Supporting Organisations of People with Disabilities to Advocate for Inclusive Education

Advocacy manual

Prepared for:
 National Union of Disabled Persons of Uganda (NUDIPU)
 The Norwegian Association of Disabled
Developed by:
 Enabling Education Network, December 2022

[Image description: The photo shows a large group of about 30-40 men and women, outside, in front of a building. Some are standing, some are crouching in front, and a few are in wheelchairs. They are all waving and smiling and look like they're having fun. Most of them are wearing face masks.]

Contents

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 Uganda, 2020-2022. 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: Leah Seera Dianah from NUDIPU promoting inclusive education at the Inclusive Education symposium, Uganda 2021

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

Speaking at the inclusive education symposium (national level) 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: Lynette, a learner who had previously never attended school and is now actively participating in learning in Bugonji primary school, Sheema district, as a result of support from the District Union (DU) and the school inclusion team (SIT).

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: The District Union and school inclusion team conducting a monitoring visit to a pilot school in Luuka district

To play our advocacy roles effectively we need to **LOOK and THINK** before we play that role – before we **ACT**.
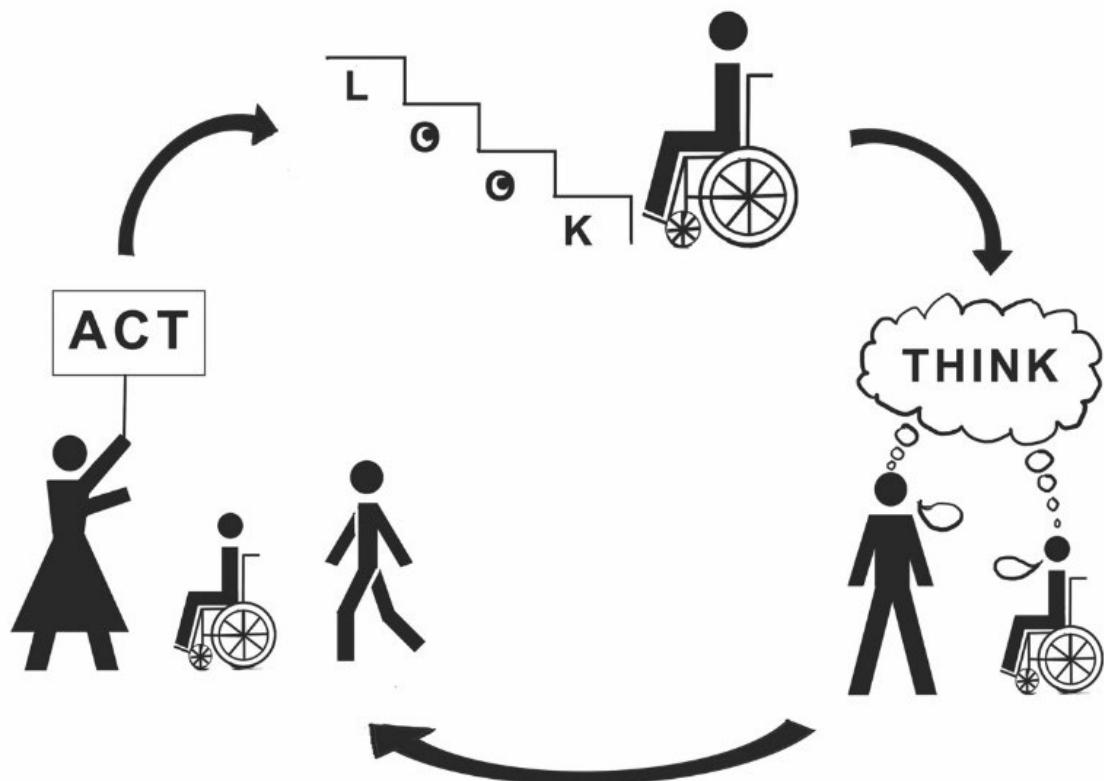
Image 6: The look, think, act cycle

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 COVID-19). 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: Members of Wakiso DU visiting and talking to a local family.

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 nationally (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: The District Union and school inclusion team making a monitoring visit to a school in Kamwenge district.

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: Volunteers from Moyo District Union explaining the home-learning resources to families and learners

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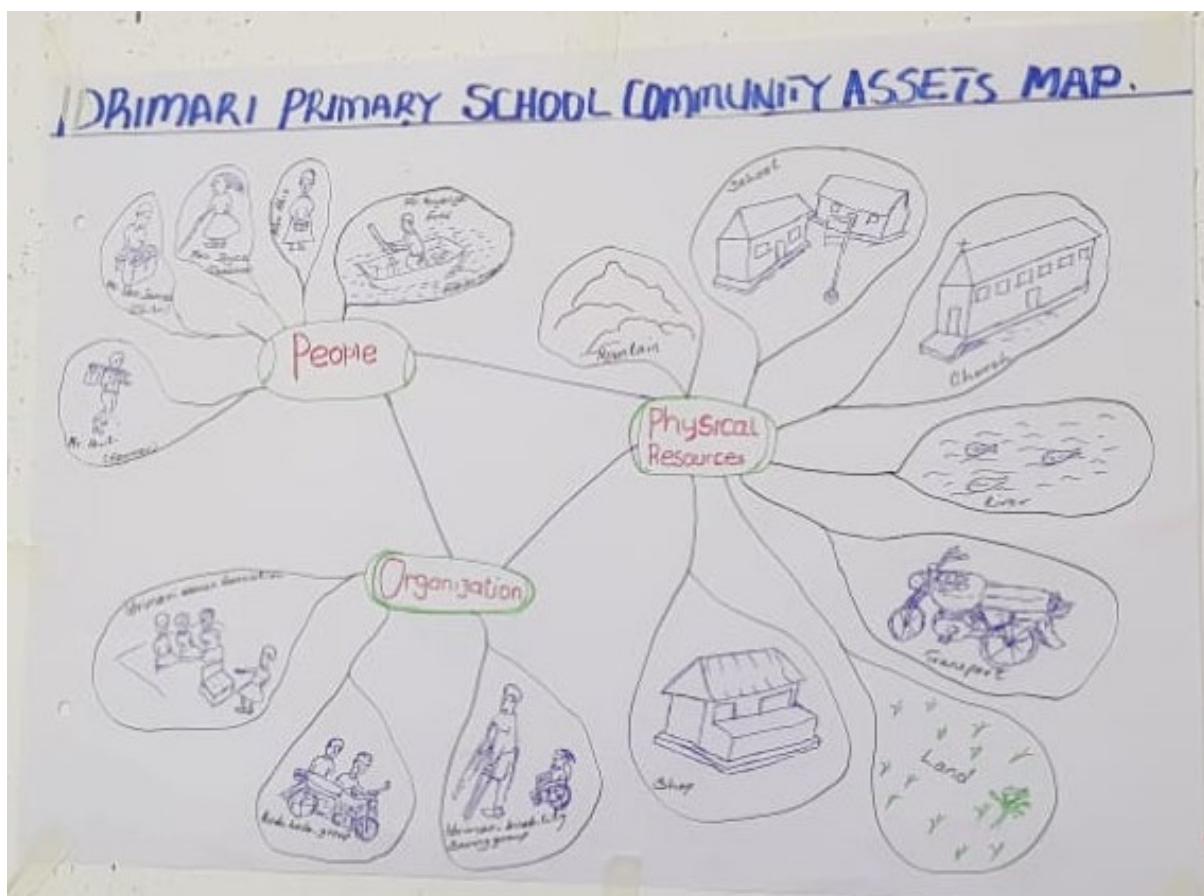
Image 12: An example of a community asset map produced by participants during the roll-out of module 2, mapping the people, organisations and resources who could support inclusive education in their local areas.

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: Learners and a District Union member in Amuru district standing in front of a school garden which is part of the school feeding programme supported by parents.

Raising awareness about what change is needed for inclusive education.
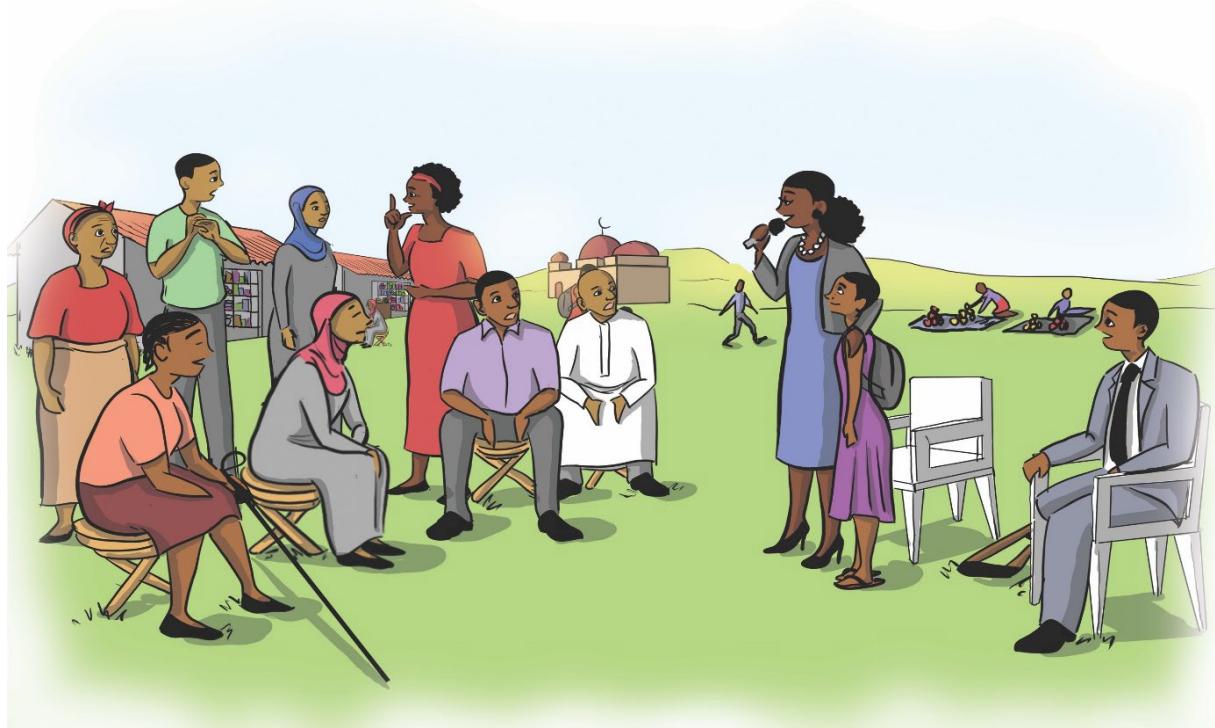
Image 14: Community awareness raising event.

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: Wakiso District union members 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., principals, government officials) 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: Community awareness raising activity with community members and parents/caregivers in Gulu district

Using policy to influence decision making for change.
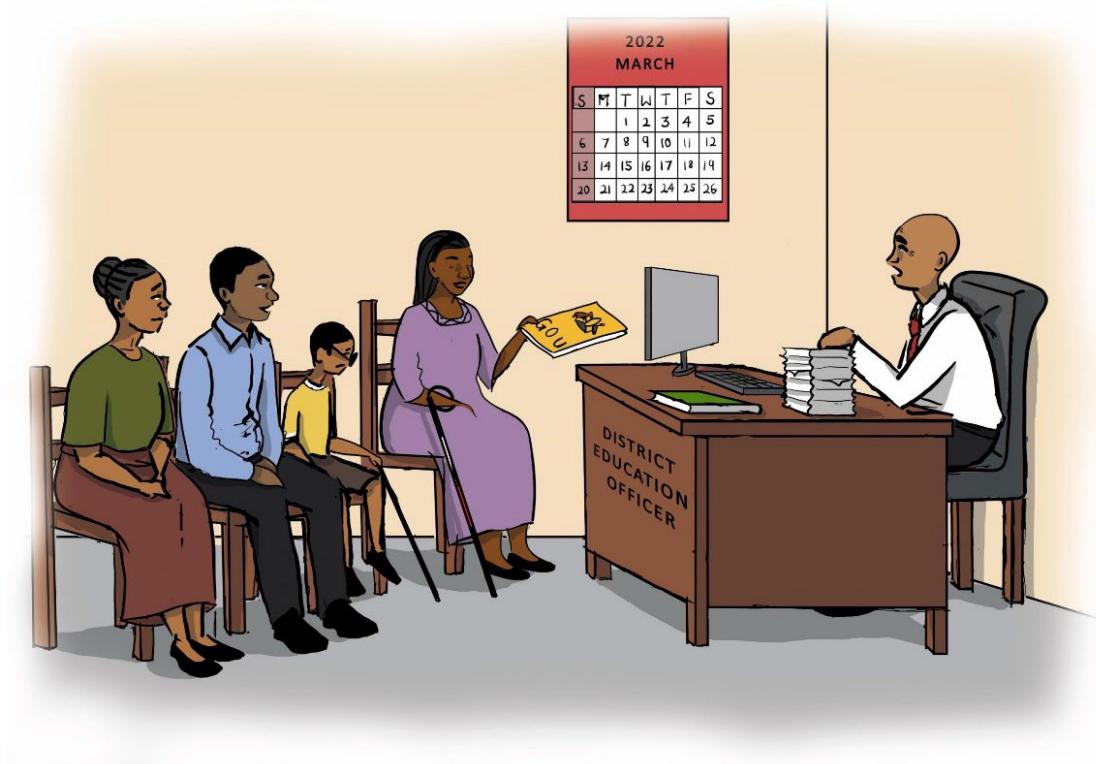
Image 17: Using policy to Influence change.

What is this role?

There are many barriers to inclusive education. In Uganda, like in many countries in the world, education is a right for all learners and this right is protected through different policies. 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 Constitution of the Republic of Uganda

It is important to LOOK and THINK before we ACT

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
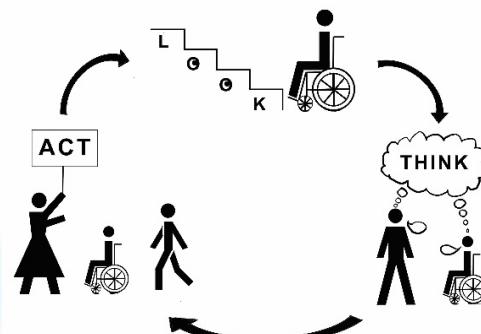
THINK: OPD members meet with the SIT team to discuss how to support both girls and boys to go to school
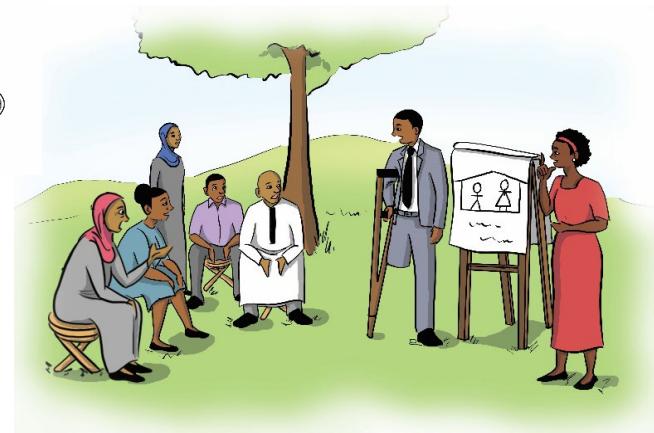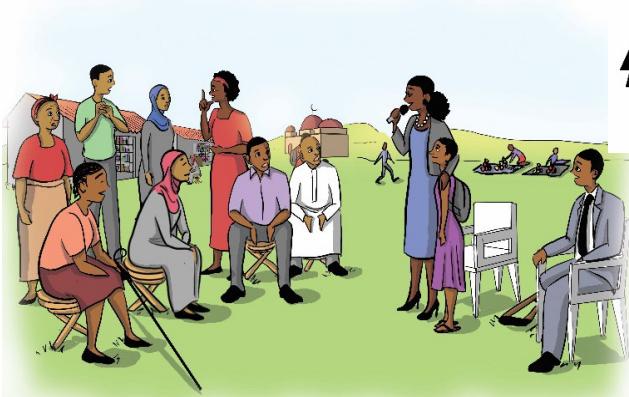
Image 19: It's important to LOOK and THINK before we ACT.

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 Uganda already has a strong 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: Yumbe District Union discussing the implementation of inclusive education with the District Education Office

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: District Union facilitators reflecting and learning together during a training module in Kampala

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: District Union members walking round and monitoring inclusive education in Bugoto Primary school, Mayuge district

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: Moyo District Union talking to community members and parents / caregivers 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
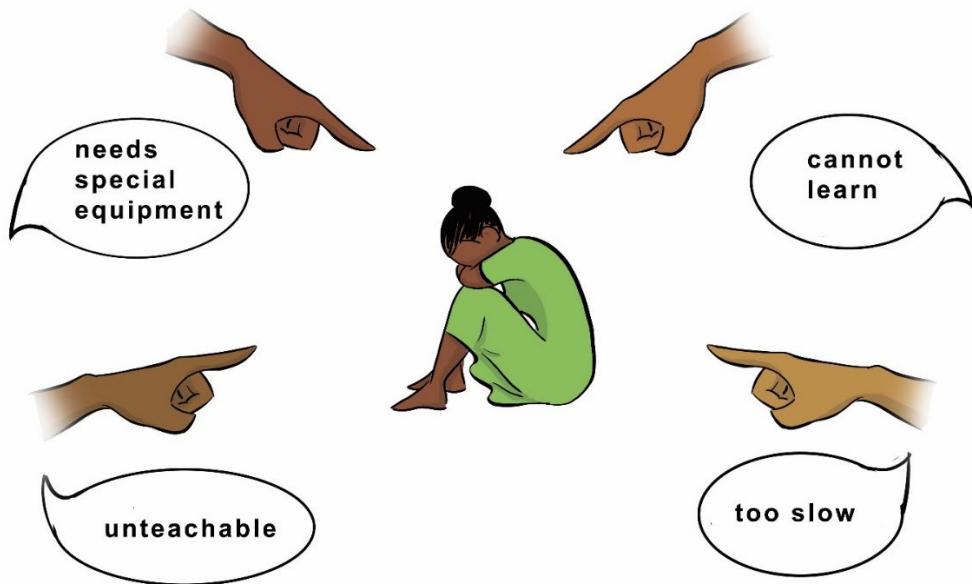
Image 26: Exclusion happens when the learner is seen as the problem.

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 toilets affects girls' attendance

Over-crowded classrooms affects the quality of learning

Education system as problem

Inaccessible classrooms

Rigid policies exclude some learners

Lack of teaching and learning material

Poor teaching quality means learners' needs are not being met
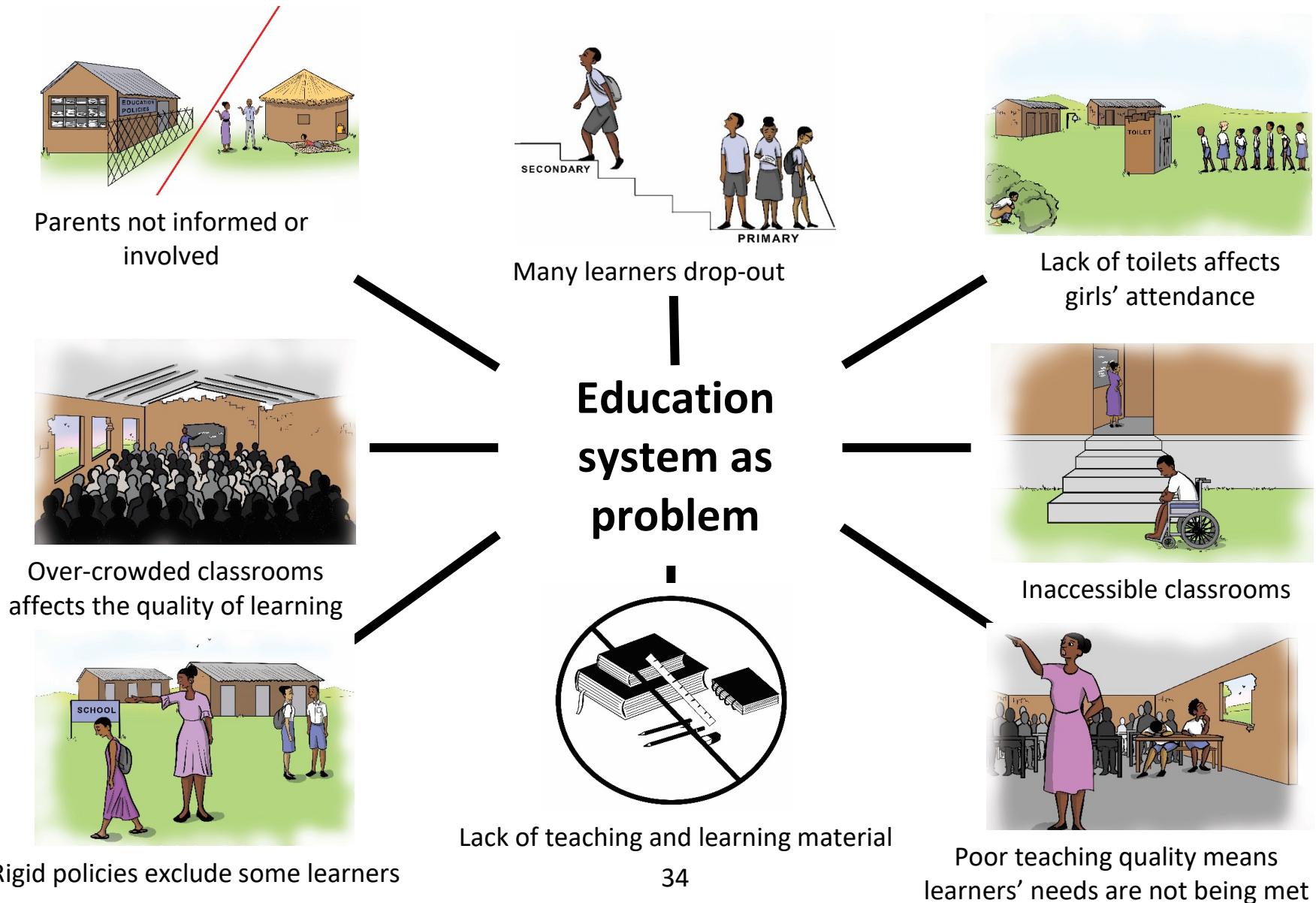
Inclusive education means that all children are present, participating and achieving in school

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., a learner cannot see the blackboard and the teacher is not reading out what is written on it, 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: Girls and boys playing together in the school grounds during break time

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.
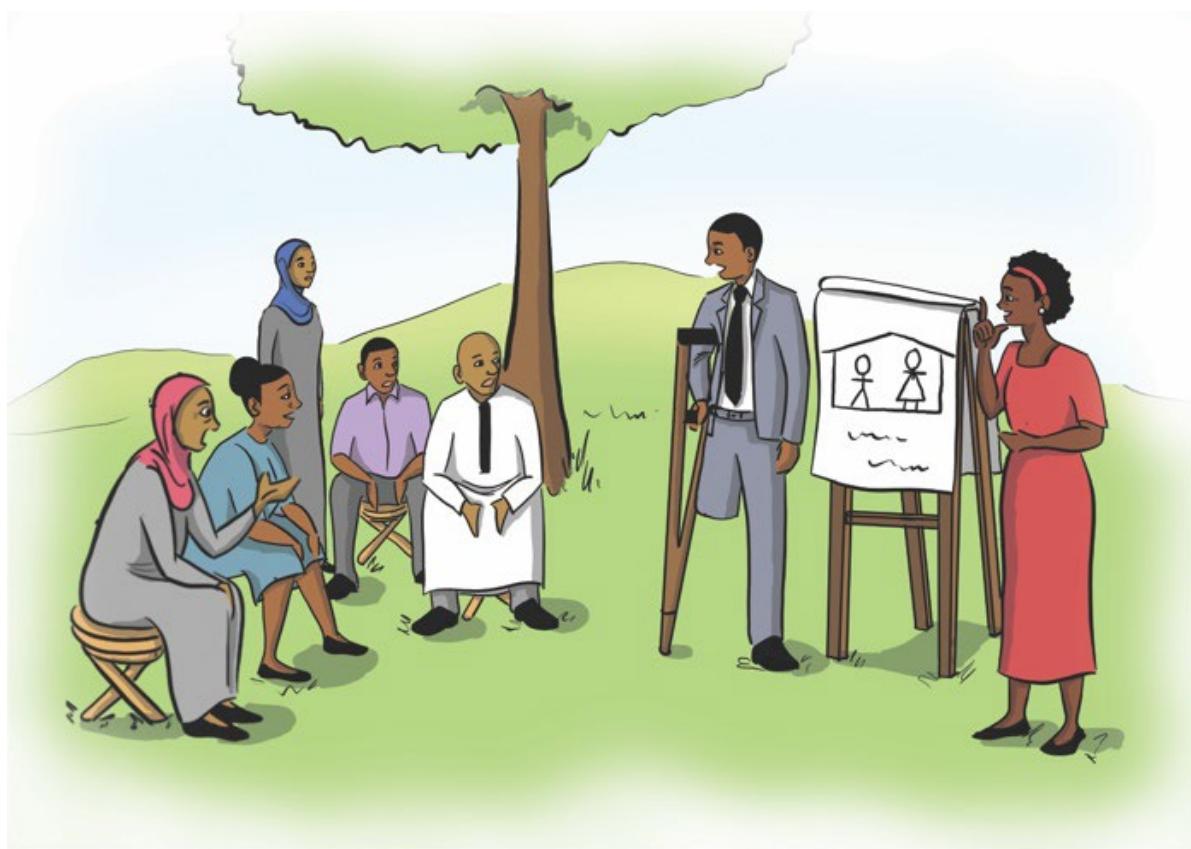
Image 29: A collaboration meeting with members of the community

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 supporting individual learners during 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: The District Union advocating for inclusive education and its importance to economic empowerment in Luuka 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.

Image 33: The local councillor talking about the importance of inclusive education to other members of the local government, District Union and visitors in Sheema district.

- We can use **policies to influence change**. We can refer to policies in conversations with school leaders and local 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 national 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: Head teacher greeting the representatives and leaders of parent teacher associations and school inclusion team, Bugonji primary school, Sheema district

- We can **continue to raise awareness of inclusive education** and help to shift negative attitudes in the community, for example through talking on radio talk shows or at social events in the community.

- We can advocate for the enactment of **inclusive ordinances and by-laws** and make sure the community is aware that these ordinances and by-laws are in place. place. For example, in Sheema district, a policy has been passed whereby parents who cannot afford school fees contribute food items to the school instead.

- 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: Community awareness raising event in Mpigi district lead by the District Union

Our organisations

How can we bring about long-term organisational change?

- We can build our own advocacy capacity at local level (e.g. training the DU leadership).

- We can train local advocates and champions of inclusive education.
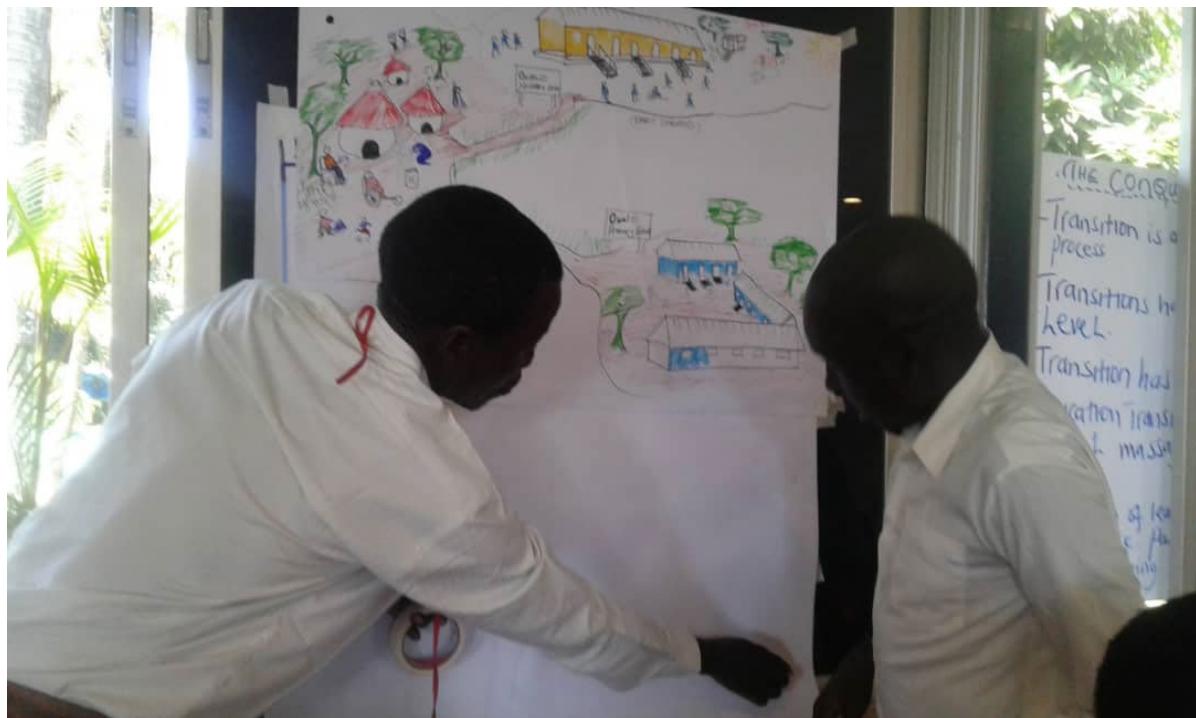
Image 37: The new District Union leadership in Mayuge participating in training in inclusive education advocacy

- 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 or natural disasters). 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: District Union facilitators reflecting on issues and related actions during training in Kampala

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 have been used to create an accessible toilet and hand-washing facilities

Image 40: Inclusive games and sports supported by Luuka District Union

- 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: Yumbe District Union member visiting a school and meeting with learners with disabilities. As many District Union members are also persons with disabilities themselves, they are great role-models.

- We can **advocate for the disbursement of government grants to schools**, for example the subvention grant awarded to schools who have more than 25 learners with disabilities enrolled. These grants can also help with the provision of specialist materials in schools where needed.

Image 42: A learner reading braille in school

Image 43: A learner pushing another learner in a wheelchair over a simply made ramp using local resources

Section 5:
Useful resources

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

The Constitution of the Republic of Uganda (1995) (Chapter 4) (English):

https://bit.ly/EENET-OPD1 or https://bit.ly/EENET-OPD2

Translation of Constitution into other local languages: https://bit.ly/EENET-OPD3

The Persons with Disabilities Act (Act 3 of 2020): https://bit.ly/EENET-OPD4

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
- Annex 2: Good questions to ask the community about inclusive education
- Annex 3: Five key active listening techniques
- Annex 4: Checklist for a collaboration workshop or meeting
- 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
- Annex 10: Image descriptors

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

  o we are really telling them what we think inclusive education is and asking them if they agree

  o 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:
  - o 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
  - o 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
  - o 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

    o 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)

    o the relationship between parents and the schools (e.g. parents are not very involved in the schools)

    o 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:
  - o Organising the workshop/meeting
  - o Running the workshop/meeting

2. 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
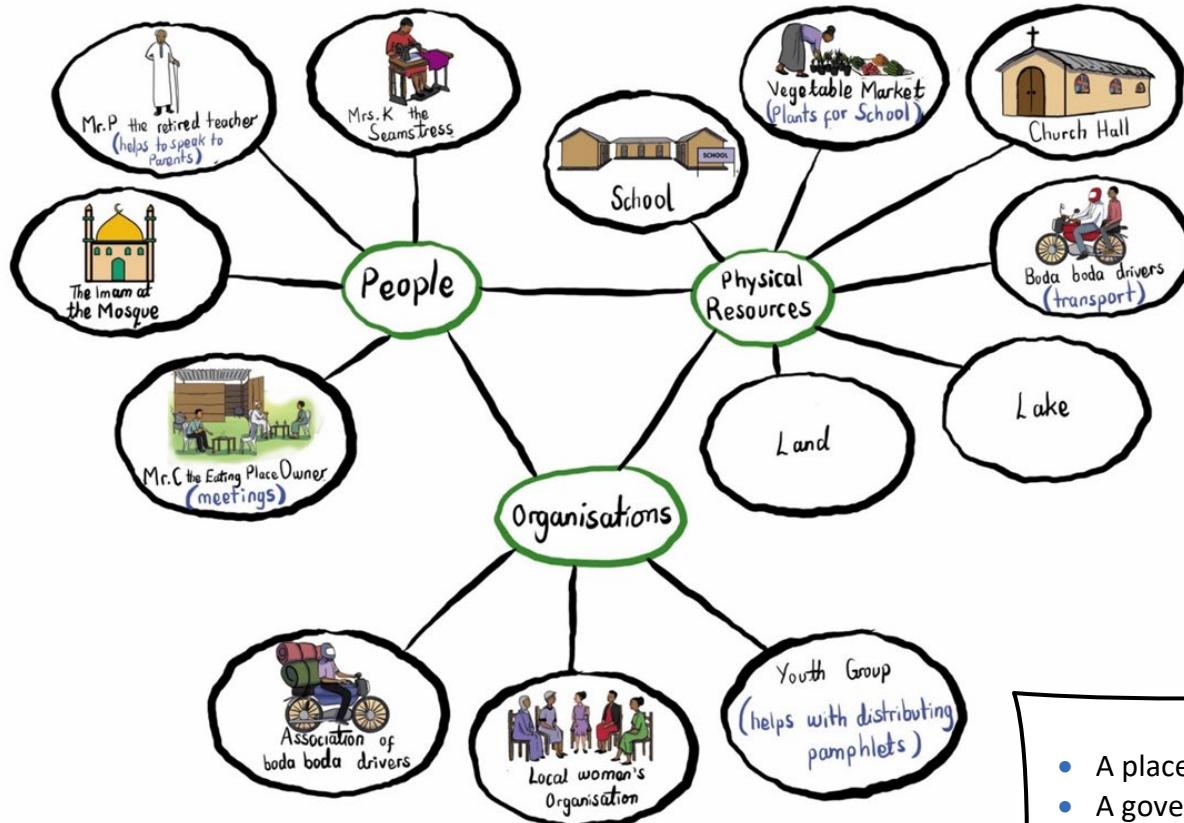
PEOPLE
- A person who has knowledge about something useful
- A person who has a skill we can use
- A person who has experience/s that could be helpful
- Someone who can volunteer some time
- A leader in the community

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 church or mosque that brings community members together
- Different kinds of public transport
- Shops that can provide a resource for the school

Image 44

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

- **See and observe what the problem is and what needs to change.**

- **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?**

- **Think about the problem and what is causing it**
- **Discuss the problem in your organisation**
- **What can be done to address the problem?**
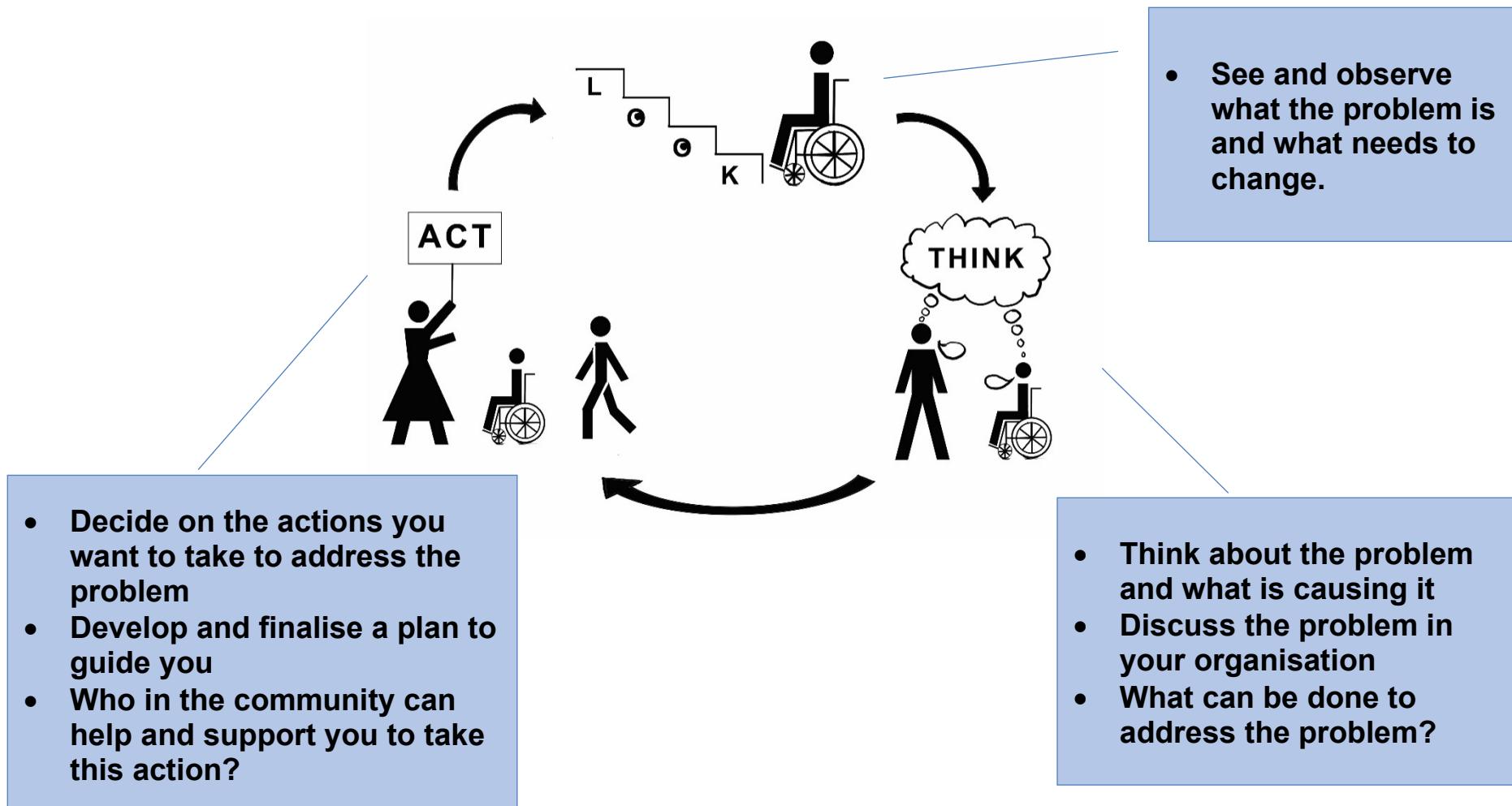
Image 45

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 NUDIPU, the Norwegian Association of the Disabled (NAD) and the Enabling Education Network (EENET) on them.]

[**Image 2:** A photograph that shows two people sitting addressing an audience. The first person on the left is Leah Seera Dianah from NUDIPU and she is holding a piece of paper and speaking into a microphone. Next to her is a small table covered with a tablecloth. The national coat of arms of Uganda is on the front of the tablecloth facing the audience. On the other side of the table there is a man in a blue suite, but you can only see half of him in the picture. Behind them to the left is a large screen and you can just make out an image showing the speakers that is being projected to the audience.]

[**Image 3:** A photograph of two adults and three children sitting on plastic chairs outside a hut made of stone with a canvas roof. There is a man sitting in the first chair on the left with a mask on. He has a backpack on his lap and he has a booklet open that he is showing to the young girl sitting next to him. This young girl has albinism and is looking at the booklet with the man. Next to the girl is an adult woman who is also looking and listening to what the man is saying. Just next to the women, looking over her shoulder are two smaller children who are also looking and listening to what the man is saying. One of these children is also a young person with albinism.]

[**Image 4:** A photograph of a classroom. Most of the children in the classroom are sitting at benches and they have books in front of them. They are looking at and writing in their books. In the front of the class to the left of the front bench there is a young girl who is sitting in a blue wheelchair. On her lap is a large thin orange cushion, and on the cushion she has her school book open and she is writing in the book.]

[**Image 5:** A photograph that shows part of a school building made of concrete with a corrugated iron roof. In front of the part of the building in the photo are two women and five men. In the centre of the photo one of the women and one of the men are standing in front of a doorway into a classroom. They are

measuring the width of the doorway. The other people are looking at what they are doing.]

[**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 and wheelchair user and a person 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. 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 photograph that shows some adults and children sitting outside a small brick house with an open door. On the lefthand side of the photo there is a woman who is sitting on a woven mat on the ground. Next to the woman there is a small child also sitting on the mat. Behind her there are two more children. One is standing in the doorway, and one is sitting in the doorway and they are both listening to her. Sitting in a circle around the woman are six more adults who are also looking at her and listening. Two are sitting on mats on the ground, one is on a cardboard box, two are sitting on a large log and one person is sitting in a wheelchair. There is also a large white bucket, a bowl and a pair of shoes next to where the people are sitting. In the distance behind the house is a small brick toilet.]

[**Image 9:** A photograph that shows eight adults standing around a small brick building with a corrugated iron roof surrounded by grass. The small building looks like a toilet and has a wooden door. The building is in very poor condition, and it is crumbling in places. There is lots of rubble next to the small building and in front of it there is a pathway. The adults are looking at the small building.]

[**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, 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 11:** A photograph that shows some people talking in front of a small concrete building and a round brick hut with a thatch roof. There are four adults in the photo and three children of different ages. On the left of the group an adult woman is sitting on a plastic chair wearing a mask. Next to her a young girl is also sitting on a plastic chair and next to her are two younger children who are standing. Next to them a man is also sitting on a plastic chair. In front of these people a man is standing. He has a book open and is showing the group something in the book and they are listening to him. The woman who is sitting has a notepad and is holding a pen.]

[**Image 12:** There is one photo of a piece of flipchart paper. On the paper there is a heading that says "Idrimari Primary School Community Assets Map". Under the heading is a hand drawn community asset map. In the middle of the map are three circles in a triangle that have lines connecting them. In the top left circle, the word 'people' is written. The circle on the top right has 'physical resources' written inside it and the bottom circle between the others has 'organisation' written inside it. The people circle has five small circles connected to it and there are small pictures drawn into these circles. Each of the pictures are of a person and there is small writing underneath each picture, but the writing is too small to read. Around the physical resources circle there are seven small circles with small pictures drawn into each of them. The first one has some mountains, the next one has some small buildings with the word 'school' written above them. The next one has a drawing of a church and the next one has a drawing of a river. The next small circle has a drawing of a motorbike and written underneath this is 'transport'. The next small circle has a drawing of small trees and 'land' is written in this circle. The last small circle around physical resources has a drawing of a small building and underneath is written 'shop'. Around the 'organisation' circle there are three small circles. The one on the left has some small figures drawn and it looks like they are sitting together and talking. The middle small circle has two boda boda drivers drawn and the small circle on the right has a person using a wheelchair drawn and someone using a crutch. There is small writing under each of these small circles but it is difficult to read what is written.]

[**Image 13:** A photo of a large green field with vegetables growing. In front of the field there is a man standing with four school children. The adult has a white cane and sunglasses. Two of the children are standing on his left and two

on his right. All of the children are in green school uniforms. In the distance behind this group you can see other children and school buildings.]

[**Image 14:** A picture with a group of eight people 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. The woman in basic clothing is standing towards the back. All the people are looking at and listening to a smartly dressed woman who is standing up, smiling and talking using a microphone. She has her arm around a young girl in a purple dress and sandals carrying a bag. The girl is looking up at her and smiling. The man in a suit with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground. 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 large group of about 30 men and women. In the background of the photo is a school building with windows and an open door. In front of the building the men and women are sitting at benches. They are looking at the camera and smiling.]

[**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. Nearest the man is a woman in a long smart dress and a long white stick. She is gesturing and explaining something to the man. She is holding some official government papers with the government logo on them. Next to her is a boy holding a white stick and a man and a woman. They are smiling.]

[**Image 18:** A photo of the front cover of a document in black and white. At the top of the cover is the national coat of arms of Uganda. Under this is the title of the document that says: The Abridged and Simplified Version of The Constitution of the Republic of Uganda. Under the heading is another logo with a small picture of the national bird of Uganda and written around it is Law Reform Commission. Under the logo is another heading that reads: Prepared by the Uganda Law Reform Commission and under this heading is smaller writing with the details of the address and contact numbers for the Uganda Law Reform Commission in Kampala.]

[**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 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.

The picture next to 'ACT' shows a group of eight people 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. The woman in everyday clothing is standing towards the back. All the people are looking at and listening to a smartly dressed woman who is standing up, smiling and talking using a microphone. She has her arm around a young girl in a purple dress and sandals carrying a bag. The girl is looking up at her and smiling. The man in a suit with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground. In the background there are some shops, a mosque, people walking and people sitting on the ground displaying piles of produce.]

[**Image 20:** A photograph of an office. On the lefthand side of the photo there is a man sitting on some chairs against one wall of the office. He is holding a piece of paper in front of him and talking. Next to him are some crutches. Sitting on some chairs against another wall of the office is another man who is also holding some papers. He is looking at and listening to the man who is talking. On the righthand side of the photo part of a desk is visible. On the desk there is a white tablecloth. There is also a small stand with the national flag of Uganda and some papers.]

[**Image 21:** A picture of three people standing talking to each other outside. One woman is handout 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 in

Muslim clothing who are sitting and talking. In the far background there are some village houses and a man and a boy gardening.]

[**Image 22:** The photograph shows twelve adults sitting around a circular table with a white tablecloth in a meeting room. Some of the adults are wearing masks. On the table are lots of papers and booklets that are open. There is a box of paper in the middle of the table and some bottles of water. The people sitting around the table are talking and listening to each. Some of the people are looking down at their booklets and some are writing. Three of the people are sitting a little away from the table but they are still facing the table and listening to the discussion].

[**Image 23:** A photograph showing a school building with a path leading to it. In the front of the photo two adults are walking next to each other down the path towards the school building with their backs to the camera. The path is made of red earth and there are white stones lining the path. Closer to the building in the background there are a group of adults talking together just in front of the school building.]

[**Image 24:** A photograph of a classroom. On the lefthand side of the photo there are many men and women sitting on the school benches. They are facing forwards and listening to a man who is standing at the front of the classroom talking to them. He is standing behind a table and there is another man sitting next to him at the table. On the table there are some booklets, some note pads and some pens. There is also a white cane folded up on the table and the man who is talking is reading from a document in Braille. There are three big windows in the classroom and they have security bars on them.]

[**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. The poster on the left has 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 holding a piece of paper with writing on it, looking down and 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 seven children, both girls and boys including one with a crutch and one with albinism, standing in a queue outside waiting to use a toilet. The toilet building is in a state of disrepair. On the left, there is a child 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 his head in his 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 smartly dressed woman standing outside a school building pointing away from the school. A girl in a purple dress and sandals, carrying a bag is looking down at the ground and walking away. She looks sad. In the background a girl and a boy in school uniform are talking to each other.

- A seventh example shows a crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair.

- 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 photograph of a school playground. In the background of the photo are some school buildings. In the front of the photo is green lawn and children playing on the lawn. They are running and jumping and most of the children are in a green school uniform. Most of the children are smiling and laughing.]

[**Image 29:** A photo of the inside of a classroom. There are some school desks in the classroom and children in school uniform are sitting at the desks. Some of the children have books open on their desk and are looking at the books. In the middle of the photo there is an adult woman. She is leaning over one of the desks pointing to something in one of the children's books. There is a child standing behind her who is looking at their book. There is also a child in the desk in front of her who is turning around looking at what the adult is showing in the book. There are some handmade posters at the back of the classroom, but you can't see what is written on them].

[**Image 30:** 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 sat 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 right of the same desk a young woman is helping and second learner. Behind them one man from the first image is looking on and smiling.]

[**Image 31:** Five people gathered outside under a tree, four sitting on stools and one standing. They include three women and two men. Two women are wearing hijab and one man is wearing traditional Muslim clothing. 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.

[**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 and seven have masks on. One of the adults holding the banner on the lefthand side has a white cane and another on the righthand side is kneeling and holding the banner.]

[**Image 33:** A photograph of a meeting in a large room. In the middle of the photo is a table covered in a white tablecloth. Around the table sitting in a circle are a group of fourteen men and women. They are sitting in large, smart red chairs, except for one woman who is standing in front of her chair behind the table. She is speaking to the meeting. There are large windows in the room with security bars.]

[**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 in a hijab 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 photograph of people standing outside a school building next to a lawn in front of the building. On the lefthand side of the photo is a man with a book under his arm and he is walking towards a group of eight women who are standing in a semi-circle on the right of the photo. Just next to him is another man walking towards the women and he has both his hands up waving at the women. The women are all smiling at the man who is waving, and one woman is waving back at him with both her hands in the air. Three of the women are clapping their hands.]

[**Image 36:** A photo of a large meeting of people. In the photo the camera is looking down over a gathering of men and women in a large room. All the people are sitting on chairs facing towards a large table at the top of the room with some chairs around it. In front of the table a man is speaking to the people in the room and there is another man sitting at the table. On the wall behind the table there are some pieces of flipchart paper pasted up on the wall. It is not possible to see what is written on the pieces of paper. There are lots of windows down both sides of the room with security bars on them.]

[**Image 37:** A photograph of two men standing in front of a piece of flipchart paper pasted up on a wall. In the top lefthand corner of the paper there is a drawing of a village with small huts, some trees, people and a pathway that is leading to up to a school building with children playing outside. The school building has stairs going into all the classrooms. Below the school on the piece of paper there is another school but there are no children playing outside here. On the lefthand side of the photo a man is standing to the left of the picture and pasting up another piece of flipchart paper below it. Another man is standing on the righthand side of the photo watching him. Behind him you can also see another piece of flipchart paper pasted up on a window with some writing on it].

[**Image 38:** A photograph of people standing in front of two pieces of flipchart paper pasted up on the wall. On the lefthand side of the photo there is a piece of flipchart paper pasted up on a window and at the top of the paper the words 'The Issue' are written. Under them are pieces of red paper with writing on them pasted up on the flipchart paper. In front of this poster a man is holding up some of the red papers while another man attaches them to the poster with masking tape. The man holding the red paper is wearing a NUDIPU shirt. Just next to them on the righthand side there is another piece of flipchart paper pasted on the wall. It has the words 'The Issue' written at the top and underneath this are pieces of yellow paper with writing on them pasted on the flipchart paper. In front of this poster a woman is standing with a mask on just behind the other two men. She is holding a red piece of paper. At the very front of the photo a man is sitting looking at what these people are doing with the posters.]

[**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 photograph of a sporting event at a school. In the middle of the photo is a green sports field and there is a white net across the field attached to two chairs. There is a learner sitting on each of the chairs holding the net. On the one side of the net at the front of the photo there are children sitting on the grass. They are sitting in positions like a football or volleyball team.

They have bright green T-shirts on. On the other side of the net there is another team who have blue shirts on. Walking among the green team is an adult. There is also an adult on the other side with the blue team who is leaning down and helping one of the children. There are a whole lot of other children and adults standing on the side lines watching what is going on].

[**Image 41:** A photo of a school yard. At the back of the photo there are some school buildings and children standing in front of them. Most children are wearing school uniforms. At the front of the photo is a young girl using a wheelchair. She is in school uniform. The wheelchair has been adapted so that it has a tray above her lap attached to the arms of the wheelchair and looks like a desk. She has her hands on the wheels of the wheelchair and is wheeling herself. Standing next to her on the righthand side of the photo is an adult man. He is using crutches and is looking down at the young girl using the wheelchair. Just behind the young girl there as some young children who are watching her].

[**Image 42:** A photo of a young girl sitting at a school desk in a classroom. On the righthand side of the girl on the desk there is a brailling machine. The girl has a book open on the desk in front of her and she is reading the book in braille. Behind the girl there are some posters on the classroom wall and just behind her there is a boy sitting at a school desk.]

[**Image 43:** A photo of a school building with a concrete walkway and an entrance to a classroom with an open door. In the middle of the photo just outside the classroom there are two young learners, a boy and a girl. The young boy is using a wheelchair. The young girl is behind them pushing the wheelchair over a ramp onto the walkway outside the classroom. The ramp is made from stones and concrete and it goes over a drainage ditch next to the walkway. Both children are laughing and the learner in the wheelchair is turning their wheels forward. In the background of the photo there are other school buildings.]

[**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 women sitting sewing with

a sewing machine and underneath her is written "Mrs K the seamstress". Another smaller circle has a picture of a Mosque and contains the words "The Imam at the Mosque". In the other smaller circle around the people circle is a small 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 boda boda driver and underneath him is written "Association of boda boda drivers". The next small circle has a picture in it of a group of people sitting talking. Underneath them is written "Local women's organisation". In the third smaller 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. The next smaller circle has a picture of a woman selling fruit and vegetables and underneath is written "Vegetable Market" with "plants for school" in brackets. The next smaller circle has a picture of a church. The next smaller circle has a picture of a boda boda driver with a passenger. Under this picture is written "boda boda drivers" with the word "transport" in brackets. There are two other smaller circles connected to physical resources – one has the word "lake" written inside 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?]