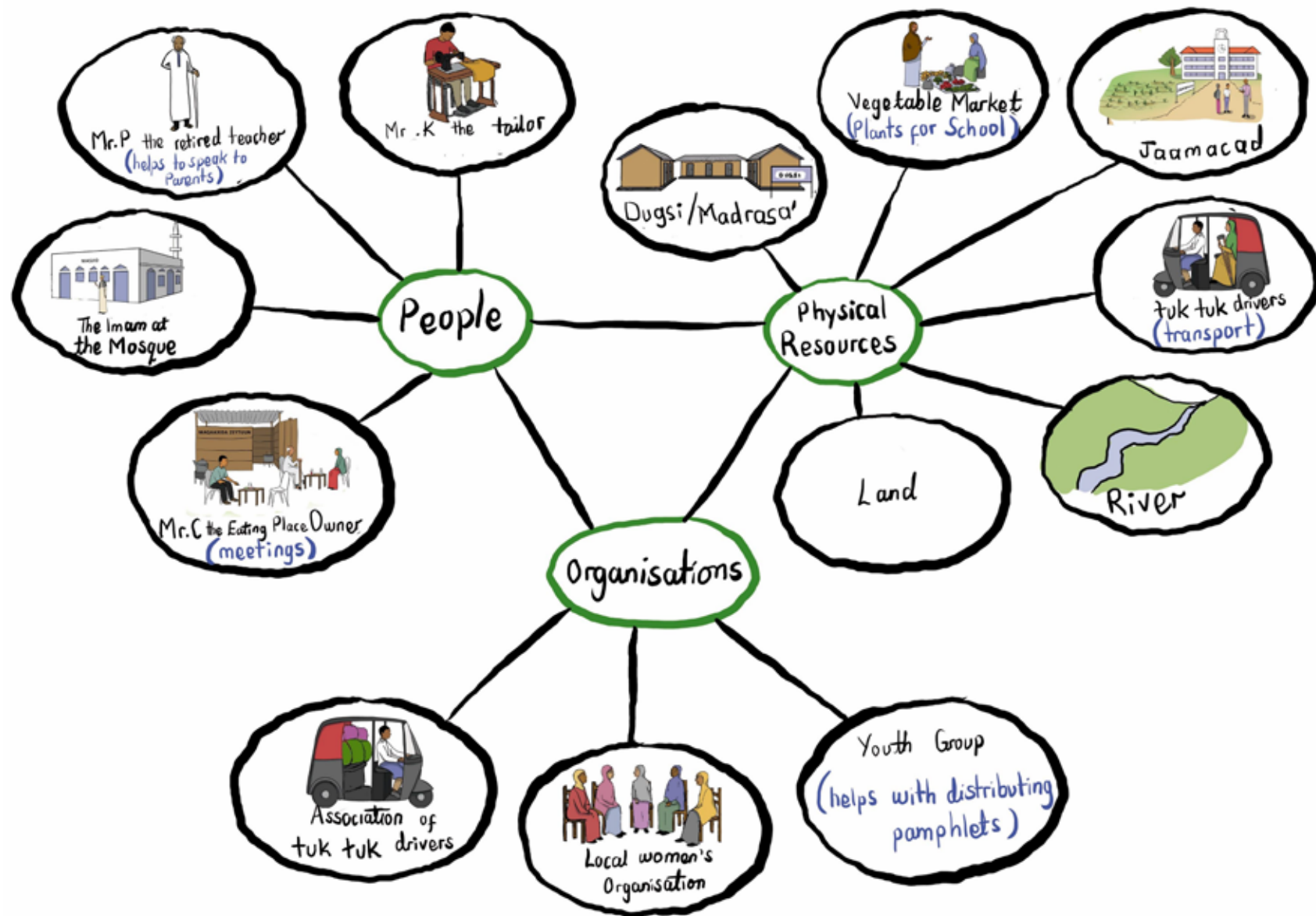
Although many assets are clear to us, sometimes they are not so clear, and we need to think creatively about how someone or something could be a potential asset

10. How to do a community asset map

- A community asset map is like a mind map of the community
- It shows the different PEOPLE, RESOURCES and ORGANISATIONS that can be potential assets and what support they may be able to offer
- It also shows how these assets can be connected to form a network that can support the SITs and strengthen community support for inclusive education
- Think about specific examples in your community/district of people, physical resources and organisations that could be assets
- Discuss how they could support the school inclusion teams and contribute to the development of inclusive education
- In the same way that you developed your mind map, discuss how you would like to present your community assets as a map
- Draw your map (see the example of a community asset map on the next page)

Some examples of the kinds of assets we can get in the community





[Image description: 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.

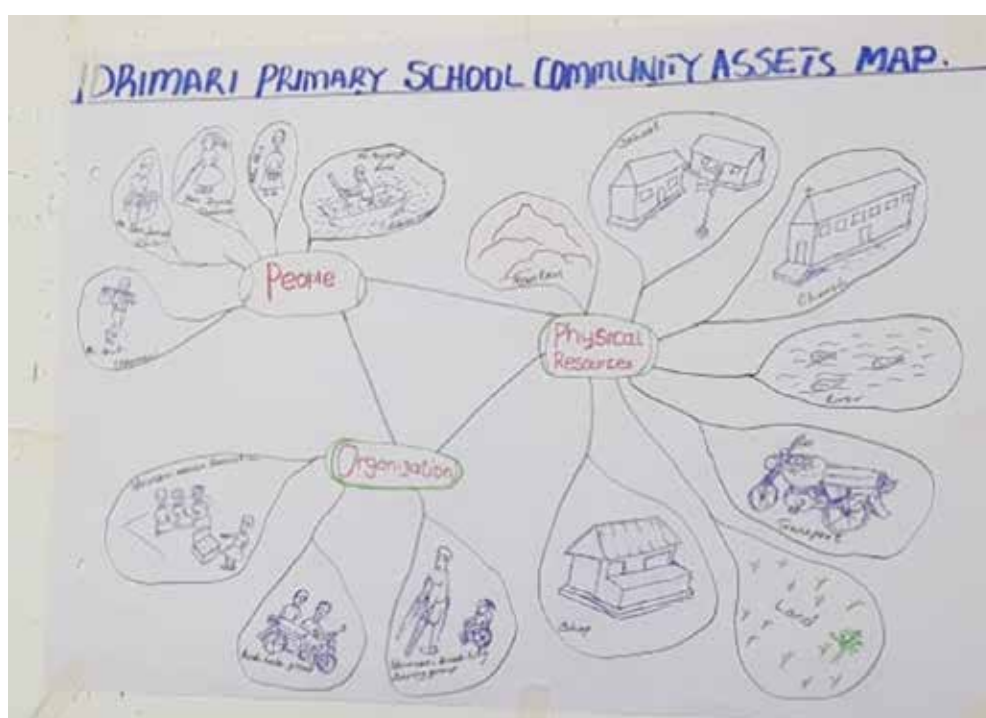
Around the "organisations" circle are three smaller circles connected to it with a black line. The first smaller circle has a picture of a tuk tuk driver and underneath him is written "Association of tuk tuk drivers". The next small circle has a picture in it of a group of women sitting talking. Under 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.]

Sustaining a strong network of community assets

Remember that it is not enough to just identify what assets exist in our community. We also have to **build a strong network of assets** to support inclusive education. We can do this by **strengthening collaboration** between the SITs and the assets in the community. OPDs have an important role to play in building and sustaining these networks.

Remember that strong collaborative relationships across the community are important to sustaining inclusive education. There are good practices that can help to build collaboration or bad practices that can undermine it. It is important for us to always think about and reflect on whether we are using **good practices to build and sustain collaboration**.



[Image description: There is a flipchart paper with the words 'Drimari primary school community asset maps' at the top. In the middle of the paper there are three circles with the words 'people', 'physical resources' and 'organisation' written in them. There are many lines radiating from the circles joined to smaller circles with examples of assets in drawings and words, such as; 'shop', 'river', 'mountain' etc.]