

An Introduction to Inclusive Education for Organisations of People with Disabilities

Module

1



Facilitator manual

Prepared for:
The Norwegian Association of Disabled

Developed by:
Enabling Education Network

[Image description: The photo on the cover page shows a group of people sitting around a table in a workshop setting. One man is in a wheelchair. Some of the people have their hands in the air; they are waving, like they are playing a game. Everyone is smiling or laughing. There are pieces of paper and booklets and pens on the table and flipcharts stuck on the wall in the background.]



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Introduction

The aim of this training is to introduce members of Organisations of People with Disabilities (OPDs) to inclusive education and what it looks like in practice. The content of this training is adapted for OPDs from 'An Introduction to Inclusive Education for teachers', with some additions.

This training also focuses on advocacy skills and the best ways participants can advocate for inclusive education in their local communities. The training provides participants with an opportunity to put their learning into practice by learning more about attitudes to inclusive education and then using action research to gather information about what people know and think about 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.

By the end of this training participants will deepen their understanding of inclusion and be able to begin advocating for inclusive education in their communities.

Session 0: Introductions

Instructions

1 60 minutes

- Welcome everyone and explain why we are here using points from 'introduction' above.
- Tell participants that this isn't a one-off training but further training modules will be delivered building on this one.
- Explain how teachers from pilot schools in their districts are also being trained in inclusive education.
- Show PowerPoint 'Session 0 Introductions' slides 1-2. Introduce the content of the workshop.

PowerPoint

PowerPoint 'Session 0 Introductions'

- Show slides 3-4 and explain the workshop methodology. Make the point that we are putting inclusive education into practice through using inclusive methodologies as part of the training, this includes group work and pair work and lots of opportunities to share ideas and experiences.
- Show slide 5-6. Make point that inclusive education is about all children in school – present, participating and achieving (PPA). Show and discuss the picture.
- Show slide 7. Talk to participants about the importance of keeping safe during Covid-19. Ask participants if they can add to the list of ground rules relating to Covid-19 safety and write up their suggestions on flipchart. When writing up their suggestions try to keep them short and simple. Here are some (further) suggestions in case they are helpful:
 - ü **Wash/sanitise hands** after touching things others may have touched.
 - ü **Cover face and make space for everyone** at all times.
 - ü **Sit around tables at a distance** from each other.
 - ü **One person in each group holds/presents hand-outs/cards for activities.**
 - ü **One person in each group collects equipment and holds paper, pen/pencil, bluetac/tape when writing/displaying points for feedback.**

- Ü At tea break and lunch, **take it in turns** to collect food/drink and return to the table at a safe distance from each other.
- Ü If you are feeling unwell, tell the facilitator/organiser straight away.
- Show slide 8. Go over other ground rules for a successful workshop and again ask participants if there are any others they would like to add.
- Go over key communication skills that participants should be aware of. Pay particular attention to communicating with visually-impaired or hearing-impaired participants in the workshop. You could also invite them to share what helps them feel included in the conversations.

Session 1: Getting to know each other

Key message

A successful inclusive education workshop requires participants to be active, talking to, and sharing ideas with, each other.

Background information for the facilitator

Often when participants arrive at a workshop, they may not know each other. A successful inclusive education workshop requires participants to be active, talking to, and sharing ideas with, each other. Therefore, one of the first tasks for the facilitator is to help participants in a workshop to get to know each other and feel comfortable with talking to each other. This will also help them to share previous knowledge and experiences and their workshop expectations.

Before the start of the second activity in this session you need to prepare the **River of Life** drawing. To do this take several pieces of flipchart paper (for example 6 or 8) and lay them side by side. If you make this large it is easier for participants to see it and it will be more engaging. On the paper draw the outline of a river. Stick this on the wall.

In this session participants will:

- Ü Share some past experiences of inclusive education
- Ü Share their expectations of the training
- Ü Start getting to know the others in the group

Activity 1.1: Networking game

1 20 minutes

Instructions

- Give each participant two sticky notes (post-its) that are two different colours. If there are participants with visual impairments in the training it is better to use two larger pieces of paper rather than stick notes (post-its).
- Show the PowerPoint 'Session 1: Getting to know each other' slide 1.

PowerPoint

PowerPoint 'Session 1: Getting to know each other'

- Ask the participants to write and complete the following statements, one on each post-it/piece of paper. If they have difficulty writing they can ask someone to help them or draw a representative picture instead:

In relation to inclusive education I know/can offer....

In relation to inclusive education I would like to know....

- Each participant should write each statement on the same colour post-it/piece of paper, for example the first statement on yellow, and the second statement on orange.
- Participants then stick their two post-its/pieces of paper onto themselves, for example on their shoulders, or hold them up, and move around the room to find and talk to people they match with. For instance, they must look for someone who already has knowledge of the issue they want to know about.
- You may need to help a few people 'find their match', if participants do not quite understand what to do.
- At the end of the networking game ask a few volunteers to with the whole group information about who they matched with and what they discussed.



Participants using the networking game in Uganda

[Image description: 2 men in the foreground are facing each other. They each have 2 yellow pieces of paper they are holding up. There are two other people in the background doing the same. People are looking at and talking to each other.]

Activity 1.2: The River of Life

1 30–45 minutes

Instructions

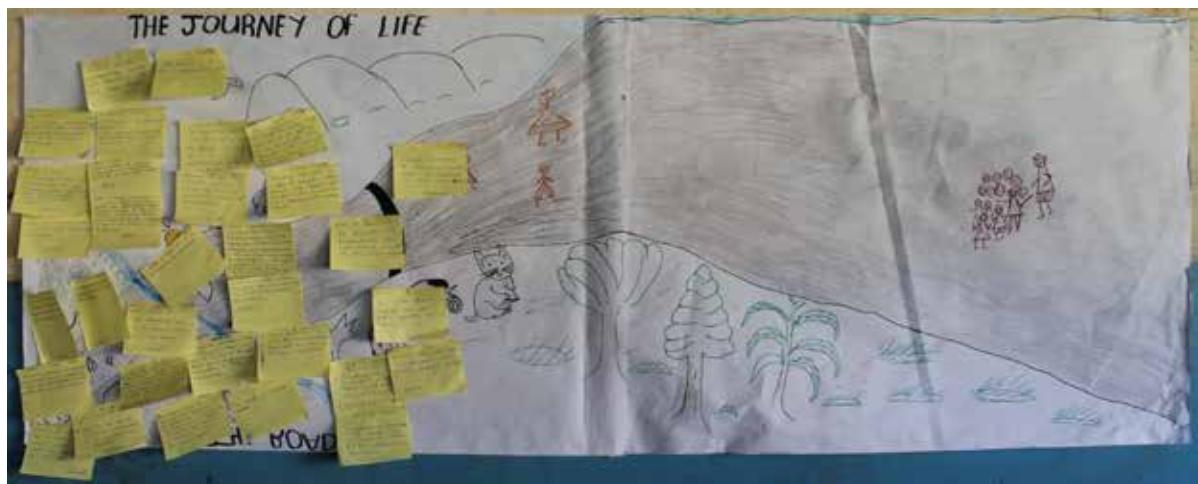
- Participants should sit in small groups and have access to paper, pencils, coloured pens/crayons and scissors.
- Show the PowerPoint 'Session 1: Getting to know each other' slide 2 and go over group work roles and responsibilities including Covid-19 safety in groupwork before you start the activity.

PowerPoint

PowerPoint 'Session 1: Getting to know each other'

- Ask participants to look at the 'River of life' on the wall. Explain to the participants that different parts of the river represent different timeframes:
 - the first quarter of the river = the past
 - the middle two quarters = the present and this workshop
 - the last quarter = the future.
- Explain that the river represents the flow of our lives from the past (the experience we bring to the workshop), through the present (where we are now), to the future (what we will learn during the workshop, what we hope to take away with us, and what we hope to begin/start to do).
- Ask the participants to draw pictures representing their **experiences of education**, and to share these images within their groups. These can include personal experiences of when they were at school or experiences they have had as an adult.
- In their groups they should ask each other about their pictures and this will help them to introduce themselves and get to know each other better.
- Tell the participants to cut out the images and stick them onto the first quarter of the River of Life, to record their past experiences. The facilitator can highlight, and ask for explanations of, certain images.
- In addition, the participants can stick their post-it '**In relation to inclusive education I know/can offer....**' At the start of the river, as the diagram below illustrates.

- Then give each participant 3 post-its/pieces of paper onto which they should write **3 different outcomes or questions** about inclusive education that they want the workshop to answer. One of these post-its/pieces of paper could be the participants' 'I would like to know...' paper from Activity 1.
- Invite the participants to stick these 3 post-its/pieces of paper at the beginning of the second quarter of the river (representing the start of the workshop).
- During the next break, you and/or some of the participants can re-arrange the post-its/pieces of paper into groups of similar issues or questions.



An example of a River of Life diagram made by participants in Southern Province

[Image description: Line drawing of a river or path running horizontally through the centre of a huge piece of paper. Post-it/sticky papers notes are stuck on the left-hand side of the paper.]

Session 2: How do we learn?

Key message

Learning happens everywhere, all the time. Learning doesn't only happen at school. Many opportunities for learning exist at home and in the community and these opportunities continue throughout our lives.

Background information for the facilitator

- Before we can start to think about inclusive education, it is important to think about how we learn – both as children and as adults. Understanding the different ways learning happens will help us to better support an inclusive approach to learning, starting at home and in the community as well as in schools.
- Playing is an important source of learning for all children not just very young children. When we play, we experiment, we create and use problem-solving skills which are all important learning skills
- Children also learn through helping around the home and through being involved in everyday activities such as cooking, and growing food and these are important skills for life. You don't need any special resources to support learning at home, everyday objects and many things you can find around the home can support learning.
- Schools focus on academic learning however other key areas of learning and development are equally important; these include social skills, emotional wellbeing, physical coordination, and creativity. All these areas link together to provide a solid foundation for all learning. A good way to remember some of the key areas of childhood development is the word **SPICE - Social, Physical, Intellectual, Creative and Emotional**.
- Many of the approaches to support learning are just as relevant for supporting adult learning as they are for supporting children's learning. However, adults also have life experience which means that we place extra emphasis on certain types of activities that help adults learn in training workshops such as these, including sharing experiences, solving problems together, applying their learning to 'real-life' situations or their work and understanding why something is important

In this session participants will:

- ü Consider the different ways learning happens and the role that parents, caregivers and community members can play in supporting learning
- ü Reflect on your own learning experiences
- ü Reflect on different activities to support learning – both for children and adults

Activity 2.1: What does learning look like?

1 30 minutes

Resource 2.1

Pictures of people doing different activities

Instructions

- Hand out one complete set of pictures to each group. There are 8 pictures in the set and they can be found at the end of this facilitator's manual (one example is shown below).
- Tell the participants that the pictures all show people either on their own or with others doing different activities.



[Image description: An old lady is sitting in a wheelchair. She is gesturing with her arms. A speech bubble indicates that she is telling a story or explaining a dream. In the speech bubble someone who looks like the old lady is asleep. That person is dreaming they are flying. A group of adults and children of different ages, including one albino child, are sat on the floor. Their facial expressions indicate they are listening closely to the old lady.]

PowerPoint

PowerPoint 'Session 2: How we learn'

- Show **PowerPoint 'Session 2: How we learn'** and ask the participants to discuss the following questions on slide 1 in their groups.
 - What is happening in each picture?
 - Which pictures show examples of learning taking place?
 - Which pictures do not show examples of learning taking place?
 - For each picture where you think learning is taking place, can you describe the learning that is happening?
- If helpful do one example as a whole group using one of the examples in the resources section at the end.
- After each group has discussed each picture, as a whole group ask each group to share their ideas about each picture in turn. Once one group has talked about one picture invite the other group to add their ideas to what has already been said, before moving onto a new group and a new picture.

Note for facilitator: Learning is taking place in every single picture, however the groups may understand different kinds of learning taking place. There are no right or wrong answers. Under each picture in the resources section you can find some notes on the types of learning that participants may mention that you could refer to and draw out during plenary.

- Try to also make the following points during the whole group discussion. You don't need to make them in any particular order:
 - Ü Playing is an important source of learning for all children not just very young children. When we play, we experiment, we create and use problem-solving skills which are all important learning skills

- Ü Children also learn through helping around the home and through being involved in everyday activities such as cooking, and growing food and these are important skills for life
- Ü Learning doesn't only happen at school. Many opportunities for learning exist at home and in the community and these opportunities continue throughout our lives. Learning happens everywhere, all the time.
- Ü You don't need any special resources to support learning at home, everyday objects and many things you can find around the home can support learning.
- Ü Schools focus on academic learning however other key areas of learning and development are equally important; these include social skills, emotional wellbeing, physical coordination, and creativity. All these areas link together to provide a solid foundation for all learning.
- Ü A good way to remember some of the key areas of childhood development is the word **SPICE - Social, Physical, Intellectual, Creative and Emotional**.
- Show PowerPoint Session 2 'How we Learn' slide 2 to summarise the key points.

PowerPoint

PowerPoint 'Session 2: how we learn'

Activity 2.2: 'When did I struggle to learn something new, and what helped me?' (extra activity)

1 30 minutes or more

In this activity participants reflect on their personal experiences of learning throughout their lives. This is an 'extra activity'. If you think you don't have time to include this activity it is OK to skip over it.

Instructions

- Show PowerPoint Session 2 'How we Learn' slide 3.

PowerPoint

PowerPoint 'Session 2: how we learn'

- Ask each participant to write a phrase, showing an occasion in their life when they were trying to learn something, but they found it difficult. For instance, struggling to learn something at school (e.g., a new mathematics task), or at home (e.g., tying shoe laces), or during adult life (e.g. learning another language).
- Ask the participants to work in pairs. One person looks at their partner's. The following questions should be used to guide discussion about the situation:
 - Why do you think you found it difficult to learn?
 - Did anyone try to help you learn? If so, what did they do? Did it work?
 - What else could you do to help you learn faster or more easily?
- The partners then swap and the other person tells their story and answers these questions.
- After the pairs have completed their discussions about their phrases, facilitate a plenary discussion focusing on:
 - What were the barriers to learning that participants experienced?
 - What and who helped them when they were having difficulties?

PowerPoint

PowerPoint 'Session 2: how we learn'

- Show PowerPoint Session 2 'How we Learn' slide 4 and make the following point:

We learn things because we want to or need to, we learn **by doing, through practicing, and with support**. This is true for both children and adults.

Activity 2.3: Video of inclusive teaching and learning in practice

Background information for the facilitator

- Teaching in schools is often very teacher-centred with the teacher seen as a 'source of all knowledge'.
- However, evidence has shown how important **learner-centred methodologies** are in supporting learning, through enabling learners to engage with resources and their environment in a more interactive way.
- A shift towards using these approaches can be seen in many countries, even if they have not yet been fully adopted in practice.
- Teachers are increasingly encouraged to apply interactive or participatory teaching and learning techniques and strategies in the classroom.
- Learners in turn are no longer seen as passive recipients of learning but are required to be 'active' in the learning process. They are expected to **ask questions, form new ideas, invent, become creative, cooperate with others, and solve problems**.
- To support this, teachers are encouraged to use activities in the classroom that involve storytelling, role-play, groupwork and real-life learning.

1 45 minutes or more

- Tell participant that they are going to **watch a video** of teachers in different low-income countries using different activities to support learning in their teaching.
- This video is from a series of videos that EENET produced called 'An Inclusive Day' and there are 10 videos altogether. This video is number 7 and is called 'Teaching and Learning'. The video is 10 minutes long.
- While the participants are watching, ask them to think about the following question:
What are the different ways the teachers are supporting learning?
- Play the video 'An Inclusive Day Programme 7: 'Teaching and Learning'

Resource 2.3

Video: 'An Inclusive Day 7: 'Teaching and Learning'

- Make sure you stop the video at 09.55 mins after the teacher says 'the children are the main actor in their education'.
- Show PowerPoint Session 2: 'How we learn' slide 5

PowerPoint

PowerPoint 'Session 2: How we learn'

- After watching, ask the participants in small groups to discuss the question and note down all the different approaches to support learning that they noticed.
- Take feedback from the whole group and note down participants' ideas on flipchart paper.
- Below is a full list of the activities and approaches seen in the video. However, don't expect the participants to come up with everything on the list or use the same wording, particularly as these participants are NOT teachers themselves.

Here is the full list of approaches seen in the video:

- Activities that involve looking/watching
- Activities that involve listening and understanding
- Activities that involve talking
- Activities that involve touching things
- Activities that involve moving
- Using games
- Using toys
- Making lessons relevant to real life experiences
- Using real life and recycled objects
- Using role play, drama and performance
- Using outside spaces
- Working in groups
- Working in pairs

- Ask the participants: **Why is it important to understand more about how we learn for inclusive education?**

PowerPoint

PowerPoint 'Session 2: How we learn'

- Show slide 6 from PowerPoint Session 2: How we learn

- Explain the following, **understanding more about how we learn** is important because it helps:
 - Ü Teachers think about how best to support learning in the classroom and at school
 - Ø which involves using more interactive and creative activities in the classroom, such working in groups, problem-solving and sharing stories and ideas
 - Ü Parents and caregivers think about how best to support learning at home and in the community
 - Ø which involves building on opportunities for learning at home through everyday activities, such as cooking, growing food, and learning new skills from different family and community members
- Make the point that a lot of these approaches are just as relevant for supporting adult learning as they are for supporting children's learning.
- There is something important that adults have, that children don't however
 - **Life experience**

PowerPoint

PowerPoint 'Session 2: How we learn'

- Show slide 7 from PowerPoint Session 2: How we learn
- This means that we place extra emphasis on certain types of activities that help adults learn in training workshops such as these. These include:
 - Ü ... sharing experiences
 - Ü ... solving problems together
 - Ü ... applying their learning to 'real-life' situations or their work
 - Ü ... understanding why something is important
- Tell the participants that adults learn best when they are doing all of the above. So, we will be using many of these types of activities in the training.

Session 3: Discrimination

Key message

If we understand more about the roots of discrimination, we can become better at stopping it – for any person or group. Which means we can become more inclusive – for any person or group.

Background information for the facilitator

- We all need to reflect on what discrimination is, where it comes from, and how we can all help to stop it.
- It is very important that we all have a wider understanding about discrimination in society. Discrimination against women, against persons disabilities and or those with special educational needs (SEND), against language, ethnic or religious minorities, against IDPs and so on, all has a common foundation.
- Within a training for members of OPDs it is inevitable that participants will focus more on discrimination against persons with disabilities, however as a facilitator it is important to try and broaden the discussions to include other areas of exclusion, including gender, language, ethnic minorities, displaced people and other areas of relevance for the context.
- If we understand more about the roots of discrimination, we can become better at stopping it – for any person or group. Which means we can become more inclusive – for any person or group.

In this session participants will:

- ü Explore what they discrimination means
- ü Explore the root causes of discrimination
- ü Discuss ways of overcoming discrimination

Activity 3.1: Defining discrimination

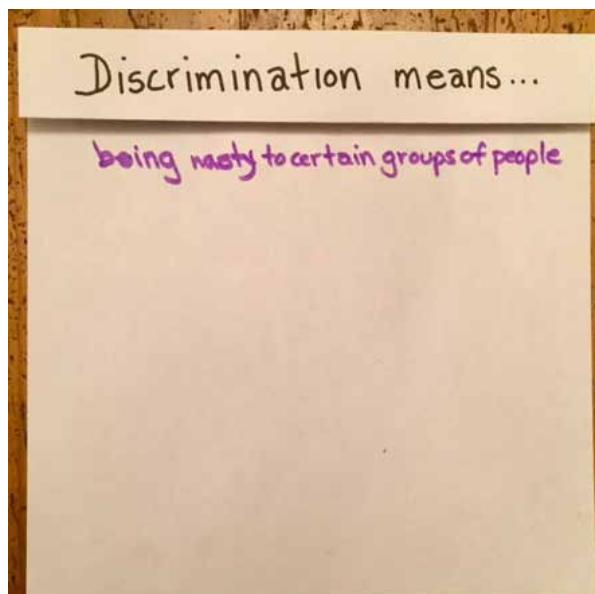
1 30 minutes

Instructions

- Ask participants to work in small groups and give each group a piece of flipchart paper. At the top is written: "Discrimination means...".

- Hold up a piece of paper and show the participants how to fold the paper so that each line is hidden. Give the groups the following instructions:

"One person in your group needs to write one line to explain what they think discrimination means. They must write this line without the others in the group seeing. Then they should fold the paper so that their definition is hidden and pass the paper to the next person. This person writes a one-line explanation, folds the paper to hide their line, and passes the paper to the next person. This continues until everyone in your group has written at least one line each. You can go round the group several times if you want to."



Fold the paper so that the person who is writing can see their own line of text, but not what the previous people have written

[Image description: A piece of paper with 'Discrimination means...' written on the top, with one idea written underneath it.]

- After 10 minutes, the facilitator asks each group to unfold their piece of paper and together read all the lines explaining what discrimination is.



An example of an unfolded piece of paper showing each participant's line of text

[Image description: An unfolded piece of paper showing one group's different explanations.]

PowerPoint

PowerPoint Session 3 'Discrimination'

- Now ask the groups to discuss these questions:
 - Were your statements similar or different? How?
 - Are there any statements you disagree with?
 - Now that you can see each other's statements, is there anything else you would like to add?
 - In your groups, use the ideas you have already written and discussed to create a final short statement about what discrimination is that you all agree with.
- After 10 minutes invite each group to share their short statements with the whole group. Write each statement onto a flipchart. Then show them the following statement of discrimination on Session 3 PowerPoint: 'Discrimination'

Discrimination is the mistreatment of certain groups of people in order to deny them equal access to rights and resources.

- Finally, as a whole group, invite participants to have a short discussion about this statement and compare it with their own statements.

Activity 3.2: Where does discrimination come from? Why does it happen?

1 60 minutes

Instructions

- Acknowledge how diverse our experiences of discrimination will be, and how different they may be even if we are from the same village, the same religion or even family.
- Discriminatory behaviour may range from how people speak to each other, avoidance and exclusion to physical abuse and even organised violence.
- Emphasise the importance of everyone feeling included in this next activity.
- Emphasise how important it is that we need to listen to and respect everyone's' experiences, and recognise that everyone in the group brings with them different levels of skill and knowledge, often because some people had more educational opportunities than others.

PowerPoint

PowerPoint Session 3 'Discrimination'

- Ask participants to work in pairs.
- Show PowerPoint Session 3 'Discrimination' slide 5 and give the following instructions:

"Think of a time in your own life when you experienced discrimination. You may have been discriminated against because of your gender, disability, age, race, religion, language, poverty, etc. Tell your partner about the discrimination":

- What happened?
- What did the other person/people do or say?
- How did you feel?
- What did you do or how did you react or respond?"

- Once the pairs have both shared an example and reflected on these questions, Ask them one more question:
 - Why do you think the people who discriminated against you behaved in this way?
- After a few minutes, invite volunteers to share their ideas with the whole group around why the discrimination happened. They do not need to tell the whole group about the details of their story.
- Write their ideas on a flipchart and try to group the ideas together. The box below provides some other answers that you can give, especially if participants are struggling with this question:

Why does discrimination happen? Answers you can use to guide participants

- People may not realise they are discriminating**; they may think their attitudes and behaviour are normal and acceptable.
- There are lots of stereotypes in every society** (e.g., it is a stereotype that women cannot run their own business; or that children with disabilities cannot learn). Children grow up listening to adults talking about stereotypes like this (e.g. people with disabilities can't work, girls can't do well at mathematics, or they hear teachers or other adults calling children with SEND 'slow' or 'stupid'). Children start to believe that these stereotypes are true. When they grow up they repeat the stereotypes and they start to act on them (e.g., refusing to see a women doctor because they believe she won't be as good as a man; or not wanting to teach or employ a person with a disability because they believe they are unteachable or unemployable). This **behaviour based on stereotypes is discrimination**.
- People may discriminate **because they are frightened**. For instance, they may fear that some groups of people bring bad luck (e.g., fear of disability as a curse). Or they may fear that certain groups are going to take away something that is important (e.g., a fear that refugees/IDPs will take jobs away from local people). Often these fears are based only on stereotypes and misunderstandings.
- People may discriminate in order to **maintain or build their own sense of power**. They believe they can become and stay powerful if they deny rights and freedom to other groups of people.

- Finish the discussion by showing the 'cycle of discrimination' slide 6.

PowerPoint

PowerPoint Session 3 'Discrimination'

- Present each stage of the cycle. To help present the cycle you can use a real example from your own context or you can use the gender example given in **Handout 3.2b**. Tell the participants:

"We can see from the previous activities and discussions that discrimination can be like a cycle. Learners grow up seeing and hearing stereotypes, listening to prejudiced comments and watching discriminatory behaviour among adults. They may also experience prejudice themselves. They think this is normal so they do it themselves when they get older. To make our societies fairer for everyone, and to give everyone a chance to live, learn and work happily, healthily and productively, we need to break this cycle. This means everyone needs to say 'discrimination is not acceptable and I am going to do something to stop it'".

- Ask participants to look at **Handout 3.2a** and **Handout 3.2b** and then discuss in their groups the 'Cycle of Discrimination'. Ask them to discuss what they think is happening in the pictures in **Handout 3.2b** if you haven't introduced it already. Ask participants to also think about how they can all take action to break the cycle which causes discrimination.

Handout 3.2a and 3.2b

Cycle of discrimination diagram

- Now give participants these instructions (on PowerPoint Session 3: slide 7):

PowerPoint

PowerPoint Session 3 'Discrimination'

"Think again about your personal experience of discrimination. In pairs or threes, discuss these questions:

- Did you or someone else manage to tackle the discrimination and make it stop? If so, how? Who helped you?
- If the discrimination was not stopped, what do you think could have been done to stop it – and who could have helped with this?"

- After ten minutes invite volunteers to share their ideas with the whole group regarding how discrimination was stopped or could be stopped. Show sympathy for whatever the outcome was.
- Write their answers on flipchart, grouping similar answers together if possible. Use a different colour pen to note who helped stop the discrimination.

Some examples of possible answers

- Someone powerful (a parent, a teacher, a leader) spoke to the people who were discriminating, and they stopped.
- Several people who were being discriminated against came together and spoke to the people who were carrying out the discrimination, and it stopped.
- We moved away (temporarily or permanently) from the people discriminating against us.
- We reported the discrimination to the police/legal authorities, and they stopped it.
- We spoke up, and the situation got worse.
- Nothing was done to change the situation.

Activity 3.3: The Game of Life

1 30 minutes

Instructions

- Ask for 7 volunteers from the group. Try to encourage a mix of men and women.
- Give each volunteer one of the following roles (they should take the roles without seeing them first so they don't know which role they are going to get). You can also adapt the roles to be more relevant to categories of exclusion in your context, however try to include a mixture of roles with more or less privilege and also include categories of exclusion that may not be present in the group of participants e.g. intellectual disabilities, or someone from a refugee camp.
- Write up each role in large writing on A4 paper before the activity and give these out to each volunteer.

- a boy from an urban slum area
- the son of a prominent politician in Lusaka
- a boy with physical disabilities and wealthy parents
- a girl with epilepsy from a remote rural area
- A boy with albinism from a rural area
- a girl from a refugee camp
- a Princess from the royal family in Chongwe

- Ask the 7 volunteers to move to the middle of the training room and ask the remaining participants to sit at one end but so they are facing the volunteers and can see them. The volunteers should stand in a line with a space in between them facing the sitting participants. They should hold the piece of A4 paper with their role in front of them so it can be clearly seen
- Ask each volunteer to read out their role in turn.
- Explain how you'll be telling a life story, taking the characters on a journey from birth to old age. As you reach each significant life event, you'll ask them to respond as they think their character (or their family) would react.
- Show the following instructions on PowerPoint and explain to the volunteers that they'll need to take:
 - **two steps forward if the event is very likely to happen/the experience is very positive;**
 - **one step forward if the event might happen/the experience is positive;**
 - **one step back if the event is unlikely to happen/the experience is not-so-positive;**
 - **two steps back if the event is very unlikely to happen and the experience is negative.**
- Also, their response should be based on what they think is currently accurate for their culture and situation – not what it ought to be. After each life stage and volunteers' responses, allow time for the others to react and comment. If there's disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. Follow the steps below:
 1. Set the scene for the story. 'One fine day in Zambia, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.'

Note what might happen:

- family is very happy (non-disabled son born), two steps forward;
- quite happy (disabled son/non-disabled daughter), one step forward;
- not happy (disabled son), one step back;
- very unhappy (disabled daughter), two steps back.

2. 'Now you are a bit older, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.'
3. 'You would like to continue your education into secondary school. How likely is it that you will be able to continue? Make your moves.'
4. 'You would like to go on to tertiary education - college or university. How likely is it that you will be able to go? Make your moves'
5. 'Now you are 20. You'd like to get married, or form a relationship. How much do you think this will be possible for you? Make your moves.'
6. 'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'
7. 'A few years go by. Everyone in your age group is having babies. How much will this be a possibility for you?' (Check if the girl with epilepsy takes two steps back, or is instructed to do so by the group. Why did this happen? They may say it's because most disabled women are physically unable to have children – a common myth. Two steps back may well be an accurate response for a different reason – disabled women often don't have children because society thinks they can't or shouldn't.)
8. 'Now you're in your 40s. You have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?'

- Ask the group:
 - Who is in the best position now? Who is in the worst place?
 - Volunteers, how does this make you feel?
 - Does any of this surprise anyone?
 - What can we learn from this activity? (invite response from different participants including the 'volunteers')



Participants playing the 'game of life' in Uganda

[Image description: six people can be seen in the image, standing in a covered area outside a building. They are standing, spaced out and each person is holding a piece of paper with writing on it in front of them. Not all the writing is visible but one of the pieces of paper says 'a girl from a refugee camp' and another says 'a girl with epilepsy from a rural area'.]

- Make the following point:

Different life circumstances (e.g. where we are born, the family we are born into, whether we are a girl or a boy or have a disability), all of which are outside our control, have a big impact on our ability to avoid social exclusion and poverty.

- Make the link with Human Rights – everyone has a right to all of these things – education, getting married, but many factors prevent those rights from being realised
- Show PowerPoint Session 3 'Discrimination' slide 11

PowerPoint

PowerPoint Session 3 'Human Rights'

- Ask participants what human right they think each picture represents. If they don't know, give the answers. The following human rights are shown.

Some examples of human rights you can use to get participants started

1. Right to education
2. Right to work
3. Right to freedom of expression
4. Right to political involvement
5. Right to freedom of movement
6. Right to rest and leisure time
7. Right to legal protection

- Ask the participants, 'What do you think human rights are?'. Ask if anyone can provide a definition of human rights.
- Think about your own lives. Which of your human rights are being upheld? Which do you think are not being upheld?
- Show PowerPoint Session 3 'Discrimination' slides 12 and 13, which explain what human rights are and detail the policies and laws in Zambia supporting inclusive education.

PowerPoint

PowerPoint Session 3 'Discrimination'

- Present the following information to participants:
 - Ø Human rights are legal guarantees that apply across the whole world. They protect individuals and groups against actions (or sometimes the lack of action) that interferes with their freedoms, entitlements and human dignity.
 - Ø Everyone is a **rights holder** – this means human rights apply to every human. We all have the same rights.
 - Ø We are also all **duty bearers**. That means we all have a duty to ensure that human rights are being upheld and not violated. Governments have a big role to play in upholding human rights, but so do we as parents and community members. For example, as a parent, teacher or community member we have the duty to uphold the right to education for every child."
- Invite comments and discussion from the participants.

Session 4: What is an education system?

Key message

The education system in most countries is complex. It consists of many connected elements that need to work together. The education system also needs to connect with other sectors – it cannot work effectively in isolation.

Background information for the facilitator

Almost all countries have an education system consisting of many elements, such as:

- Laws and policies relating to education rights and provision;
- Courts and other bodies to protect these rights
- Government departments, teams or individuals responsible for different elements of education (e.g. budgets/funding, curriculum, examinations, teaching and learning materials, teacher development and recruitment, infrastructure);
- Teaching and support staff;
- School and district managers, administrators, committees;
- Education facilities (e.g. schools, resource centres, colleges, universities);
- Learners, parents, families and community members;
- Related elements such as school health, transport, food/catering, technology.

All parts of the system are connected in some way. Actions or changes that happen in one part of the education system can impact on what happens elsewhere in the system. Attempts to make changes in one part of the system may fail if matching changes are not happening elsewhere in the system (e.g. attempts to improve teaching and learning practice in schools may be ineffective if the curriculum and exam system or assessment procedures are not changing to correspond with these new practices). Therefore, for education to become inclusive we need all elements of the education system to be pulling in the same direction.

Education systems also cannot work in isolation from other parts of the government and social machinery. For instance, there need to be connections with the social welfare, health and justice sectors; with sectors dealing with

employment, business and the economy; sectors responsible for sport, culture, communications and media; as well as with sectors dealing with migration and refugees.

In this session participants will:

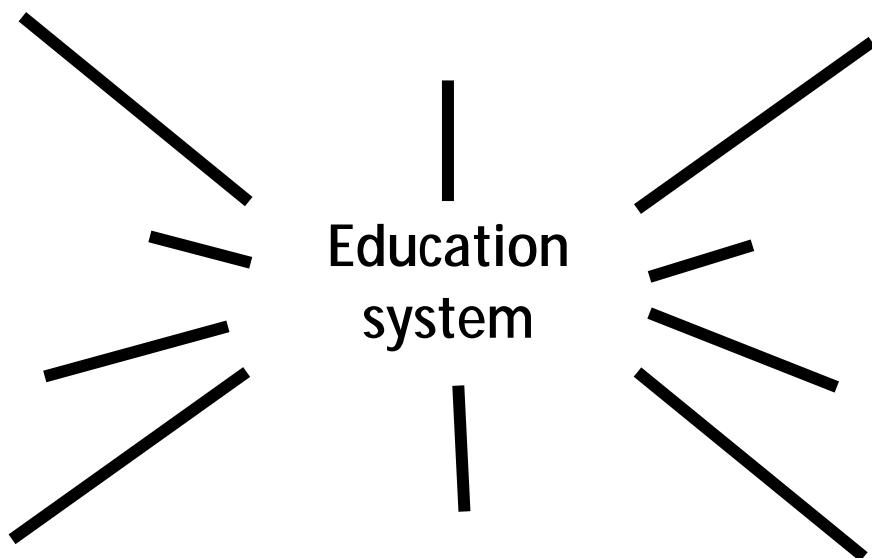
- Ü consider different elements that make up an education system
- Ü consider the inter-sectoral connections/collaborations that are vital for inclusive education.

Activity 4.1: Map an education system and wider connections

1 60 mins

Instructions

- Do not tell participants the background information yet. Make sure you have your elements of the education system ready from [Resource 4.1a](#) cut up
- First write the words 'Education system' in the middle of a piece of flipchart. Draw some lines coming off it (like you are starting to draw a mind-map) – see also the diagram below.



[image description: The words 'Education system' in the middle with ten lines radiating out the central words]

- Ask participants to suggest all the elements that make up an education system. You can do this activity in plenary or in small groups or pairs.
- As you take responses from the group stick the relevant picture from **Resource 4.1a** on the diagram. If the participants mention a component that you don't have a picture for just write or draw the component on the diagram (add more boxes to the diagram as needed).

Resource 4.1a

Pictures of different components of the education system

- Encourage participants to group related elements together or draw lines to show connections between different parts of the education system.
- If helpful, compare the education system to the human body to aid understanding. For example, all the different parts of the body need to work together for it to function effectively.
- Add any important elements of the system that they have missed. See a completed example in **Resource 4.1b: Elements of the education system** at the end of this facilitator's manual
- If you have time, ask them to make another diagram showing all the other sectors that the education system needs to connect with and why. Ask the participants for examples.
- Add any important sectors beyond the education system that they have missed. See a completed example in **Resource 4.1c: Connecting with other sectors** at the end of this facilitator's manual

Session 5: What is inclusive education?

Key message

While we all may have different experiences and ideas about inclusive education, in a truly inclusive approach to education, the learner is never the problem; it is always the system that is the problem

Background information for the facilitator

Every participant will have a slightly different ideas about inclusive education, depending on how much they have already read or heard, and depending on their personal and professional backgrounds. The first activity in this session is designed to help participants find out more about each other's ideas and then reach a more shared idea of what inclusive education is.

The session will go on to provide two very different ways in which we can view the exclusion of learners from education through the 'learner as the problem' versus 'education system as the problem' diagrams. This session will also explore examples of special, integrated, segregated and inclusive education through case studies and clarify misconceptions around the difference between inclusive education and integrated education.

In this session participants will:

- Ü Share different ideas about inclusive education
- Ü Learn that the education system needs to adapt, not the learner
- Ü Explore the difference between special education, segregation, integration and inclusive education through case studies

Activity 5.1: Drawing: 'What inclusive education means to me'

1 45 minutes

Instructions

- Ask participants to work on their own, without discussion, and draw what inclusive education means to them. This can be a picture or a diagram.

- When they are finished, depending on the time available you can do either of the following:
 - Invite each participant to hold up his/her drawing (one at a time) and explain how it illustrates their interpretation of inclusive education.
 - In small groups, ask participants to show and discuss their drawings with each other, and then pick their favourite – the one that has the most interesting message, not necessarily the one that is most well drawn. The favourite drawing from each group is then shared and discussed in plenary.
- Use a flip chart to write down the **key messages about inclusive education** that are mentioned by participants during the plenary session. Then stick the drawings on the wall for viewing and discussion during break times.
- Sum up by explaining that this drawing activity helps to show how we all have different ways of understanding what inclusive education is. We need to acknowledge these differences if we are to avoid misunderstandings and confusion when working on inclusive education.



Examples of drawings made by participants in a previous workshop

[Image description: A photograph showing around 25 drawings stick on a wall. The photograph is not clear enough to be able to describe what the drawings are showing.]

Activity 5.2: Where is the problem located?

1 60 minutes

Key message

The education system is the problem because it is not flexible and innovative enough to meet the needs of different learners. The system needs to adapt, not the learner.

Background information for the facilitator

The two diagrams 'learner as problem' and 'education system as problem' on the following pages provide two very different ways in which we can view the exclusion of learners from education.

The first picture and diagram show how the traditional education system views learners who are different in some way. The speech bubbles show how teachers in non-inclusive schools may **label** learners who are not learning effectively or achieving, for example a learner with SEND. Traditionally the learner is viewed as the problem. This leads schools and teachers to try to create solutions to change the learner, to try to 'cure' her/him, or in some way make her/him fit into the existing system.

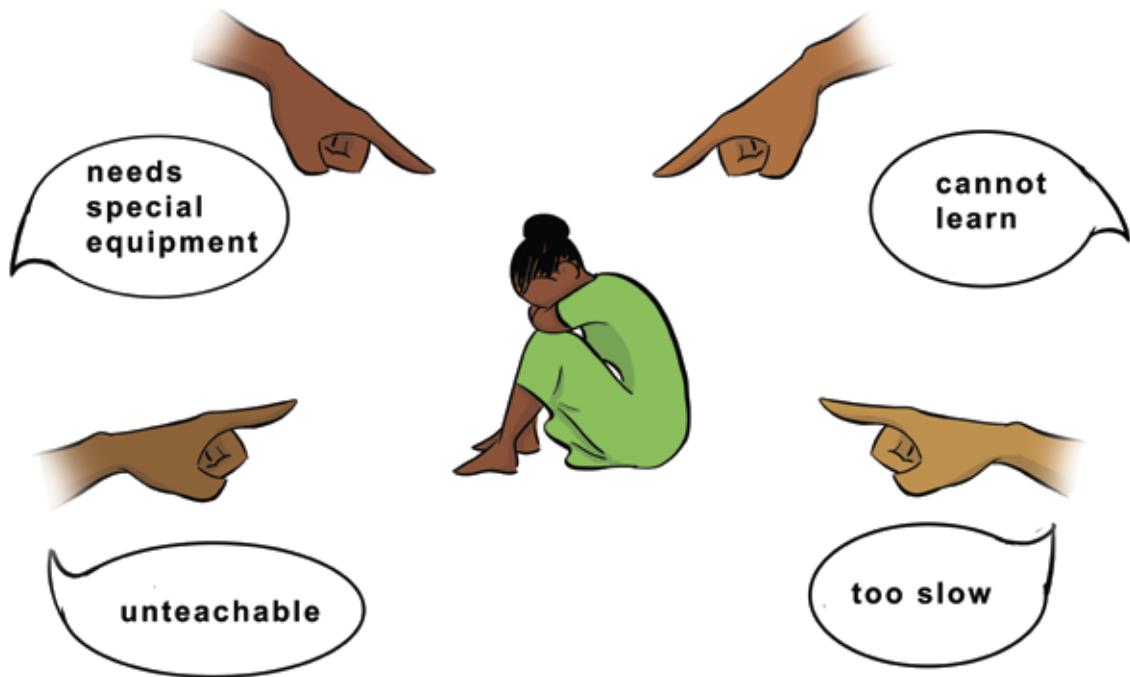
The second diagram 'education system as problem' illustrates an alternative view. Here the individual learner is not the problem. The education system is the problem because it is not flexible and innovative enough to meet the needs of the different learners. **The system needs to adapt, not the learner.**

Instructions

- Show PowerPoint Session 5 'What is inclusive education?' slide 1 - picture showing 'learner as the problem' view.

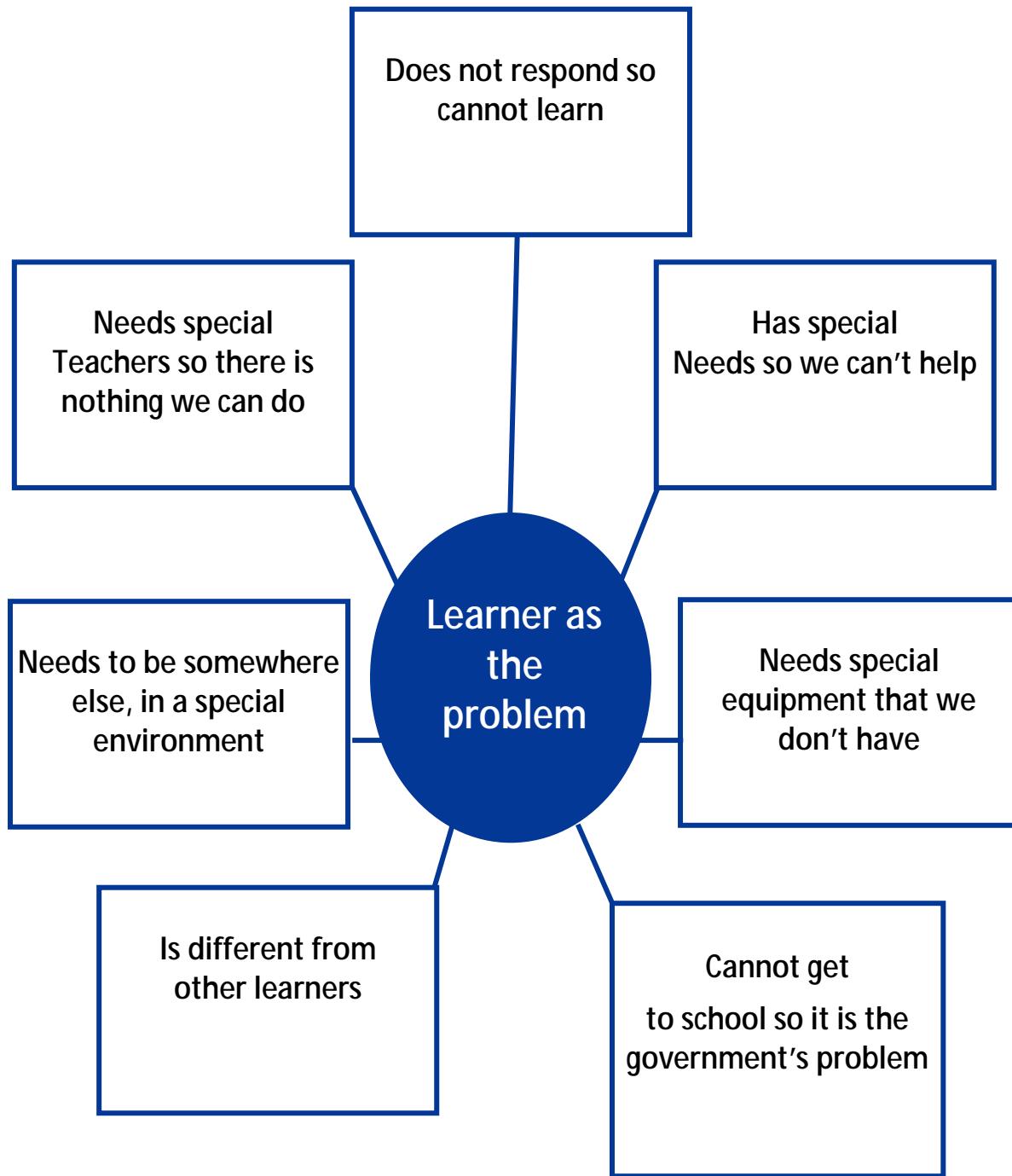
PowerPoint

PowerPoint Session 5 'What is Inclusive Education?'



[Image description: 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 "her family won't benefit", "unteachable", "too slow" and "cannot learn".]

- Ask the participants, 'what do you see and feel when you look at the picture?' Make sure that you are also telling people what the picture looks like in case anyone is not able to see it clearly. You can use the following image descriptor above.
- Explain how the learner is traditionally viewed as the problem. Use the background notes above and the words in the picture to help you with the explanations. Also try to use local examples in your explanations. You don't need to present the 'learner as the problem' diagram on the next page, however you could use some of the examples in your explanations.



[Image description: The image above shows a diagram with the words 'Learner as the problem' in the middle in a box and lines connecting the central box with seven other boxes around the edge. The boxes going clockwise, starting at the top include the following; 1. Does not respond so cannot learn; 2.]

- Make the point that in a truly inclusive approach to education, the learner is never the problem, and the problem is actually the education system.

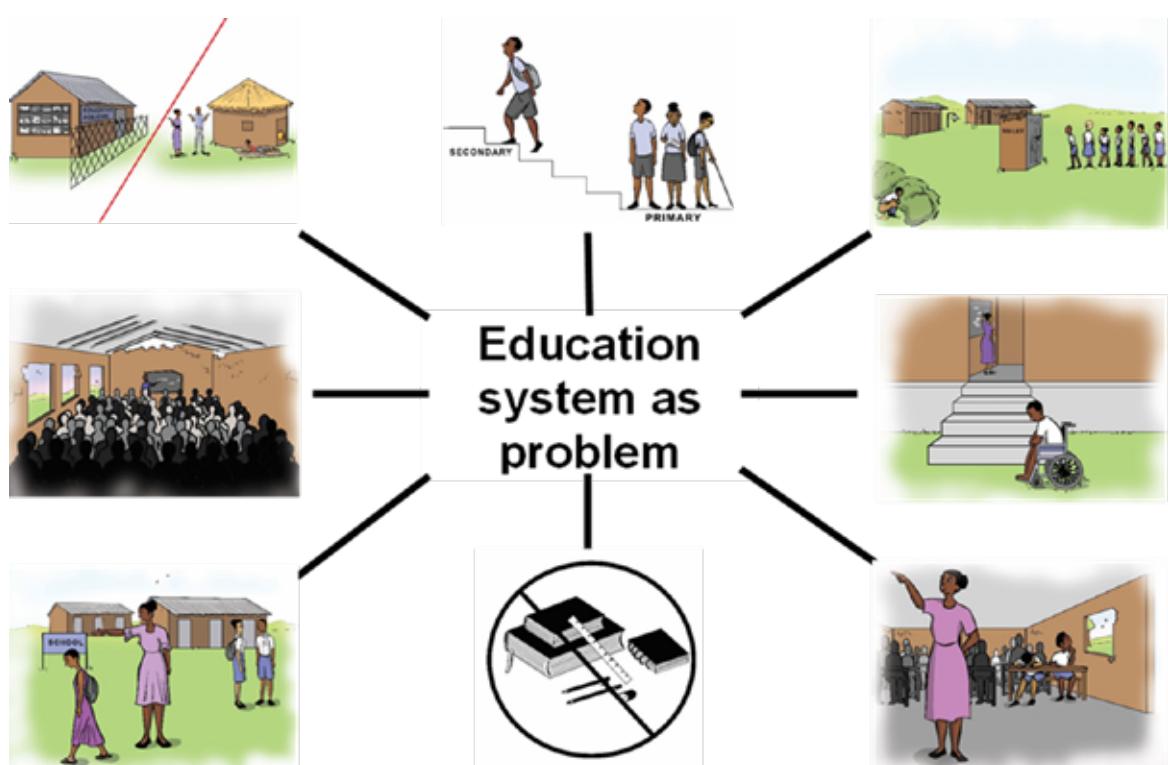
- Write 'Education System as the problem' in the middle of a piece of flipchart. Invite the participants to share one or two examples of problems with the education system. Encourage them to think back to the different elements of the education system that were discussed earlier.
- Divide the participants into groups of 4 or 5. Hand out one set of 10 pictures from **Resource 5.2** to each group. Ask participants to look at the pictures and discuss what they think the 'problem' with the education system is that is being shown.

Resource 5.2

Pictures of 'problems' with the education system

If there are any participants with visual impairments, then the pictures will need to be described to them. Other participants in their group can do this or the image descriptions after each picture in **Resource 5.2** can be used.

- After 10-15 minutes, show PPT slide 2 'Education system as the problem' with pictures around the edge. In plenary discuss each picture in turn and ask each group to feedback one or two examples from their group discussions. The pictures are included in the diagram in the same order as the pictures in **Resources 5.2** moving clockwise from top middle, in case you need to use the descriptors. The participants will have two extra pictures in their set that are not shown on the diagram on slide 2. However, these are included in the 'facilitator's notes on the next page.



Use the facilitator's notes below to guide this plenary discussion. The images are referred to starting from the one in the top middle of the diagram and moving clockwise (as they are included in resource 5.2). It is also fine if the participants have come up with different interpretation of the pictures from the ones described below.

Facilitator's notes: feeding back on the 'education system as the problem' diagram with pictures

Image 1: boy wearing school uniform, carrying a bag climbing up some steps. This example shows how some children are able to progress through and transition to the different levels of the education system while others are left behind. Other children with disabilities and girls (when they reach adolescence) are disproportionately left behind and often drop-out.

Image 2: Children, standing in long queues outside waiting to use a toilet. This example shows how a lack of resources in schools (including toilet facilities) can impact children. Again, some children are affected more. For example, girls often don't attend school when they are menstruating if there aren't any safe clean toilets where they can change and toilets are rarely accessible for wheelchair users.

Image 3: A boy sitting in a wheelchair unable to enter a classroom because of the steps. doorway. This example shows how the design of the school building has created inaccessible environments.

Image 4: A teacher teaching with her back to the learners. This example shows how poor-quality teaching leads to learners' needs not being met. This is often a result of poor quality or non-existent teacher training.

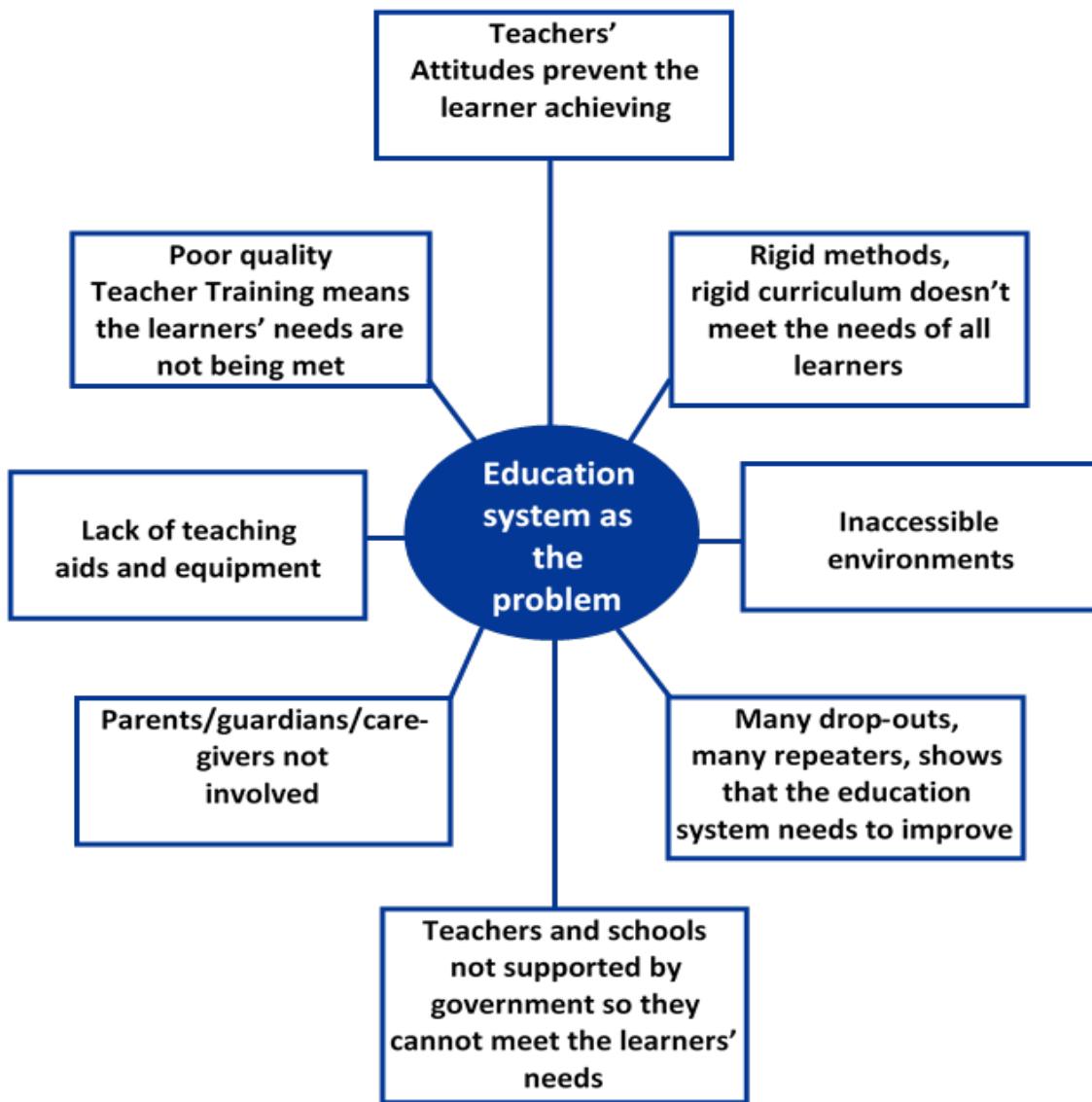
Image 5: Three books in a pile, a ruler, a pencil, a pen and an eraser, with a line through them. This shows a lack of teaching equipment and aids in schools.

Image 6: A teacher sending off a girl who is not in school uniform. This shows how school regulations can keep learners out of school.

Image 7: A crowded classroom with many learners. This shows that there aren't enough teachers for the numbers of learners leading to very high class sizes which also doesn't allow for more interactive and inclusive teaching methods.

Image 8: Two images separated by a red line: a building labelled 'EDUCATION POLICIES' and parents/caregivers of a children with disabilities. This image shows how parents and caregivers are often not involved in their children's education and they are often not aware of inclusive education policies that exist. This is because the schools don't put them into practice and/or they are poorly communicated.

- If helpful, show the 2nd 'Education system as the problem' diagram on slide 3 (and below). Tell the participants that this diagram shows some of the same issues that have already been illustrated by the pictures but also some additional issues. Ask them '**what additional problems with the education system does this diagram show that we haven't mentioned already?**'
- Stress that in a truly inclusive approach to education, the learner is never the problem; it is always the system that is the problem. This activity is intended to help participants reflect on the common perceptions that exist, in which the learner is viewed as a problem, but this activity **should not** suggest that 'learner is the problem' is a valid or acceptable approach.



[Image description: The image above shows a diagram with the words 'Education system as the problem' in the middle in a box and lines connecting the central box with seven other boxes around the edge. The boxes going clockwise, starting at the top include the following; 1. Teachers' attitudes prevent the learner achieving, 2. Rigid methods, rigid curriculum does not meet the needs of all learners, 3. Inaccessible environments, 4. Many drop-outs, many repeaters, shows that the education system needs to improve, 5. Teachers and schools not supported by government so they cannot meet the learners' needs, 6. Parents/ guardians/ care-givers not involved, 7. Lack of teaching aids and equipment, 8. Poor quality teacher training means the learners' needs are not being met.]

Activity 5.3: Is this inclusive education? Case studies

1 75 minutes

Background information for the facilitator

- Inclusive education is often confused with integrated education but they are not the same.
- Inclusive education involves more than just getting marginalised children into school. They must also participate and achieve.
- In order for every child to participate and achieve, we need good quality, learner-centred approaches to teaching and learning.

Instructions

- Play a game to get participants into new groups
- Tell the participants that we are going to explore the differences between inclusive education, integration, segregation and exclusion.
- Explain that 'inclusive education' is a term that is used to describe lots of different approaches to education – some of which is not necessarily inclusive. We all need to think about whether what we are **doing** matches what we are **saying**. This means reminding ourselves of the difference between special education, integrated education and inclusive education.
- Give participants in their groups the following handout and tell them we're going to look at some different examples

Handout 5.3

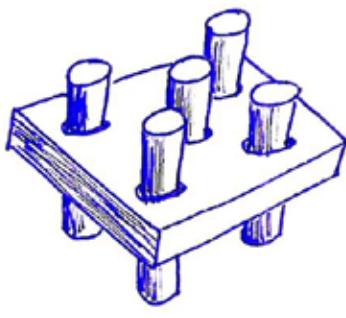
'Is this inclusive education?' case studies

- Ask the groups to read each short example (case study) on the handout. One participant can read out loud to the others if helpful. They should then discuss the questions (PPT Session 5 slide 4):
 - **Do you think each example is illustrating inclusive education, or integrated education, or segregation, or exclusion? Why do you think this?**
 - **What is your understanding of these terms? Do you all agree on what these terms mean?**
- Show PowerPoint Session 5: 'What is Inclusive Education?' slide 4 only.

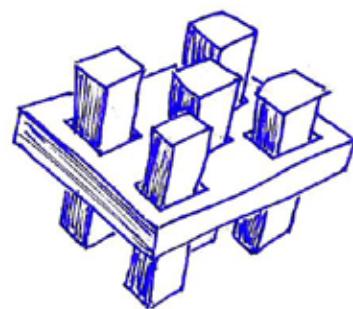
- Participants will want you to tell them the 'answer' but encourage them to take time to discuss and share ideas first.
- After about 20 minutes, stop the group-work and show and explain the 'peg diagram' slides 5-8 one by one. Allow time for debate and questions.

Special education or segregation

There is an education system for 'regular' learners (round pegs); and a different system for 'special needs' learners (square pegs).



'Regular' school

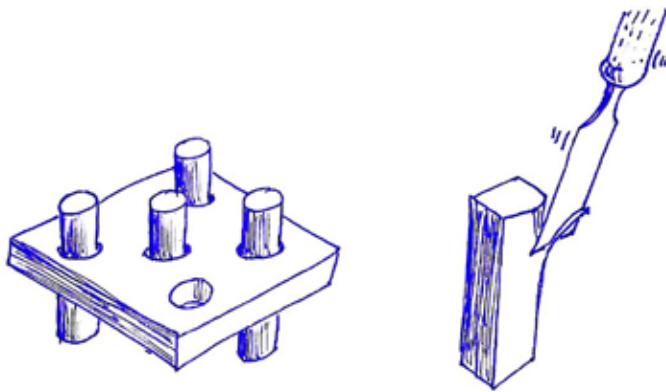


Special school

[Image description: This diagram shows a plank of wood with round holes in it and round pegs passing through the holes. This represents the regular school. Another plank of wood has square holes in it with square pegs passing through the holes. This represents the special school. The pegs represent learners.]

Integration

Here people are trying to change learners so they fit into the so-called 'regular' system (making square pegs fit into round holes). The education system and teaching and learning practices stay the same. Therefore, the learner must adapt or fail.

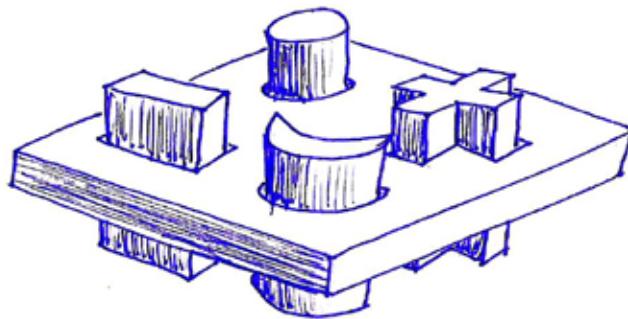


Integrated school

[Image description: This diagram shows a plank of wood with round pegs passing through round holes. One peg is missing. Next to it a square peg which represents a special school learner. This peg is being chiselled into the round peg shape so that it can be put into the round hole in the plank of wood. This diagram represents an integrated school.]

Inclusive education

Here, all learners are different and all can learn in the school to the best of their abilities. The education system is changed to accommodate all learners. The system overcomes its barriers to learning and participation, whether it is because of attitudes, poor environmental conditions, inappropriate policies and practices, or the lack of resources.



Inclusive school

[Image description: This diagram shows a plank of wood with different shaped holes in it and different shaped pegs passing through the holes. It represents an inclusive school, where all learners learn together.]

- Ask the participants to go back into their groups and ask "Now that you have seen some definitions, have you changed your opinion on whether

each story represents inclusion, integration, segregation or exclusion? If so, how? Briefly discuss again in your groups".

- After 10-15 minutes, as a whole group, take feedback, either by reading out each case study in turn and inviting discussion; or by asking each group in turn to explain their answer for one case study and inviting responses from the other groups.
- For some of the case studies there may not be a single correct answer. If participants provide a logical and well-argued answer, which does not exactly match the answer below, but which is not totally wrong either, the facilitator should not tell them they are wrong. Instead the facilitator should present their own answer and ask participants to discuss whether they agree with it (and why/why not).
- The following box provides answers to guide the facilitator.

Story 1 – Exclusion – but not necessarily intentional. The head teacher was trying to solve a problem that was causing girls to be excluded from school, but unfortunately the solution was also a cause for exclusion.

Story 2 – Integrated education – the teacher is allowing children who struggle to learn to be in the class, but she is not making adjustments to her teaching practices, so these children attend without participating or learning. She did make some attempts to be more inclusive (eg changing seating) but gave up when there were no results, instead of trying to think of some different solutions.

Story 3 – Exclusion and segregation – the boys were excluded from the regular class. The solution was to offer them segregated education, but this did not work and dropped them out, so they are again excluded.

Story 4 – Inclusive education – the teacher is using peer-support to help Yusuf, being flexible with assessment/testing approaches, and finding creative ways to give Yusuf and other children extra support when needed.

Story 5 – Integrated education – Halimo is allowed in class but the teacher is not making adjustments to support her active participation and learning.

- Refer to story 5. Highlight the following:

"This story is an example of integration. This is because Halimo's teacher has allowed her to enter the regular classroom, but Halimo is not actively participating or learning. Her teacher is not taking her learning seriously or using learner-centred approaches to help engage and support Halimo. Halimo is just sitting doing nothing. She is not participating and she is not achieving anything (academically or socially). In building up our definition of inclusive education we therefore understand that inclusive education is when all learners are **present**, are **participating** and are **achieving**. If they are just present, then it is not inclusive education – although the project/school may at least be moving in the right direction".

- Show PowerPoint Session 5: 'What is Inclusive Education?' slides 9 - 11

PowerPoint

Session 5: What is inclusive Education?

The image descriptions for slides 10 and 11 can be found below:

[Image description: In the foreground two girls, one with albinism, are sitting on the floor laughing with a large piece of paper between them with writing and drawings on it. In the background two learner a boy and a girl, the boy is with a crutch, are sticking a large poster on the wall. To the right three children are sitting either side of a desk, two girls and a boy and a teacher is smiling and leaning over them. They are all in a classroom with pieces of paper with writing on the walls].

[Image description: Three girls are playing outside with the school building in the background. One girl in a wheelchair is holding one end of a skipping rope and a second girl is holding the other end. They are both in school uniform. A third girl in uniform is jumping over the rope. They are smiling.]

Session 6: Barriers to inclusion in education

Key message

The biggest barriers to the inclusion of everyone in education may not always be physical – they may be caused by negative attitudes, or by government or school policies that are discriminatory, or by teaching practices that don't facilitate the participation of all learners.

Background information for the facilitator

When we think about barriers to inclusion, often we immediately think about physical barriers, such as stairs and a lack of ramps. However, the biggest barriers to the inclusion of everyone in education may not always be physical – they may be caused by negative attitudes, or by government or school policies that are discriminatory, or by teaching practices that don't facilitate the participation of all learners, or by a lack of human and material resources. Some barriers require us to spend money to solve them (like building a ramp or printing accessible books). However, many barriers can be overcome without a huge amount of money, but instead by more carefully using the money that is already available or finding solutions that are not expensive.

To understand in more detail the reasons why some learners do not attend or join in at school we need to analyse the barriers (obstacles) getting in their way. This session will help participants to understand what a barrier to inclusion is, what sorts of things can be barriers and how these barriers affect learners. This is a key step before we then start trying to work out how to solve these barriers and include more learners.

In this session participants will:

- Ü Explore different types of barriers to inclusive education and learn that negative attitudes are one of the most fundamental barriers
- Ü Understand that different people (learners, teachers, parents, may interpret barriers to inclusive education differently)

Activity 6.1: What do we mean by barriers to inclusion?

1 45 minutes

Instructions

- Explain that when developing more inclusive, quality and learner-friendly education, we need to have a clear idea of what challenges (or barriers) exist, so that we can find appropriate solutions that suit the context.
- Explain that barriers are not always easy to see, they cover a wide range of issues, and different people may perceive or prioritise different barriers to inclusion within the same situation.
- As we have already discussed, we also need to think about these barriers from a social perspective – i.e., think about the problems in the society and/or the education system that cause learners to be excluded.
- Ask the participants to think about the types of barriers to education that they have experienced. Give them a few minutes to discuss these in their groups
- Take feedback from the groups and try to group the examples they share under the six headings: **the environment, attitudes, policies, practices, information or resources**.
- Ask participants to look back at the 8 ‘problem’ pictures they discussed earlier. Hand out the pictures again if you collected them back in earlier in the day. Ask groups if they can look at the pictures and see if they can put the pictures into one of the 6 categories listed. In some cases, the picture might illustrate more than one type of barrier. Give them 10-15 minutes to discuss.

Resource 5.2

Problem/barriers pictures

- Show PowerPoint Session 6: ‘Barriers to Inclusive Education?’ slides 1-6

PowerPoint

Session 6: Barriers to inclusive Education?

- Explain the different **types of barriers** referring to the different examples given in the pictures (in the PPT slides) and adding your own examples as you go.
- **Environmental barriers.** These may include school buildings, surroundings and toilets which are not accessible or are unsafe, sub-standard or dangerous. It also may include the way to and from school being unsafe.
- **Attitude barriers.** These may include: negative attitudes towards diversity and the stereotyping of people, low expectations around some learners which distort teachers' assessment of learners' needs and potential; inappropriate communication; undervaluing what learners and their parents/guardians/care-givers can bring to school; and failure to involve parents/guardians/care-givers and the wider community in the school and its activities. Also parents/guardians/caregivers not valuing education for their children).
- **Policy barriers.** These may include inflexible learning structures and timetables; a narrow curriculum with little relevance to the learner's experiences or their preparation for the world of work; inadequate policies and legislation that fail to address the educational disadvantages experienced by low-income families. (Example 1: school policy that all children need to wear a uniform resulting them in being turned away if some of them come to school not in uniform. Example 2: children being required to repeat grades or dropping out if they are not supported in an inclusive way to progress through the different levels of the education system)
- **Practice barriers.** These may include inadequately or inappropriately trained education leaders and teachers; lack of awareness of effective teaching methodologies; lack of awareness of effective strategies to support curriculum access and the development of a second language that is not your home language.
- **Resource barriers.** These may include a shortage of teachers; large classes; inappropriate and inadequate support services, including of those that can offer language or learning support to teachers and learners.
- **Information barrier:** This includes parents and caregivers not being aware that their child can go to the local school, inclusive education policies not being put into practice in schools and schools not regularly communicating with families.
- Finally, make the following points:

- When we think about barriers to inclusion, often we immediately think about physical barriers, such as stairs and a lack of ramps.
- However, the biggest barriers to the inclusion of everyone in education may not always be physical – they may be caused by negative attitudes, or by government or school policies that are discriminatory, or by teaching practices that don't facilitate the participation of all learners.
- Some barriers require us to spend money to solve them (like building a ramp or printing accessible books).
- However, many barriers can be overcome without a huge amount of money, but instead by more carefully using the money that is already available or finding solutions that are not expensive.

Activity 6.2: Using photographs to reflect on inclusive education

1 60 minutes

Photographs can be a great way for facilitators to stimulate participants to think about and discuss inclusion issues, and to reflect on their own experiences and ideas. This is called photo elicitation.

Resource 6.2

Photos

Instructions

- Give each group of participants one complete set of photos. Ask participants to discuss whether they think the photos show inclusive education or not.
- Can they identify at least one barrier to inclusion in each photo? This could be an environmental, policy, attitude, practice or resource barrier or a combination.
- Ask participants to also look for examples of inclusive solutions within the photos. Disagreement is OK as there is no right or wrong answer.
- Facilitate whole group feedback on the photos, using one of the following approaches:

- a)** Show each photo on screen and invite participants to call out their answers. Would need to make sure that photo is explained to those who might not be able to see
- b)** Invite different groups to present their answers for different photos and then allow other groups to comment, disagree and discuss.
 - Sum up by sharing some of the learners' intentions when taking the photos.
 - Explain how this activity shows that everyone has different interpretations of a situation. Learners, teachers, parents/guardians/care-givers, etc, may all interpret the same situation in a different way, leading to different ideas about what the barriers and solutions are. Allowing learners to take pictures of their experiences of being included/excluded often produces very different conclusions to what adults think is 'right' for learners.

Session 7: Inclusive education advocacy

Key messages

- Advocacy is about taking action to bring about change and we are all advocates when we do something to bring about that change, however small.
- Advocacy often involves helping people to find their voices to bring about changes in the way people think (attitudes) and in the way things are done (practices).

Background information for the facilitator

- Advocacy is often seen as something that only people in leadership positions are involved in and require high levels of knowledge and skill.
- This session is about starting to build knowledge and understanding about what advocacy really is and how we all have the capacity to be good advocates.
- It will aim to get the participants to reflect on their own lives and communities and to consider how they have advocated to bring about change, even if that change was very small.
- The session will also introduce the participants to some of the key skills that people can use to be effective advocates. This will help them to develop their plans around advocating for inclusive education in their communities.
- The session will use the LOOK, THINK & ACT steps of action research to introduce the participants to good skills for advocacy. Later we will use these as the building blocks to start developing advocacy plans.

In this session participants will:

- Ü explore what advocacy is
- Ü reflect on ways in which they have been advocates in their lives
- Ü learn about some key skills that are useful for good advocacy work.

Activity 7.1: What is advocacy?

1 60 mins

Instructions

- Start the session by making sure that each participant has a couple of 'post-its' or pieces of paper in two different colours (e.g. yellow and pink).
- Put two pieces of flip chart paper up on the wall and at the top of one write "what I wanted to change (issue)" and on the other one write "what I did to bring about change (actions)"
- Introduce the session to the participants by sharing Nelson Mandela's quote:

It always seems impossible, until it's done
Nelson Mandela

PowerPoint 7

PPT Session 7: Inclusive education advocacy

- Show the first 3 PPT slides. The slides introduce the concept of advocacy by presenting some simple messages about what it is (these are listed below):

Slide 2:

- Advocacy is about helping people to find their voices
- Advocacy is about changing attitudes (the way people think up and understand things)
- Advocacy is about influencing decisions that are made (e.g a school policy)
- Advocacy is about helping to change the ways that things are done (practices), including the ways that institutions (e.g. schools) function
- Advocacy involves formal processes (e.g. contributing to the writing of a new government policy) or informal processes (e.g. speaking at your local church group about the rights of people with disabilities)

Slide 3:

- Advocates are people who take action to make positive social change
- Advocates can work for change in their lives, their families, communities, countries or internationally
- Advocates build relationships with other people and identify allies so they can build partnerships and networks within and across communities

- When you have gone through these slides put up slide 4 (picture of parliament and people doing informal advocacy)
- Ask the participants to look at the pictures (or descriptors) and to share their ideas about what is happening in the two images. The descriptors for the pictures are below:



[Image on left description: a group of people are sitting in a tiered seating arrangement facing a speaker who is not in the picture. The group includes one woman in a wheelchair who is making notes, one man with albinism has his arm in the air and one woman who is standing with her arm raised. Two other people are turning to face each other and say something. The word PARLIAMENT is written in capital letters across the bottom of the picture.]

[Image on right description: Three people are standing talking. The woman on the right is using her hands to make signs to a man opposite who is also making signs with his hands. The woman in the middle is listening and watching. In the background there are some shops and a church and a girl, not in school uniform, is pushing a boy in a wheelchair.]

- Explain to the participants that they are now going to reflect on times in their own lives when they have been an advocate.

- Tell them there are no right or wrong answers in this exercise – it is just about thinking of when we tried to change something because we felt it was wrong or something needed to be made better.
- Ask the participants to take the **yellow post-it** and write down **one ISSUE** in the past that they felt strongly about/saw happening/wanted to change in their community and where they did something to change it.
- Explain to the participants that the issue could be a small thing (e.g. seeing that the neighbours children were always hungry OR a bigger thing like seeing that the poor road surface was stopping people from getting to the local school when it rains).
- Say to the participants that if there is anybody who cannot write their issue down on a post-it you will assist them, or they can get another participant to assist them.
- Once they have written the issue down ask them to take the **pink post-it** and write down what **ACTION** they took to try and change what they saw (e.g. they spoke to the neighbour and made some extra food for the children OR they organised a meeting to speak to the local councillor to get his/her assistance to get the council to improve the road surface).
- Once each participant has completed both their post-its, ask them to briefly share with a partner (the person sitting nearest them) their ISSUE and the ACTION they took. They should ask each other questions so they understand the situation fully.
- Next ask everyone to stick their post-it notes on the two flip charts – yellow ones under 'issues' and pink ones under 'actions' (Slide 5 has these instructions).



Participants stick their 'issues' and 'actions' on the wall in Uganda

[Image descriptor: there are two pieces of flipchart stuck on the wall, the one on the left is titled 'the issue' and the one on the right 'the action'. There are several pieces of red paper with writing on them on the left flipchart and several pieces of yellow paper with writing on them on the right. It is not possible to see what is written. Two men are adding a red piece of paper on the left and a woman on the right is holding a red piece of paper and waiting. A man is sitting down and looking at what is stuck on the wall.]

- Ask the participants to move towards where the post-its are displayed on the wall and read some of the examples given. If the writing is very small or some of the participants can't read, then read out a few examples for the whole group.
- Ask the whole group what they noticed about doing this activity.
- Ask them if anyone would like to share with the group what it felt like to think of oneself as an advocate. Let them share their thoughts on this.
- There may be particular points you would like to emphasise here in the plenary such as:
 - We are all already advocates
 - Advocacy takes many forms

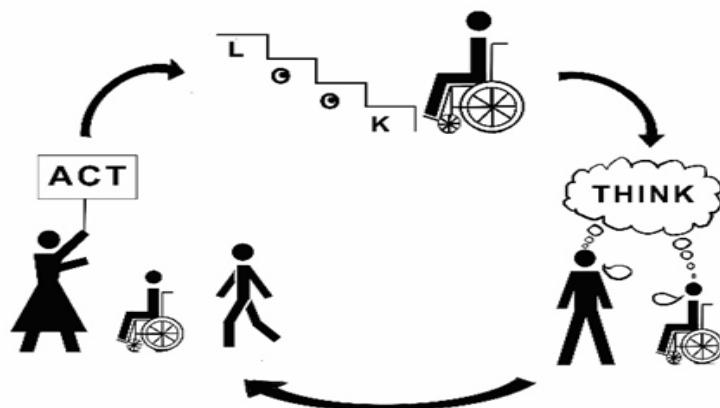
Activity 7.2: Key skills for effective advocacy

Activity 7.2 (i): Using action research for effective advocacy

1 15 mins

Instructions

- Show slide 6 of the PPT to the participants. This slide shows the action research cycle, involving the three steps of looking, thinking and acting.



[Image descriptor: 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. At the bottom of the steps is a wheelchair user. The second image moving clockwise shows a person and a wheelchair user 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 a man and a woman together. The woman is holding a placard that says ACT in capital letters.]

- Keep the slide up and ask the participants to talk to the person next to them. Ask them to discuss with this person what they think is happening in the diagram for each of the small drawings. Give them about 5 mins to discuss the diagram.
- After 5 mins ask them to share with everyone their ideas about what is happening in each of the small drawings (each part of the cycle). Capture things that come up on the flipchart. Take about 5 mins for the feedback.
- Explain to the participants that we are now going to do some activities to explore and practice using the action research cycle.

Activity 7.2 (ii): LOOKING at barriers and supports to inclusive education

1 15 mins

Instructions

- Explain to the participants that we are now going to watch a short video about the barriers that children with disabilities may face on their way to school in the morning.
- Ask them to think about two questions (Slide 7) while they are watching the video
 - Question 1:** What are the different kinds of barriers that the school children in the video experience when getting to school?
 - Question 2:** What examples are there in the video where other people or members of the community did something to support the children and to overcome the barriers they faced?
- Now play the EENET video: 'An Inclusive Day: Programme 2: Getting to school' from the USB stick (8 mins)

Resource 7.1

EENET Video-based teacher training on inclusion: Getting to School

- After watching, briefly ask participants as a whole group for their immediate responses to the video. You could ask the following questions:
 - Did they recognise the scenarios? Do they have similar issues in their communities?
 - What jumped out at them most from the video? Why?

Activity 7.2 (iii): THINKING about barriers and supports to inclusive education

1 1 hr 45 mins

Instructions

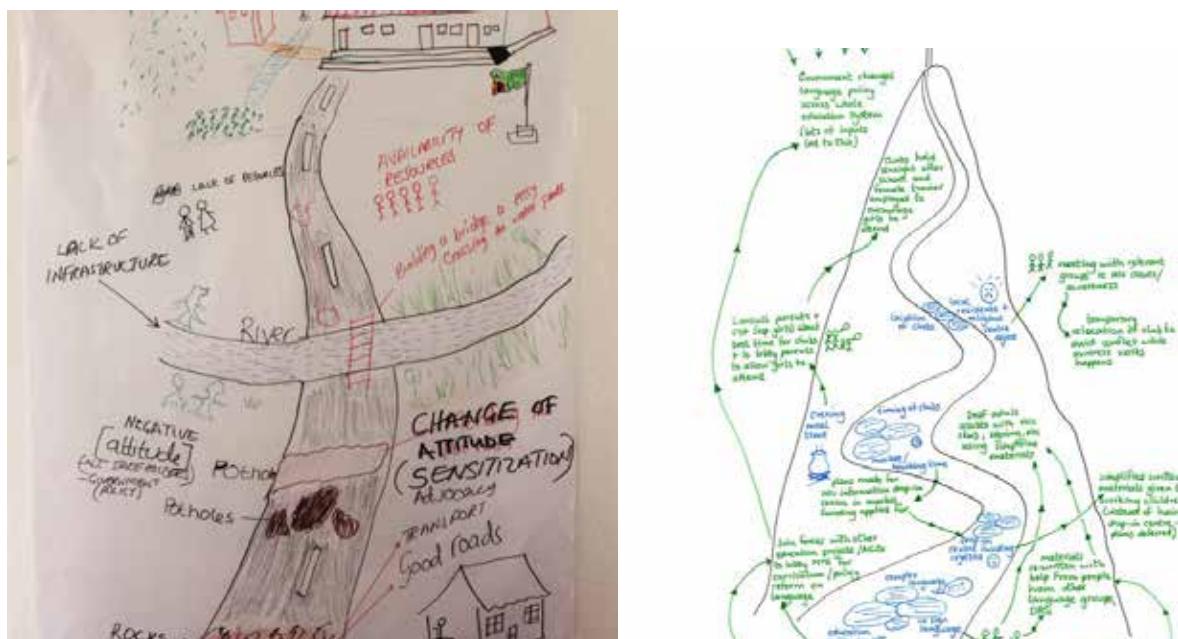
- Ask the participants to break into groups of 4 or 5. Give each group a flip chart and a few different coloured pens.

- Explain to the participants that we are now going to create a mountain diagram. Show the participants the next two slides (Slides 8 & 9) of the PPT, which explains what a mountain diagram is and shows some examples.

PowerPoint 7

PPT Session 7

- Tell participants that:
 - These diagrams help people to think about their goal (the 'top of the mountain') – here our goal is build an inclusive education system in Zambia.
 - Going up the mountain involves identifying problems (**barriers**) that you are likely to find on the way to the top
 - Going up the mountain also involves identifying the **supports** that will help you to find solutions on your journey to the top



[Image descriptor: There are two drawings on flipchart. The drawing on the left shows a long curving road going towards a schools building. The road goes across a river. On the left-hand side of the road are written some 'challenges' such as 'negative attitude and 'lack of infrastructure' and on the right-hand side of the road there are some solutions, such as 'change of attitude (sensitisation)' and 'building a bridge'. The drawing on the right shows the outline of a mountain and a winding road going to the top. There are words and drawings at different stages but it is not possible to see what is written].

- Ask the groups to start drawing their own mountain diagrams. While they are drawing their mountain diagrams, ask groups to think back to the questions:
 - Question 1:** What are the different kinds of barriers that the school children in the video experience when getting to school?
 - Question 2:** What examples are there in the video where other people or members of the community did something to support the children and to overcome the barriers they faced?
- They should show on the mountain (by drawing a picture or in words) the barriers to inclusive education they noticed in the video
- Remind the participants that when we discussed what advocacy was, we noted that advocacy involves finding good partners and allies to build strong networks.
- Now ask the groups to add to their mountain (in another colour) the allies and support systems they noticed in the video.

TEA BREAK

1 30 mins

Instructions (continued)

- When everyone has finished tea, ask them to go back to their groups to do some more work on their mountain diagrams.
- Ask the participants to now think about their own communities and add to their diagrams any other barriers to inclusive education they have noticed in their community.
- Remind the groups of what was discussed in the session on barriers to inclusive education the day before and the different kinds of barriers that are important to think about. The video only focused on barriers that learners experience 'getting to school' but there are many other barriers they could experience once they arrive at school, for example in participating in the learning process in the classroom. (These instructions are also on PPT 11)
- When the participants have captured the other barriers on their diagrams, ask them to now add to their diagram (in a different colour) the allies and support systems that exist in their community that they feel are important

to addressing the barriers to inclusive education that they have captured on the diagram.

- Once everyone is finished, ask a representative from each group to stick the mountain diagrams on the walls around the training room.
- Ask the participants to walk around the room and do a 'gallery walk' of the mountain diagrams – looking at everyone else's diagrams. Remind the participants to support each other by reading out and describing the mountain diagram to anyone who is not able to see it or read it.

Activity 7.2 (iv): ACTING to address barriers to inclusive education and strengthening support

1 60 mins

Instructions

- Remind the participants that the third part of the action research triangle is about ACT - so doing something to bring about the change you want to see (you can show them Slide 5 again).
- Explain to the participants that they are now going to do some 'acting'. They are going to act out a real-life situation where people are taking action to bring about change.
- Explain to the participants that the role play is going to be about taking action to address barriers to inclusive education in the community.

Handout 7.2

Role play: Addressing barriers to inclusive education (handout)

Preparing for the role-play

- Read out the description of the role play to make sure that everyone knows what is going to happen in the role play.
- Give each participant a copy of the handout which describes the role play. Then ask participants to volunteer for the role that they would like to play. Everyone in the group will have a role.
- Once the roles have been decided ask everyone to think individually about their roles, the kind of experiences they have had that have led to the

attitudes and beliefs they have about inclusive education. This will influence what they say in the role-play.

- Remind the 'community members' to think about the kinds of questions they would like to ask if they phone into the radio programme.
- Explain to everyone that although the handout explains what the role play is going to be about, they can make up new things if they want to and can interpret the roles in whatever way they like. The aim is for everyone to also have some fun with this activity.
- Set the room up to look like a radio station and seat the main actors together in a semi-circle
- When the room is ready, start the role play and tell everyone that the role play will last for approximately 20 minutes. (Some instructions to remind the participants are also on PPT 12)

During the role-play

- As the facilitator you may just be able to sit back and enjoy the role play. However, you also may need to encourage 'community members' to call in, or even act as a community member yourself to ask a question to help push the conversation in a particular direction or help bring certain points out



Participants in Uganda conducting the radio programme role-play

[Image descriptor: The photo shows six people sitting on chairs around a table in a workshop training room. One person is in a wheelchair. Holding a microphone and talking. The others are listening. In the background there is someone standing and to the left someone gesturing (using sign language) and communicating with someone else outside the photo].

After the role-play

- Once the roleplay is finished call everyone back together and ask the participants to reflect on and share their thoughts on the questions about the roleplay in the handout.
- Remind the participants that there are always no right or wrong answers and it is always valuable to have different ideas and opinions.
- Thank everyone for their participation
- Explain that later in the training we are going to start thinking about what we have learnt about advocacy and how we can use this in our communities

Session 8: Building awareness about inclusive education in the community

Key messages

- Building awareness about inclusive education involves
 - Challenging negative attitudes and beliefs
 - Sharing information and positive examples
 - Supporting people to understand something differently so it makes sense to them
- We cannot change others' negative attitudes and beliefs. We can only change our own. Understanding what shapes our own attitudes will help us to challenge negative attitudes and strengthen positive attitudes to inclusive education in others.
- So being advocates for inclusive education is also about being change agents where we work to challenge negative attitudes and beliefs and strengthen positive ones.

Background information for the facilitator

- Building awareness about inclusive education in communities involves more than telling people what inclusive education is. It involves challenging negative attitudes and beliefs and helping people to understand better what inclusive education is and why it is important.
- To do this we need to understand better where attitudes and beliefs come from. We can do this by reflecting on what has shaped our own attitudes and beliefs and what has changed them.
- Our attitudes and beliefs come from a combination of our experiences and what we have learnt, usually over a long period of time.
- Influencing positive change in other people's attitudes and beliefs takes time and won't happen through a single conversation, radio programme or advocacy activity. As agents of change (advocates) it is our job to sow seeds for change and create an environment where change is more likely to happen.

In this session participants will:

- Ü Explore where attitudes and beliefs come from and what shapes them
- Ü Reflect on their own attitudes and beliefs and what has shaped them

- Ü Learn about ways to positively change people's attitudes and beliefs, and build new understandings of inclusive education in their community

Activity 8.1: Where do attitudes and beliefs come from?

¹ 25 mins

Instructions

- Ask the participants to think back to Session 3 where we talked about discrimination
- Remind them that they were asked to remember a time when they experienced discrimination. One of the questions they were asked to think about was:

Why do you think the people who discriminated against you behaved in this way?

- Ask them if they can remember some of the causes of discrimination. Take a few ideas from the whole group. Some of the examples we talked about in Session 3 were:
 - Fear
 - Negative attitudes
 - Not understanding or not having the correct information
 - Bad experience
- Remind the participants that we discussed the "cycle of discrimination" and learnt how discrimination happens because of the discriminatory attitudes that people may have towards other people or groups of people (e.g. refugees). These attitudes may make people behave in a way that leads to discrimination.
- Tell the participants that attitudes can be both positive and negative. Attitudes can lead to discrimination. But they can also make people challenge discrimination and behave in way that contributes to everyone having equal access to rights and resources. So, we need to understand where attitudes come from so that we can challenge those attitudes that lead to discrimination and strengthen those attitudes that lead to positive change.

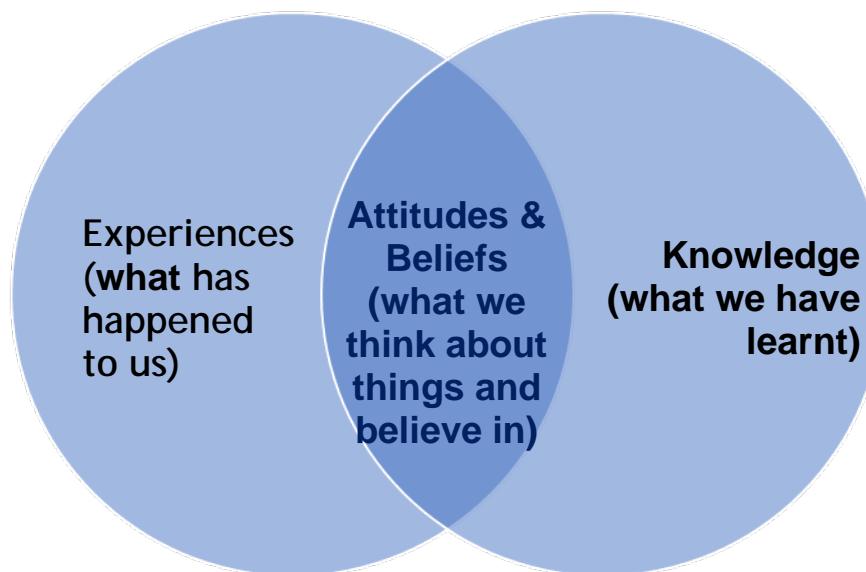
- Tell the participants that in this session we going to think about where attitudes come from so that we can understand better what may inform and shape attitudes to inclusive education among members of our community. We will also think about the most effective ways to challenge any negative attitudes to inclusive education and strengthen positive attitudes.
- Put up on the screen PPT 8

Power Point Session 8

PPT Session 8, Slide 1: where attitudes and beliefs come from (attitude circles)?

- You can also draw this diagram on the flipchart

Where do attitudes and beliefs about inclusive education come from?



[Image description: the image shows two overlapping circles. On the left-hand circle, it says 'experiences (what has happened to us)'. On the right-hand circle, it says 'knowledge (what we have learnt)'. In the overlapping area in the middle it says 'attitudes & Beliefs (what we think about things and believe in)'.]

- Make sure that each person has an A4 sheet of white paper. Ask them (or their assistant) to draw two overlapping/intersecting circles like there is on the PPT slide. Make the circles quite big so they can write inside them.

- Draw your own set of circles on the flip chart (you are going to use this to show the participants what to do).
- Ask them to label the circles in the same way as they are on the PPT slide.
- Make sure that each person has three different coloured pens
- Ask the participants to think back to Session 3 and the time they had remembered when they had experienced discrimination
- Ask them to write in **one of the coloured pens** in the middle section where the circles overlap what they think the **most important attitude or belief** was that made the person discriminate against them.
- Show the participants how to do this by giving an example of your own experience of discrimination and writing the attitude or belief on the flip chart. Some examples could be:
 - It's more important for boys to go to school than girls
 - Women can't be principals because they have too many responsibilities at home
 - People with disabilities can't manage a normal job
 - Refugees from other countries take our jobs
- Ask the participants to then think of **one experience** (something that happened) that the person/people might have had that could have contributed to that attitude. Ask them to write this experience up **in the second colour pen** in the "experiences" circle.
- Show the participants how to do this by writing up a possible experience in relation to your own example.
- Ask the participants to then think of something the person/people may **have learnt** while growing up that could have contributed to that attitude. Ask them to write this up **in the third colour pen** in the "knowledge" circle.
- Show the participants how to do this by writing up something that may have been learnt in relation to your own example.
- When everyone has finished writing up the attitude/belief, experience and knowledge on their paper, ask them to share what they have written with a partner or in small groups.
- When everyone has had a chance to share what they have written ask the participants the following questions:
 - Would anyone like to comment on this activity?

- How easy was it to try and think about what contributes to people's attitudes and beliefs?
- Remind the participants that this session was about starting to think about attitudes and beliefs and where they come from. It was also about remembering that attitudes and beliefs play an important role in discrimination, so we need to understand where they come from to challenge discrimination.
- When you have finished the discussion, ask the participants to stick their circles up on the wall.



An example of overlapping 'experience, belief and knowledge' circles from a participant in Uganda

[Image description: The title 'where do attitudes and beliefs come from?' is written at the top of a piece of flipchart paper. Underneath the title are two overlapping circles. The one on the left has the word 'experience' written in red with the words 'every farmer has no education qualification' written in green. The one in the middle has 'beliefs' written in red and the words 'agriculture is for the school drop-outs' in orange. The one on right has 'knowledge' written in red with 'whoever didn't attend school must be in farming'.]



An example of overlapping 'experience, belief and knowledge' circles from a participant in Uganda

[Image description: The title 'where do attitudes and beliefs come from?' is written at the top of a piece of flipchart paper. Underneath the title are two overlapping circles. The one on the left has the word 'experience' written in red with the words 'in the family no one has ever produce a lame child' written in blue. The one in the middle has 'beliefs' written in red and the words 'they thought giving birth to a lame child as a first is a curse' in orange. The one on right has 'knowledge' written in red with 'a born lame child has to be killed' in green.]

8.2: Understanding our own and other people's attitudes and beliefs

¹ 50 mins

Instructions

- Before the session prepare four A3 "headline posters". Each poster should have one of the following made-up newspaper headlines stuck on it. See [Resource 8.1](#)
 - District education official says that nothing can be done to stop young girls dropping out of school to get married because it's a cultural issue
 - Community beats young boy for stealing!

- Parents protest after school accepts children with disabilities saying that the quality of education will go down in the school!
- Teachers protest about policy to abolish corporal punishment – they say it's important for maintaining discipline in the classroom!

Resource 8.1

Newspaper headlines

- Make wide strips of paper by tearing A4 paper into two strips. Give **each group one of the headline posters** and a few strips of paper
- Put a box at the front of the room
- Ask the groups to then discuss their headline poster. Ask them to write in **BLUE** on strips of paper any **ATTITUDE** or **BELIEF** that they think could have influenced the **headteacher**, community, teachers or parents to take the action they took (about 10 mins) (one per piece of paper)
- When they have finished ask the groups to now use a **GREEN** pen (or another colour) to write down on a strip of paper any **EXPERIENCE** or **SOMETHING THAT WAS LEARNT** that could have influenced these attitudes or beliefs (about 10 mins).
- The box below provides some of the attitudes, beliefs, experiences and learning that the participants may come up with during their discussions. Use this box as your reference only and to provide examples if the participants are stuck and need help with ideas. They may also come up with ideas of their own not included in the box below and that is fine.

District education official says that nothing can be done to stop young girls dropping out of school to get married because it's a cultural issue

Attitudes/beliefs: Government can't influence or change how people think about practices that are influenced and informed by their culture

Experience: The district education official wants the community to support his application for promotion and doesn't want to do anything to threaten that support

Learning: I learnt from my lecturer at training college that it's not possible to change people's attitudes or beliefs especially if those attitudes and beliefs are related to their culture or if things have been done like that for a long time.

Community beats young boy for stealing!

Attitudes/beliefs: The boy must be taught a lesson; the community has a right to take the law into their own hands; stealing is a crime and must be punished; young people only learn when you beat them

Experience: Crime is very high in the community and the police did nothing last week when an elder in the community was robbed.

Learning: In my youth group I learnt that it's important to punish a young person if they do something wrong because that's how they learn.

Parents protest after school accepts children with disabilities saying that the quality of education will go down in the school!

Attitudes/beliefs: Children with disabilities are slow and need a lot of time to learn.

Experience: The school doesn't have special needs teachers, textbooks, sign language interpreters and accessible toilet facilities and the class sizes will be too large; some children from the community started name calling children with disabilities.

Learning: I learnt from my colleagues that children with disabilities have their own teachers and need to go to special schools/units where fellow learners with disabilities go.

Teachers protest about policy to abolish corporal punishment – they say it's important for maintaining discipline in the classroom!

Attitudes/beliefs: corporal punishment is the only way to get learners to pay attention and learn; there is nothing wrong with using physical punishment on a child; if schools stop using corporal punishment students will stop respecting the teachers

Experience: I was beaten at school and it did me no harm; I tried using other forms of discipline and it just didn't work.

Learning: I learnt in my family that corporal punishment is a good way to get children to behave; I learnt from some of the other students in Teachers' College that sometimes it is okay to use corporal punishment.

- When they are ready, ask the groups to now stick their headline posters on the wall with the strips of paper around them (5 mins).
- Ask everyone to walk around the room and have a look at the headline posters and what the groups have pasted up (5 mins). Ask people to go back to their seats when they have had a look

- Say to the participants that we are now going to do something that is quite hard because we need to be very **honest**. Ask each person to take a strip of paper and write down (copy) any attitude or belief that is on the wall (**in BLUE**) that they agree with, or that they used to agree with. You may need to give an example here of something that is true for you. For example, "I used to believe that it was OK to discipline children with a stick and it helped them to stay focused and learn". Say to the participants that they can walk around the room if they want to while they decide what to write down on their new strip of paper.
- Ask them to fold this piece of paper in half and then place it in the box at the front of the room. Tell people that what they have written is private and they should not tell anyone what they have written.
- When everyone has put their strip of paper in the box, shake up/mix up the papers well and then hand a strip back to each participant. Ask everyone to go and paste the strip they have been given next to the attitude or belief on the wall.
- When they have done this ask them to return to their seats. Briefly explain for the visually impaired participants where the new strips papers have been pasted so that it is clear which attitudes or beliefs people have identified with.
- Ask everyone if anyone would like to say anything about this activity. Some questions you may want to ask to stimulate discussion:
 - Did this activity help you to understand better where attitudes or beliefs come from?
 - Do you think it is important to understand where attitudes or beliefs come from if we want to influence change around inclusive education?
 - Do you think it is important to reflect on our own attitudes and beliefs if we want to try and influence other people's attitudes and beliefs?
- Put up PPT 8 Slide 2 and remind the participants of the important learnings from this session.

Powerpoint Session 8

PPT Session 8, Slide 2: Key messages.

- Remind the participants that these are the **key messages** from this session

- It is important to remember that a person's attitudes and beliefs always come from somewhere.
- They are shaped by a person's EXPERIENCES and by WHAT THEY HAVE LEARNT (at school, in their family, from their friends etc.)
- Understanding these experiences and recognising what a person has been taught helps us to understand where negative attitudes and beliefs about inclusive education may come from and helps us to develop empathy with the person, even if we don't agree with them.
- Understanding what shapes our own attitudes and beliefs also helps us to understand why other people think or believe what they do.

Activity 8.3: Influencing attitudes and building new understandings

¹ 45 mins

Instructions

- Explain to the participants that we are now going to talk about influencing and challenging negative attitudes and what helps us to do this.
- Ask the participants to break into pairs (ask them to choose a person for their pair that they have not worked with up to now).
- Make sure that the pairs are sitting a safe distance from each other and with enough space between the pairs to enable them to have a conversation.



Two participants discussing what changed their attitude in Uganda

[Image description: The photo shows a man and a woman sitting on chairs opposite each other with some space between them. They are talking and listening to each other carefully. The man is in a wheelchair and the woman has a physical impairment].

- Ask them to now think back and share with their partner a time when they changed their attitude or belief about something (it can be a small or a big thing).
- Ask them to share with their partner **WHY** they changed their attitude – (this could be something that happened, something somebody said to them, something they read or heard or just something that changed for them)
- Give each person enough time to share their reflections with their partner (about 10 mins)
- Ask if anyone would like to share with the group anything from their discussion (5 mins). Some questions to stimulate discussion could be:
 - Was it hard to think about what changed your attitude or belief?
 - What helped you to change your attitude or belief?
- When you have finished reflecting on this discussion say to the participants that we are now going to do some role playing in their pairs.

- Explain that each pair is going to roleplay a conversation between two people - a OPD member and a person that is involved with one of the actions discussed in the news headlines we looked at in the previous session. Explain to the pairs that they need to decide who will be the OPD member and who will be the other person.

The facilitator should then ask each pair to role play one of the following meetings.

Meeting 1: District education official who says that nothing can be done to stop young girls dropping out of school to get married because it's a cultural issue and a member of the local OPD.

Meeting 2: Between a member of the community that was involved in organising and taking part in the beating of the young boy (out of school) who was caught stealing and a member of the local OPD.

Meeting 3: Between the chairperson of the parent's association from the school that has just accepted a whole lot of new children with disabilities from the community and a member of the local OPD.

Meeting 4: Between the representative of the local teacher union representative that has challenged the policy on corporal punishment and a member of the local OPD.

- Explain that in each meetings the member of the organisation of people with disabilities (OPD) will be:
 - trying to understand where the persons' attitude comes from that led to the action described in the newspaper headline (**listening**).
 - trying to ensure that the person does not feel judged and is able to express their concerns (**understanding**)
 - trying to influence the persons thinking so that they are open to change and may begin to think differently about their action (**influencing**).
- Put up PPT 8 slide 4 to remind the participants of the key skills of **listening**, **understanding** and **influencing**.

PowerPoint Session 8

PPT Session 8, Slide 4: Important skills for awareness raising.

- You can also write the skills up on the flipchart
- Say to the participants that they will have 20 mins for the role play.
- After 20 mins ask the participants to come back together.

PowerPoint Session 8

PPT Session 8, Slide 5: Reflecting on the role-plays

- Get the participants to now reflect on the role play by asking them the following questions (about 7 mins):
 - If you were the district education official, the community member, the union rep or the parent, was there anything the OPD member said to you or did in the meeting that influenced your thinking in a positive way (what worked)?
 - Was there anything that they did or said that made you feel uncomfortable or angry (what did not work)?
 - If you were the OPD member, what did you find hardest about the conversation you had with the person?
 - If you were the OPD member was there anything you did or said that made you feel that you had made some progress towards getting them to think a bit differently?
 - Are there any other things that came up in your role plays that you think are important to think about in your role as advocates for inclusive education?
- Put up PPT 8 Slide 4 and go through the key messages

Powerpoint Session 8

PPT Session 8, Slide 4: Key messages

- Make the following points:
 - We cannot change others' negative attitudes and beliefs. We can only challenge and influence their thinking and create opportunities for them to think and do things differently. These opportunities happen by:

- Showing patience and understanding towards their attitudes and beliefs (empathy)
- Sharing new information with them (new knowledge)
- Creating the conditions for them to experience things differently to the way they have experienced something in the past (positive experiences)
- Challenging and influencing people's attitudes and beliefs takes time- so good advocacy around inclusive education involves being a change agent where we continue to work to challenge negative attitudes about inclusive education and build new understandings about why it is important.

Session 9: Reflecting on learning and experiences

Key messages

- Challenging or difficult situations can also be opportunities for learning and change
- Collaboration (working together) we can better find solutions to the challenges we face

Background information for the facilitator

- This session invites participants to reflect on what they have learnt during the workshop and add their learning to the River of Life.
- The session will also help participants reflect on and share the experiences they already have in relation to inclusive education.
- The second activity uses an approach called appreciative inquiry. Appreciative inquiry is an action research-style approach which helps us to focus on positive aspects of our lives or work, rather than only focusing on the problems. It encourages us to see the strengths and opportunities, rather than only seeing the challenges and weaknesses, and to think about how to build on the good things that are already there. Appreciative inquiry assumes that every situation has positive aspects that can be investigated and used as a basis for developing more positives.

In this session participants will:

- ü Reflect on the workshop and what they have learned
- ü Share experiences they already have in relation to inclusive education.

Activity 9.1: Visualising the future

1 30 minutes

Instructions

- Ask everyone to get comfortable in their seats and close their eyes. If anyone doesn't feel comfortable closing their eyes they can keep their eyes open but they may be able to 'visualise' better with closed eyes.
- Read out loud the following in a gentle slow voice, pausing after each sentence:

“With your eyes closed take some deep breaths. Imagine you are back in your district but it is some time in the future. You are in your local community with the families and community members you work with. Imagine your district has done a lot to support inclusive education over the years and many things have changed for the better. What are some of the examples of changes you have seen? What does inclusive education look like in your community? What does inclusive education look like in your local schools? Take a few minutes to imagine these changes and the difference it makes for families, children, young people, parents, and the community as a whole. What examples and evidence of inclusive education do you see around you? How does it make you feel noticing all these changes?”

- Pause for a couple of minutes then say: “Now you are going to come back to the present day. Slowly open your eyes and look around the room. You are back with your colleagues in the training room”.
- Ask participants to get into pairs with the other member of their OPD. Groups of 3 are also fine. If there is someone on their own, they can join another pair.
- In their pairs ask participants to reflect on the visualisation exercise briefly and discuss the following questions:
 - What changes in your schools and communities did you imagine?
 - How did imagining those changes make you feel?
- Take brief feedback from one or two individuals in the room

Activity 9.2: Revisiting the River of Life

1 45 minutes

Instructions

- Ask participants to discuss in groups for a few minutes to remind themselves of the content of the workshop so far.
- Tell them to look again at the River of Life, and look back at the pieces of paper they put on the river at the beginning of the training.
- Ask participants to work individually to make drawings or write statements to show what they have learned from this training.

- They can then share their drawings with other participants in their group. They should explain why this was a particularly important learning point or memorable moment for them.
- Ask participants to stick their drawings or statements near the 'end of workshop' section of the river. If possible, they should draw a line between the learning they have achieved and the questions they had hoped the training would answer at the beginning of the River of Life. They could use a thick line to show a solid learning achievement, and a dotted line to show where they have learned something but some uncertainty remains.
- As a whole group, invite a few participants to share their learning.

Activity 9.3: 'Collaboration circles'

1 60 minutes

Instructions

- Divide participants into groups of 4-5.
- Show Session 9 PPT, slides 1-4 and review the main aspects of Inclusive Education.

PowerPoint 9

PPT Session 9

- Then show slide 5 and explain the instructions for the 'collaboration circles' activity, as follows:
 - Each person should think about a challenge they have moving forward, to supporting inclusive education in Zambia.
 - The first person spends 2-3 minutes sharing their challenge with their group members.
 - The group members then act as an advisory group that advises them, giving feedback on the challenge, suggesting solutions, useful contact people/organisations, sharing their own experiences of dealing with a similar situation, and how to turn the challenge into an opportunity. This should take about 10 minutes.

- Finally, the group identifies key lessons learned from this case study and the advice given (2-3 minutes).
- Stress to the participants that the group members giving advice must be positive and solution-focused and not just offer sympathy.
- Tell the participants to repeat the process until everyone in the group has shared their challenge and received advice.
- Come back together again as a whole group and share the key lessons learned, focusing on how to turn a challenge or problem into an opportunity or solution.



A group of participants during a collaboration circle activity in Southern Province Zambia

[Image description: 4 women and a man are sitting on chairs in a circle. They are outside, under some trees. One woman appears to be talking as she is gesturing with her hands. The others are looking at (listening to) her.]

END OF OPD IE FOUNDATIONAL MODULE

Resources and handouts

Resource 2.1: What does learning look like?

Pictures for discussion

Print out and cut up the pictures on the following pages individually before the workshop, one set of pictures for each group of participants. The notes underneath each picture are for you to refer to during the plenary discussion. Make sure you cut off the notes after you print the pictures before giving them to the participants.



[Image description: Two people are standing next to each other. One has a beard. They are both washing plates and dishes. Both are singing with their mouths wide open. There is an open window behind them. A bird is singing in the background.]

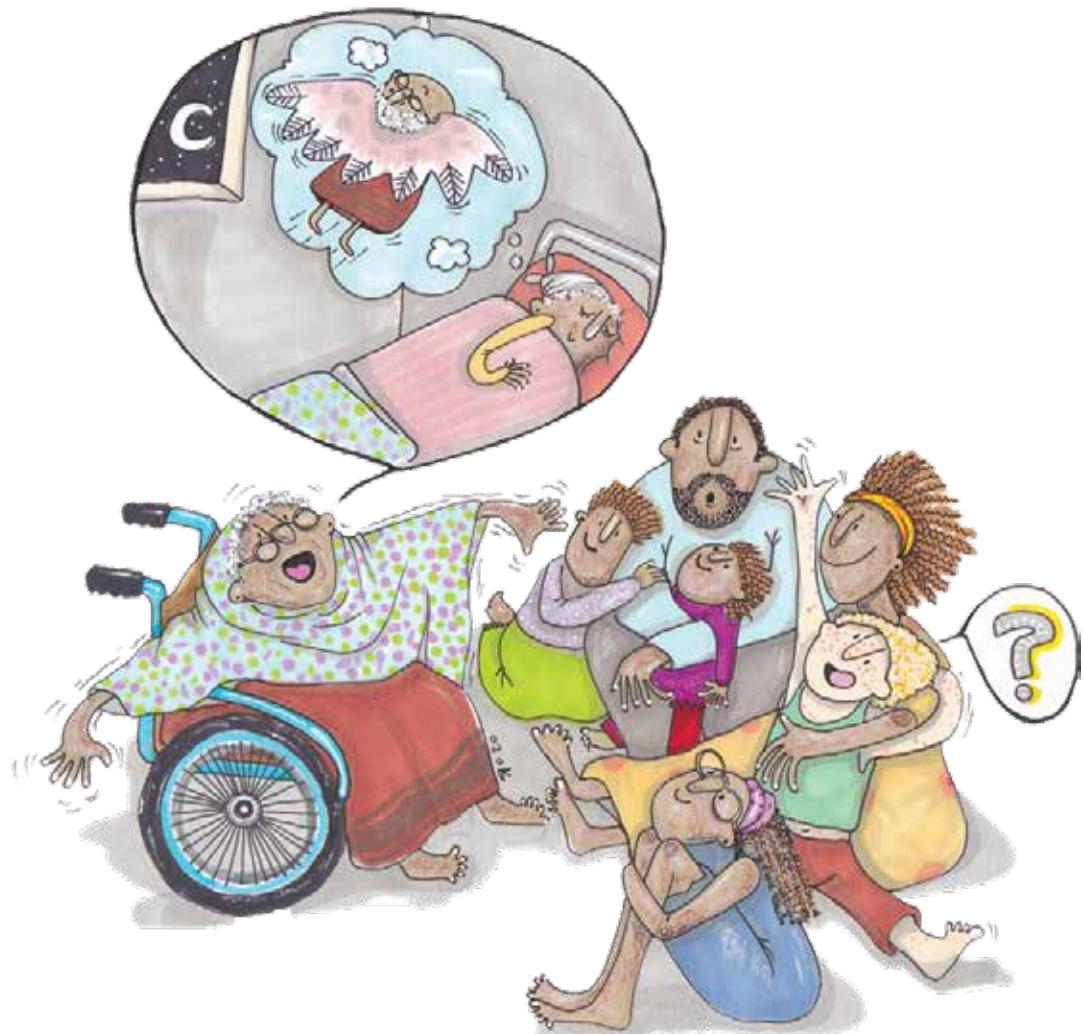
Notes for facilitator: picture 1

What learning is taking place?

Life skills: Children learn essential life skills through doing household chores. It's important for boys as well as girls to be involved in doing these chores in order to challenge gender stereotypes.

Vocabulary, rhyme and rhythm: singing together is a great way to expand children's vocabulary, sense of rhythm and rhyme, and creativity.

Listening to nature: (the bird singing at the window) helps children develop an appreciation of the natural environment which is critical at a time when the climate crisis is negatively impacting everyone's lives.



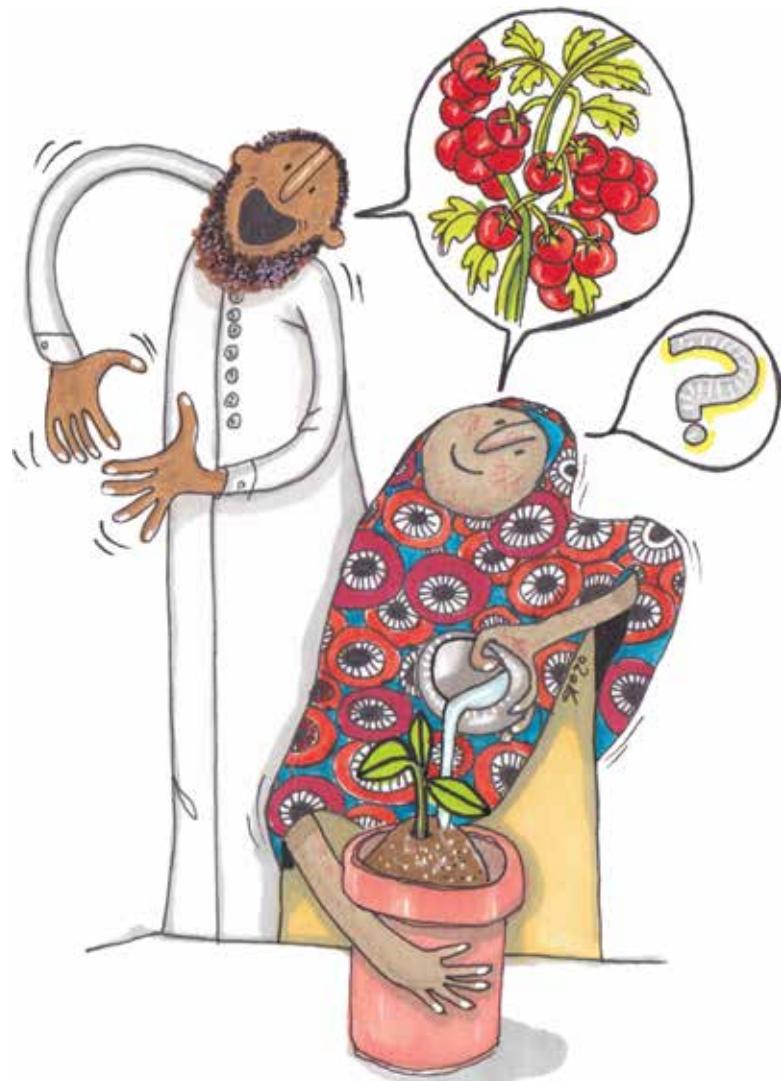
[Image description: An old lady is sitting in a wheelchair. She is gesturing with her arms. A speech bubble indicates that she is telling a story or explaining a dream. In the speech bubble someone who looks like the old lady is asleep. That person is dreaming they are flying. A group of adults and children of different ages, including one albino child, are sat on the floor. Their facial expressions indicate they are listening closely to the old lady.]

Notes for facilitator: picture 2

What learning is taking place?

Vocabulary and language: story-telling, whether imaginary or true stories are great for children's language development as well as their creativity and critical thinking.

Listening to others: learning from elders and their experiences is a great way to learn. It also helps children to appreciate and value every individual in their family and community.



[Image description: A young girl is pouring water onto a seedling in a pot. A speech bubble with a question mark indicates the girl is asking a question. A man is standing next to the girl, talking and making hand gestures. A speech bubble containing a picture of a plant bearing lots of fruit indicates the girl and man are discussing the plant.]

Notes for facilitator: picture 3

What learning is taking place?

Life skills: learning essential life skills such as how to grow food is very important for children. Children also learn to take responsibility for a living thing – a plant, and take care of it every day.

Patience and observation: Plants grow slowly, so children develop patience and observation skills as they monitor its growth

Learning from others: learning from others in the family or community who have skills that you don't have yourself



[Image description: A young child is sitting on the floor with a crutch beside her/him. She/he has several small containers made from recycled objects around her/him and is pouring water from one container to another. her/his mouth is open and there is a question mark in a speech bubble above her/his head.]

Notes for facilitator: picture 4

What learning is taking place?

Maths, science and physics: Learning about volume, measuring, quantity, and also about liquids and solids.

Observation and experimentation: how the volume and quantity changes from one container to another.

Physical coordination and fine motor skills: pouring liquids carefully from one container to another.



[Image description: Three people are playing with recycled objects and mud. One girl is building a wall made of mud and plastic bottles. Another child is pushing a small car made from a plastic bottle. A young woman is standing, carrying a baby. She is concentrating while holding a stick and a bottle.]

Notes for facilitator: picture 5

What learning is taking place?

Learning through play: children learn many skills through play, including problem-solving and resourcefulness. When children make things with whatever they find around them, they have to use their creativity and imagination. Any object can become a toy.

Collaborating with others: When playing with others, children practice their communication skills and learn to share and take turns.



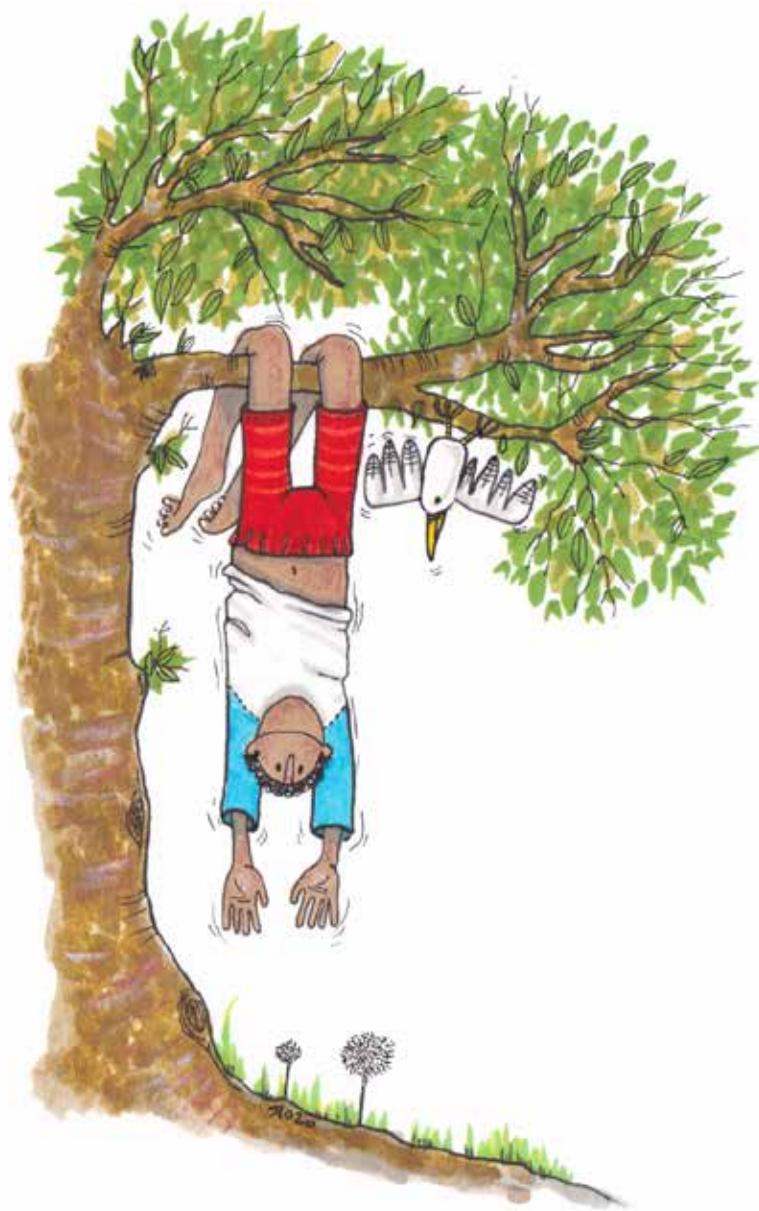
[Image description: A man has his arms around a woman and a boy and they are all smiling. They look like a father, mother and son. The son is wearing dark glasses; he is blind].

Notes for facilitator: picture 6

What learning is taking place?

Trust and positive relationships: When children are loved and feel secure, they learn to trust others and build positive healthy relationships as they grow older

Confidence and self-esteem: when children are loved and feel safe, they are more confident to try new things, express themselves and develop their independence



[Image description: A boy is hanging upside down in a tree with his arms hanging down. A bird is hanging upside down next to him. He looks happy].

Notes for facilitator: picture 7

What learning is taking place?

Physical coordination: developing balance and **coordination** improves gross motor skills, overall health and the **child's** ability to be involved in sport

Learning from being in nature: helps children develop an appreciation of the natural environment which is critical at a time when the climate crisis is negatively impacting everyone's lives.

Enjoying our own company: it's important for children to enjoy being on their own as well as with others; this fosters independence and resourcefulness



[Image description: A child in a wheelchair is playing a counting game using stones on his own. It is a game like mancala. The container looks like it is made from an egg box. There are some stones spread on the table around him].

Notes for facilitator: picture 8

What learning is taking place?

Maths and counting: Counting games like mancala practise important basic mathematics skills, including addition, subtraction and multiplication.

Creativity and invention: Creating new games and rules for new games helps develop problem-solving and critical thinking skills which are important in all areas of life.

Handout 2.3: An Inclusive day: Programme 7: Teaching and learning video transcript

At the heart of inclusive education is good-quality, learner-centred teaching.

Inclusive education ensures that children are **present** in school.

It also ensures they **participate** in a range of activities in school; and **achieve**, academically and socially.

Inclusive education involves ensuring that children are not just **in** class, but are interested, interacting, and thinking.

“When I was studying to be a teacher and when the lecturers were teaching, sometimes I thought if they taught me in another way it would be more interesting. So, when I came here to teach I started doing it in this interactive way.”

“It is very beneficial as I personally know. The children gain from learner-centred education because they have the chance to create critical thinking so they are not doing everything with books. The students are no longer afraid of the teacher, so they can remember the facts in detail because they can think freely. In the future they will have critical thinking skills and it will benefit their learning step by step.”

One of the biggest barriers to making education more inclusive is the use of teacher-centred approaches and rote learning. Not many children can learn effectively this way.

What can you do?

“Any person who is successful in life they always will remember the one teacher that motivated them, that believed in them.”

In each lesson, you can use a variety of different activities.

Plan to use activities that involve looking.... listening.... talking... touching... and moving.

This variety of activities means you can adapt each lesson to suit different children's interests and abilities.

Make lessons fun. Start by being a happy, smiling teacher.

"If teachers have a smiling face and good will to us, we feel good."

"When we are in class, the teacher plays with us, we are happy, our brains are clear, so it makes our learning more effective."

"Sometimes a good teacher tells us some stories from outside and tells us jokes and we feel good."

"They play games with us and these energise our minds and we understand more."

Children are more likely to feel included if the subjects they learn seem relevant to their lives.

There are lots of ways to bring real life into the classroom.

You can use objects that are found at home.

You can use objects found in the environment.

Project-based learning helps to link lessons with real life.

"Today's activity is about the environment and the children are going to learn in different ways by doing activities about the environment and how things happen in their daily lives. It will include measurements. They will combine this together into a topic: what happens in daily life, natural cycles, and what happens around us."

"We learned and we now understand about how time works. We understand how trees and vegetation grow. By learning this way, we know more about time, different plant types and cleanliness, and all in the same lesson."

"We have had a combined lesson today which has included the elements of handicrafts, art and nature. Three lessons in one. Since it is autumn

now, the items we crafted now relate to the topic of autumn. Children made pictures out of fabric, cartons and natural materials, such as leaves and sunflower seeds."

You can also use role play to bring a lesson to life.

You can use spaces outside the classroom to make lessons feel more connected to the community or environment.

"If they go outside they have the chance to refresh their minds. If they stay in class and the teacher talks all the time, they will be sleepy."

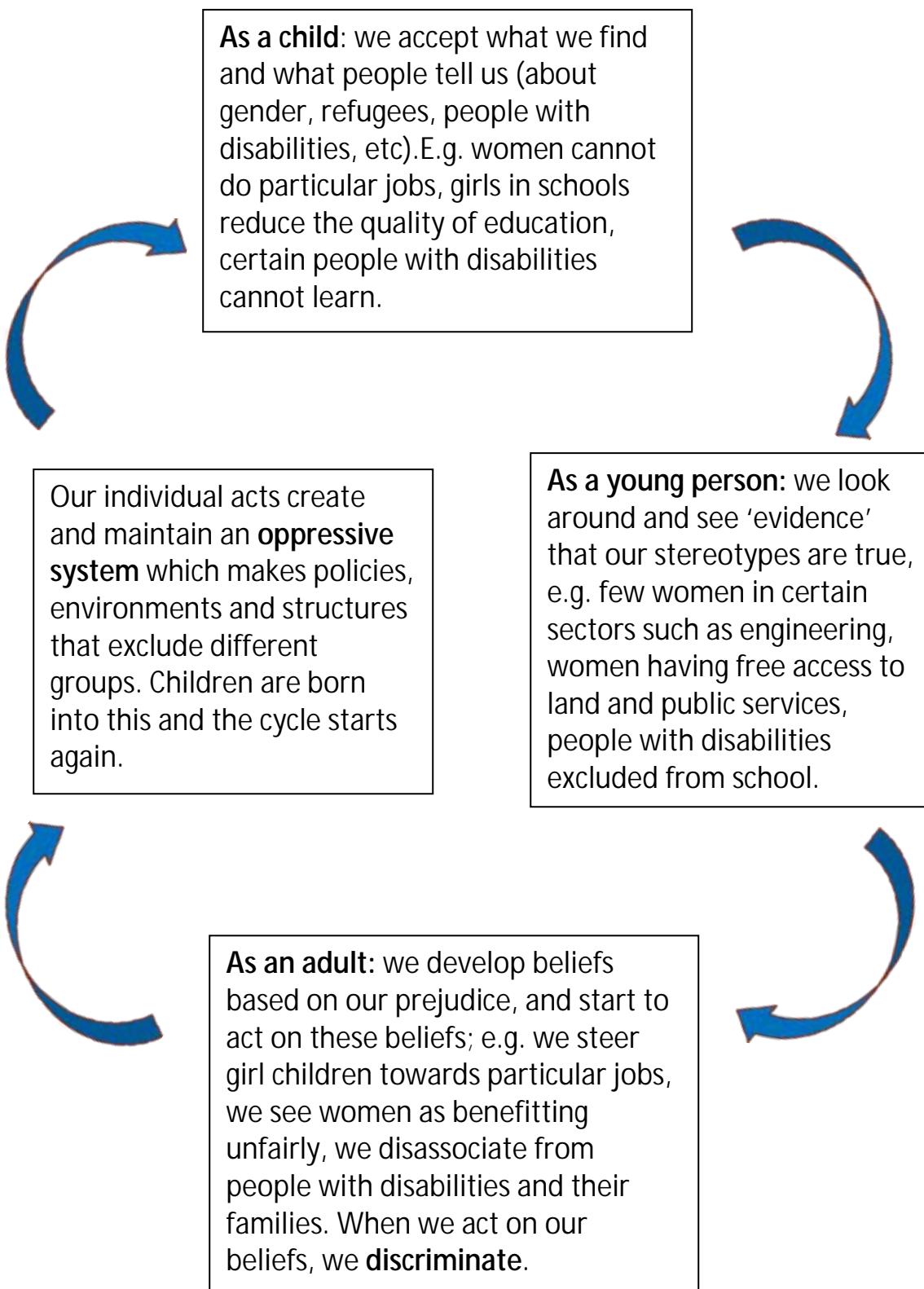
Some children learn better when they work together in groups or in pairs.

During the day, give children opportunities to work together, as well as on their own.

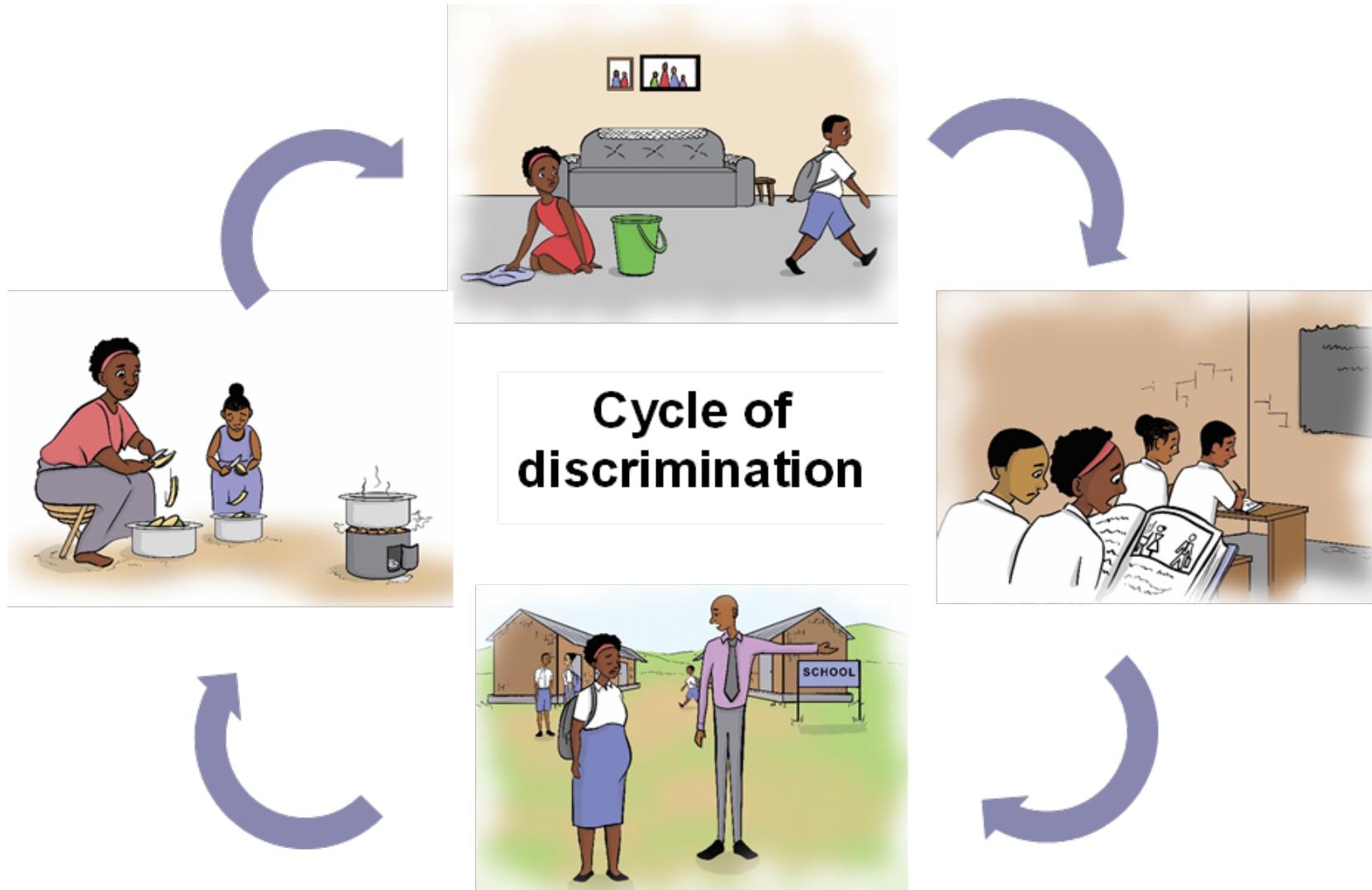
"Group work means children will work together to share their ideas to create something good. The group work will also allow the children to accept one another. Because there are disabled children in the group, they can better understand each other. The group work will also allow the weaker children to do better. The group work provides pleasure for the children, and I, to be honest, find pleasure in watching the children develop and achieve something."

"I've adopted the system which allows a child to develop, to accept the others, to integrate socially speaking, and hence to communicate. So, this really helps the children. The children need to be active and to be their own teacher. Our role is to guide them in their work. They are the main actor in their education."

Resource 3.2a: Cycle of discrimination

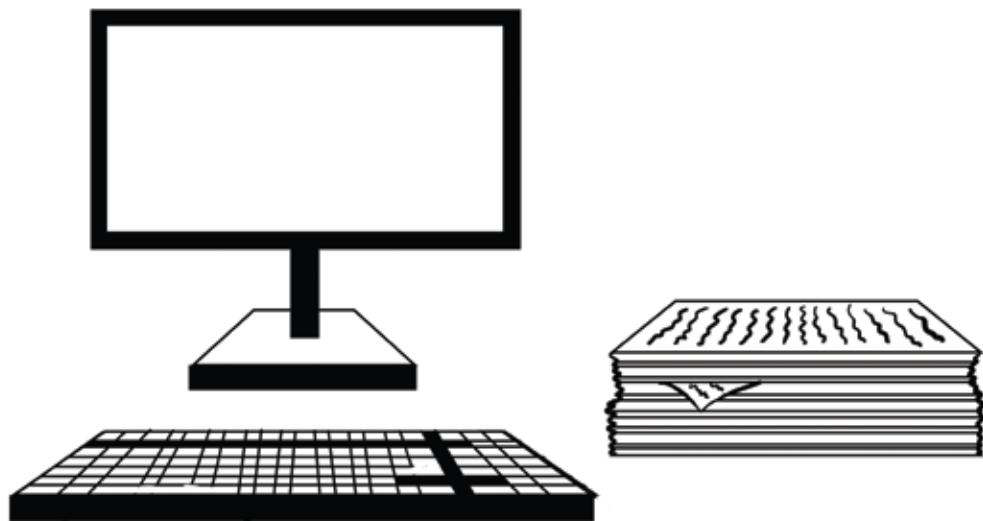


Resource 3.2b: Cycle of discrimination



[Image description: On the next page there is a diagram with four pictures and each picture is connected with the next picture by an arrow. The words 'cycle of discrimination' are written in the middle. The picture at the top of the diagram shows a young girl cleaning the floor of a room with a bucket next to her. There is a sofa behind her and two pictures on the wall, one showing four people (two adults and two children) and one showing two children. A boy is walking past the girl cleaning the floor. He is wearing school uniform and has a bag on his back. The girl is looking at him. She looks sad. The picture on the right of the diagram shows four children sitting in a classroom. Two girls are sitting next to each other and are looking at a picture in a textbook. The picture in the textbook shows a woman cooking and a man wearing a tie and holding a briefcase. The facial expressions of the girls indicate confusion or dismay. The picture at the bottom of the diagram shows an adolescent girl not in school uniform, carrying a baby on her back. She is standing outside the school building and looking in. She looks sad. There are two girls in school uniform standing in front of the school looking at her and talking. The picture on the left of the diagram shows a woman sitting on a stool and peeling vegetables into a pot. A young girl is sitting on a stool next to her, also peeling vegetables. The young girl's facial expression indicates she isn't happy. The woman's facial expression indicates she's resigned or worried. They are not talking. There is a cooking pot on the ground next to them.]

Resource 4.1: (a) Elements of an education system



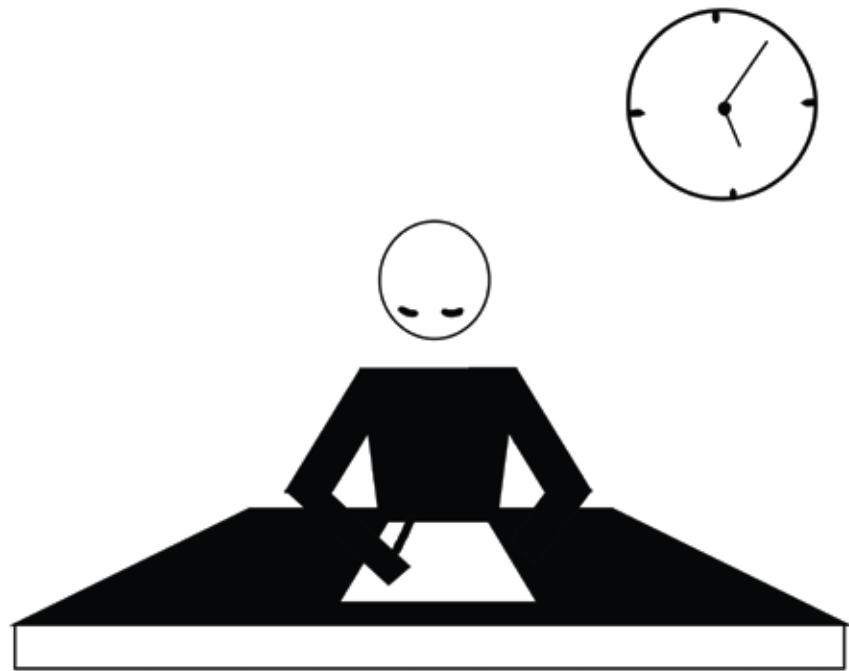
[Image 1: a computer monitor and a keyboard next to some piles of papers with some writing on them.]



[Image 2: a stack of very large books with a figure in a tie behind them at the top as if behind a desk.]



[Image 3: a group of five children and young people stick figures including female and males, one figure with dark glasses holding a stick and one figure with a crutch.]



[Image 4: a stick figure sat at a table holding a pen over a piece of paper and looking down. There is a clock on the wall in the background.]



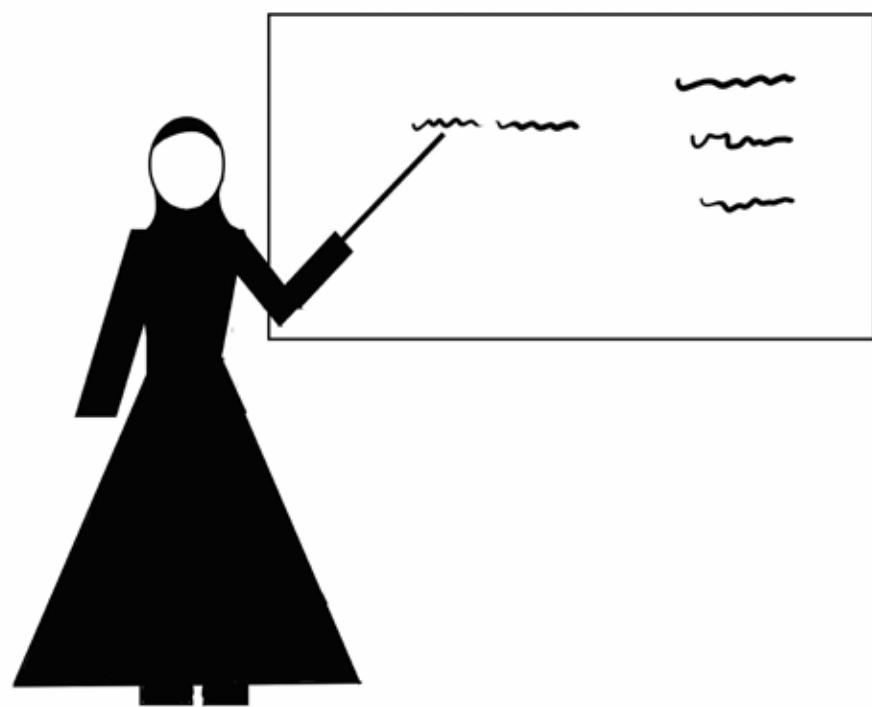
[Image 5: two piles of bank notes with the US dollar sign on each one.]



[Image description: On the left a three-storey building with many windows and a sign in front saying 'University' and one the right two single-storey buildings with corrugated metal roofs and three doorway openings each, with a sign in front saying 'school']



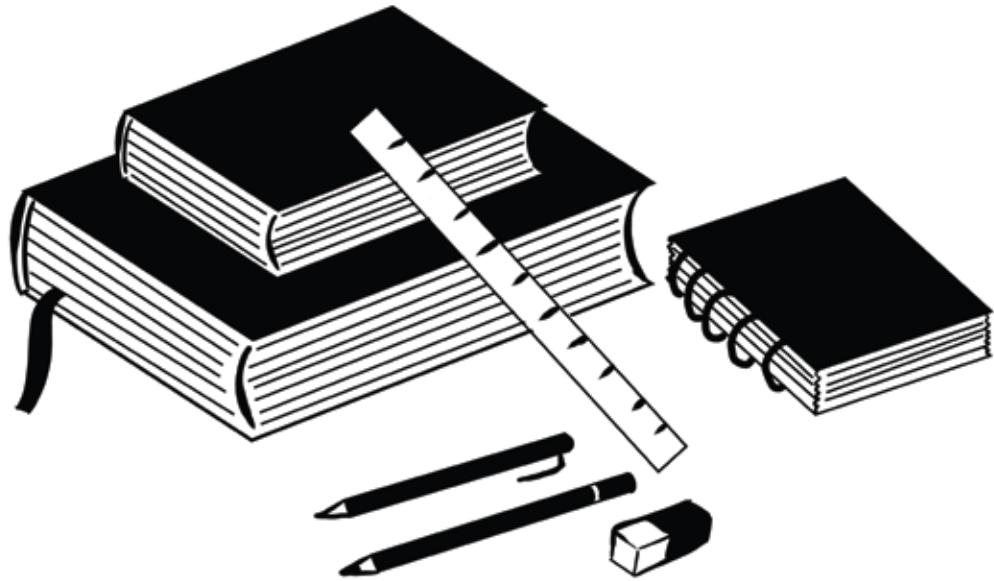
[Image 7: two piles of papers. One with the word 'LAWS' written on top and one with the word 'POLICIES' written on top.]



[Image 8: a female stick figure holding a long stick and pointing at a board with some writing on it.]



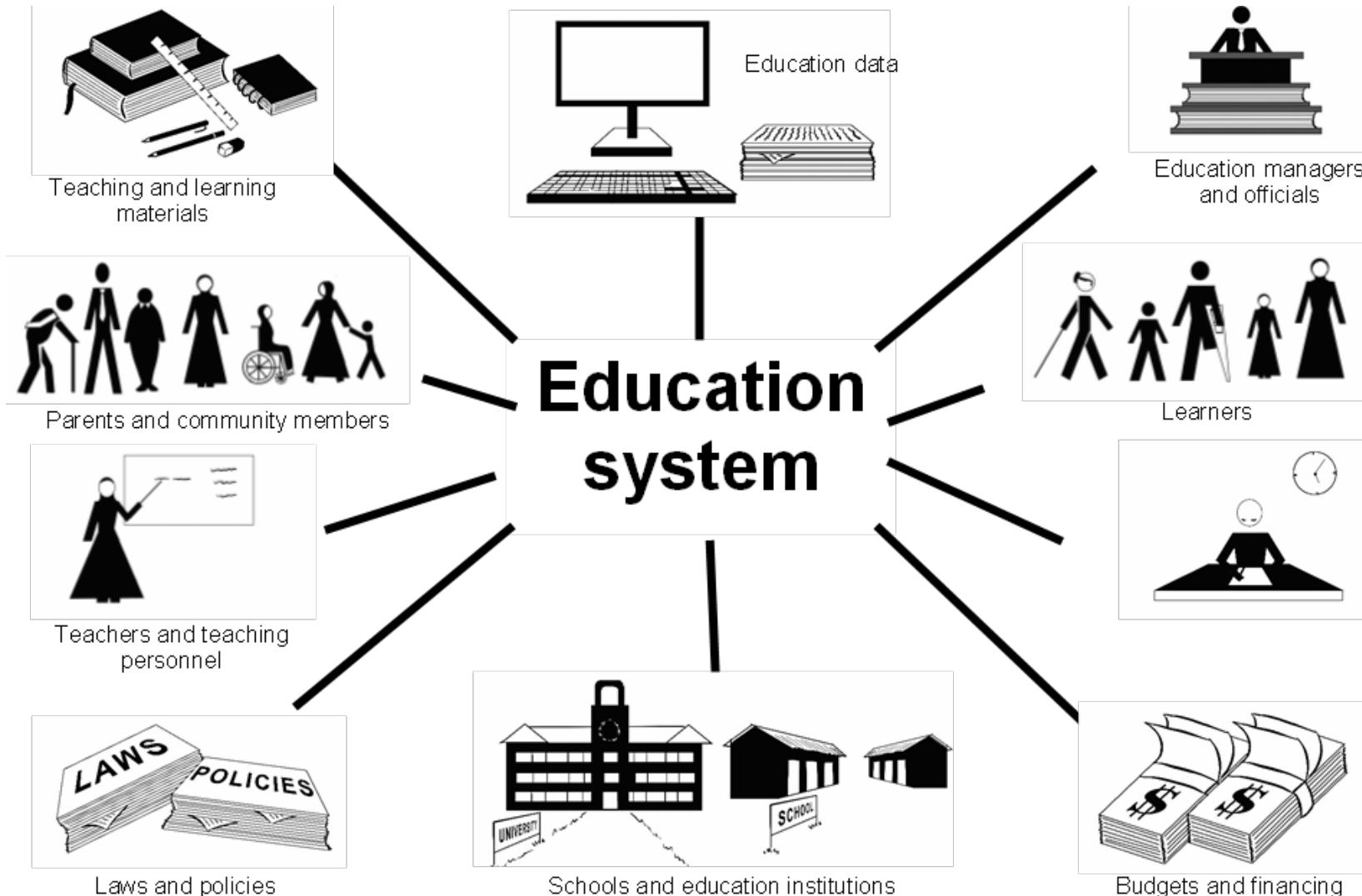
[Image 9: a group of seven stick figures including a woman holding the hand of a child, a woman in a wheelchair, a tall thin man in a tie and a shorter well-built man, a third woman and an elderly person using a walking stick.]



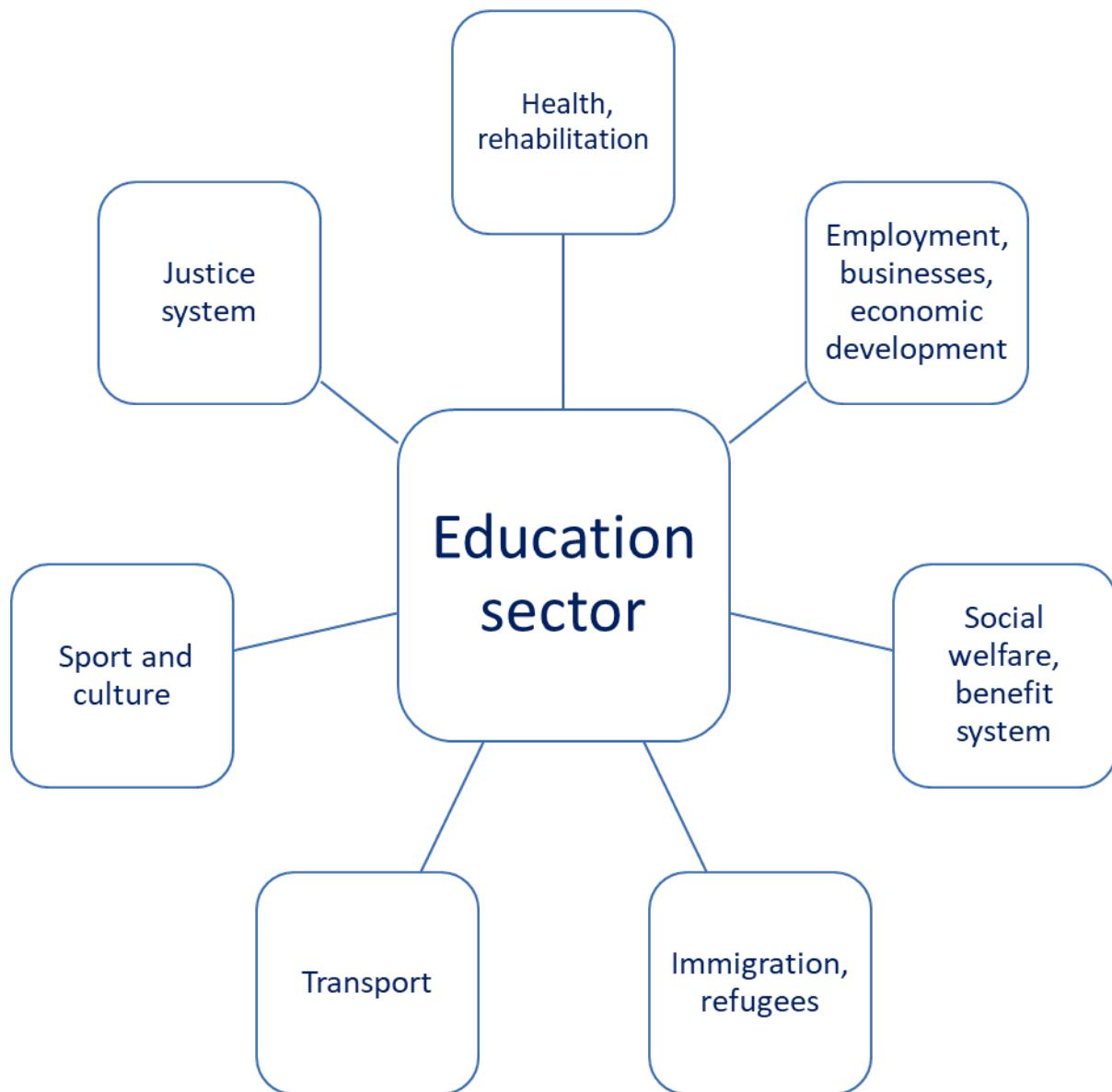
[Image 10: three books, one larger than the other in a pile and one spiral-bound, a ruler, a pencil and a pen and an eraser.]

[The diagram on the next page shows the ten different images (elements of the Education System) described in words and pictures grouped around the words 'Education system'. Starting clockwise from the top the first example is Image 1: a computer monitor and a keyboard next to some piles of papers with some writing on them and is labelled 'education data'. The rest of the images are in the same order as described above.]

Resource 4.1: (b) Elements of an education system

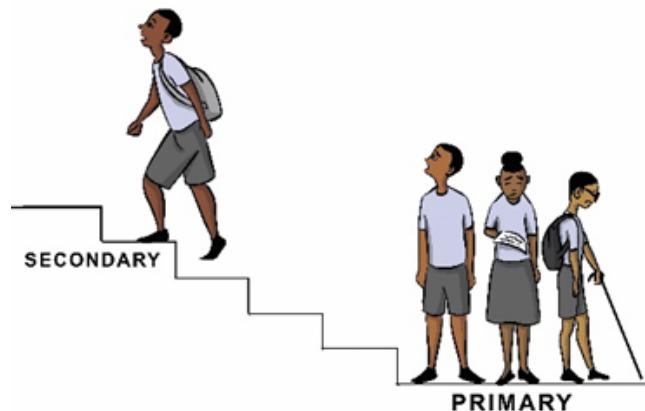


Resource 4.1: (c) Connecting with other sectors

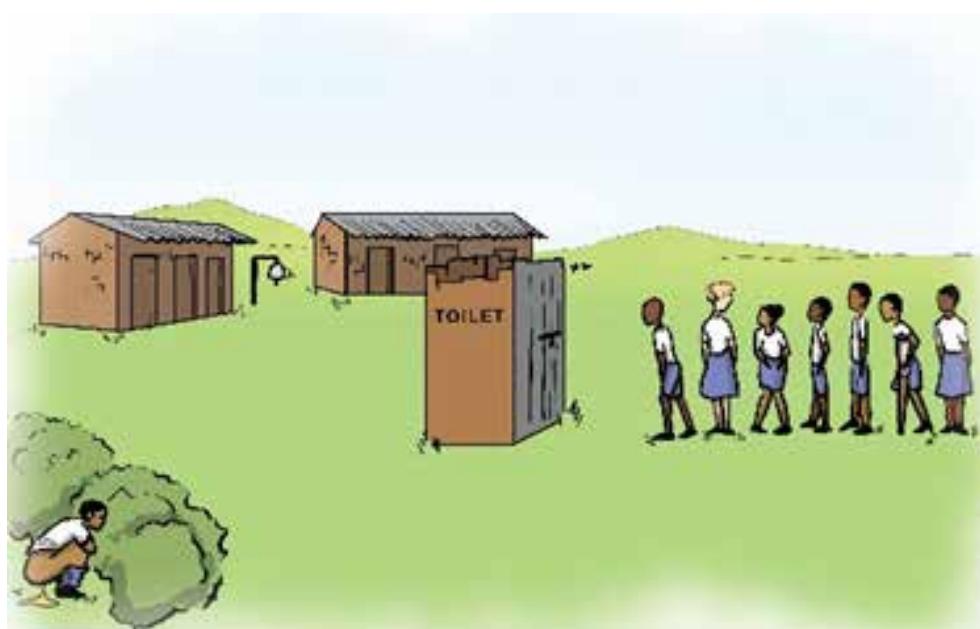


[Image description: The image shows a diagram with the words 'Education sector' in the middle in a box and lines connecting the central box with seven other boxes around the edge. The boxes going clockwise, starting at the top include the following; 1. Health, rehabilitation, 2. Employment, businesses, economic development, 3. Social welfare, benefit system, 4. Immigration, refugees, 5. Transport, 6. Sport and culture, 7. Justice system.]

Resource 5.2: 'problems' with the education system



[Image description 1: A boy wearing school uniform, carrying a bag is climbing up some steps. The word 'SECONDARY school' is written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy not in school uniform who is looking up at the other boy, one boy wearing dark glasses, holding a stick and facing in the opposite direction and one girl looking at a book. The word 'PRIMARY school' is written at the bottom of the steps.]



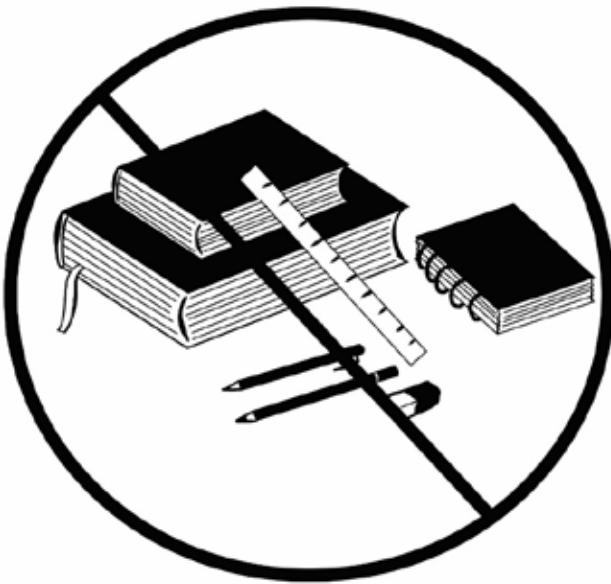
[Image description 2: There is a que of children, boys and girls, including one boy with a crutch and one child with albinism. They are standing outside waiting to use a toilet. The toilet buildings are in a state of disrepair. On the left, there is a child urinating behind a bush. The school building is in the background.]



[Image 3: 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.]



[Image 4: 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.]



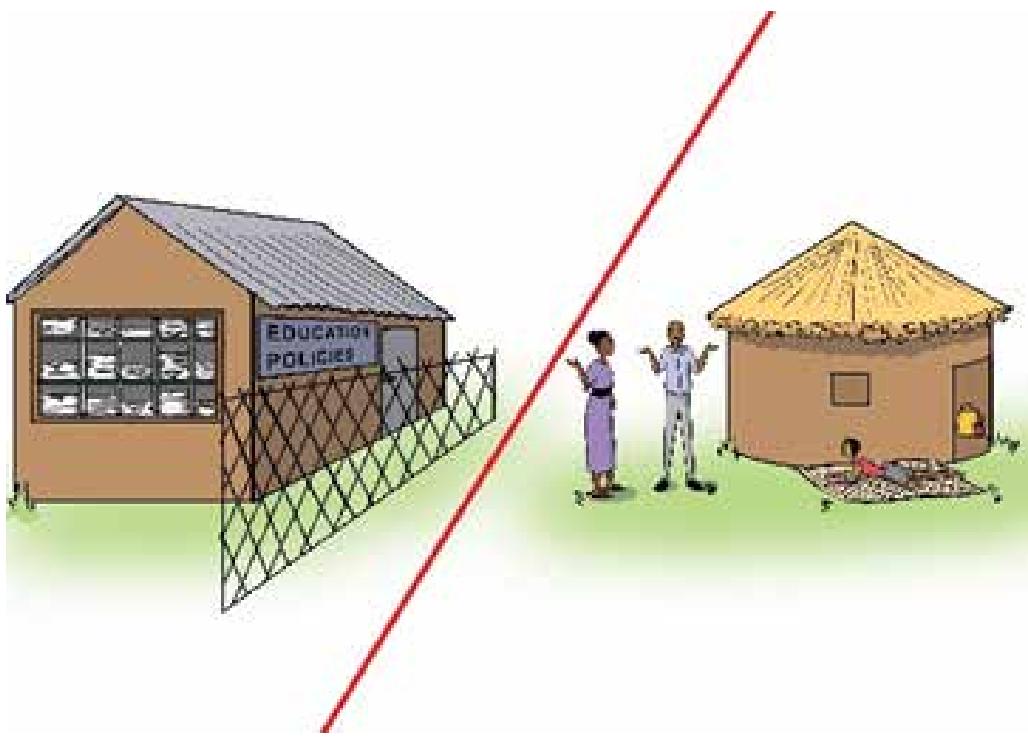
[Image description 5: Three books in a pile, a ruler, a pencil a pen and an eraser, all with a circle round them and a line through them.]



[Image description 6: There is a man standing at the front of a classroom holding a long stick. He looks angry. He is pointing the stick at a boy standing in front of him. The boy has his head bowed. There are learners in the classroom looking on. Outside the open classroom door there is a boy standing in the playground on his own in the sunshine without shade.]



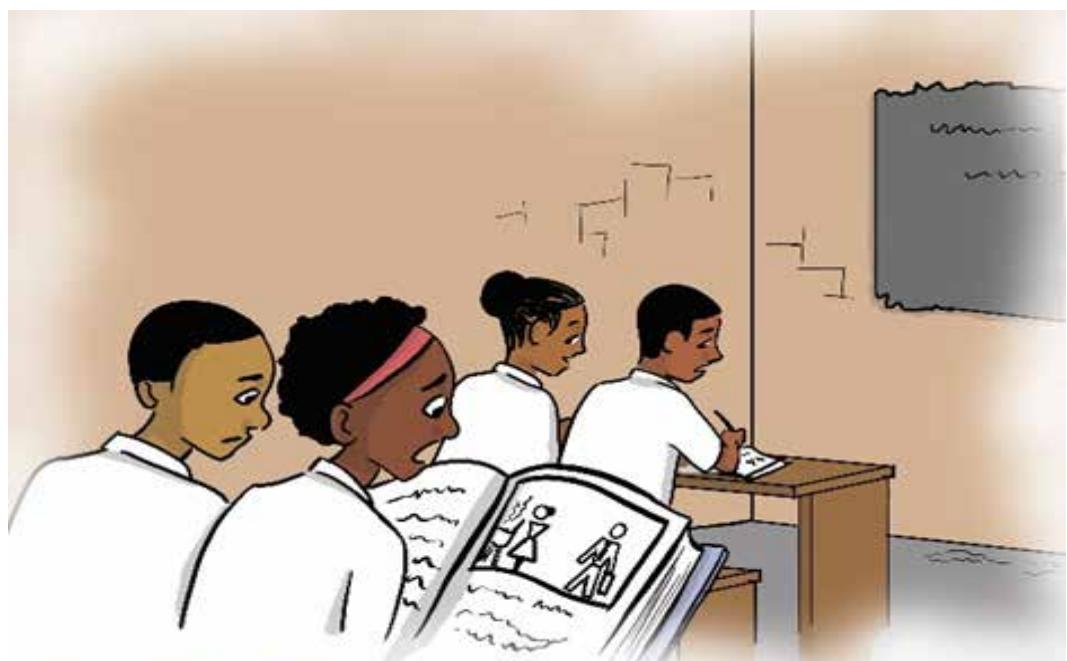
[Image 7: A crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair.]



[Image 8: 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 description: a man is sitting in front of a boardgame on a small table. A young boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed.]



[Image description: There are four learners sitting in a classroom. Two girls are sitting next to each other and are looking at a picture in a textbook. The picture in the textbook shows a woman cooking and a man wearing a tie and holding a briefcase. The facial expressions of the girls indicate confusion or dismay.]

Resource 5.3: 'Is this inclusive education?' Case studies

Story 1: Some girls with and without disabilities stopped coming to school because they kept getting sick. After investigation, it was found that when they were in school, they never used the latrines/toilets and this was affecting their health. The girls were scared of being bullied or attacked in the latrines, by male pupils or men from the local community. The toilets were also not accessible for some of the girls with disabilities. When the girls complained to the head teacher, he liaised with an NGO that was supporting education in his community, and arranged for proper doors with locks to be fitted to the latrines, and for one toilet to be adapted and made more accessible with handrails. He then started locking the latrines so that these boys/men could not enter them; only girls would be given the key. The head teacher kept the key, so girls had to ask him for the key whenever they needed to use the latrine.

Story 2: A teacher has 50 children in her class. The teaching style she is most familiar with is standing at the front of the classroom and lecturing to the children. She notices that many students do not seem to understand what she is teaching. Despite the challenge of having some rather poor quality furniture, she has tried different seating arrangements, but now she is putting her quickest learners in the front and she mostly asks them questions because the other students do not seem very engaged with the lessons.

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

Story 4: Joseph has a learning difficulty; he struggles with maths and literacy. Joseph needs to have someone explain clearly, several times, what is going on in class. This is quite challenging for the teacher as the class has 40 pupils and is operating in a remote location with very limited resources. However, the teacher has paired Joseph with a learner who enjoys 'playing teacher' and with whom he gets along well. The teacher has also allowed Joseph to take the class tests orally. Further, the teacher found an adult in the community who used to be an accountant. This man now comes and works as a voluntary assistant in the class for an hour a week during maths lessons, supporting Joseph and any other children who are struggling.

Story 5: Stella is 7 years old and has Down's Syndrome. She can say a few words but mainly uses gestures to communicate – she has even learned some basic sign language from her uncle who is deaf. The other children love playing with her because she has a great sense of humour. Because she is very animated, they are able to understand her. Her teacher thinks Stella is a clown and would prefer it if her parents kept her at home because the teacher thinks Stella interferes with the other children's education. Because Stella cannot speak well, the teacher never asks her any questions and lets her do whatever she wants.

Resource 6.1: Types of barriers to inclusive education

Environmental barriers: e.g. school buildings, the surrounding school environment, toilets and pathways are not accessible, journey to school difficult – long distance, unsafe

Attitude barriers: e.g. fear, embarrassment, shame, or low expectations of families, negative attitudes of school staff and other parents, negative attitudes of community members

Policy barriers: e.g. inflexible school timetables; lack of additional-language teaching, out-dated education laws and policies

Practice barriers: e.g. lack of interactive and co-operative teaching, lack of participatory teaching and learning, lack of understanding of different learning styles

Resource barriers: e.g. lack of/shortage of qualified teachers, large class sizes, few teaching and learning resources (braille or sign language)

Information barriers: e.g. parents and caregivers not being aware that their child can go to the local school and schools not regularly communicating with families.

Resource 6.2: Using photos to reflect on inclusive education

The details below the photographs explain what they depict, according to the photographers who took them.



- This is a dangerous road the learners have to cross to get to school.
- Cars drive too fast. The drivers need to be advised to slow down near the school.

[Image description: Two boys and a girl are holding hands. They are walking across a road. A car is approaching and is very close to them.]



- Areas of school like this corridor are barriers to inclusion, where some learners can intimidate (bully) others who are smaller and/or weaker.

[Image description: Two boys stand in a dark, narrow corridor. One is leaning on the wall.]



- Clean, safe, accessible water supply is needed. Without it learners say they can't get through the day, can't think, can't wash their hands after using the toilet, which leads to disease, illness, etc.
- The ground around the taps is uneven, so the water is not accessible to all, e.g., it is inaccessible to learners with visual impairments and those using wheelchairs.

[Image description: Two metal buckets filled with water stand under a tap. The ground around the tap is earth with many large stones.]



- The learners are doing a participatory activity to discuss what makes education inclusive. Potentially the boys are not being included in the discussion by their female teacher, and some seem to be bored.

[Image description: Girls and boys are sitting around a table, with other children standing behind them. A smiling female teacher is talking to some of the girls who are laughing. The boys are listening/watching but not laughing.]



- Some learners took this photo to show how important play time is for them – it's a barrier to inclusion when they can't play.
- Good accessibility – the flat playing field is good.

[Image description: There is a large, flat field with trees around the edge in the background. Lots of learners are running and playing.]



- There are other toilets for girls which are not seen in the picture.
- The learners who took the photo are happy because now they have toilets – before it was just a barren landscape with nowhere to go to the toilet.

[Image description: There is a large open area of flat ground. It is bare earth with no vegetation. Three separate latrine buildings stand on one side of the space. Each building contains 2 latrine toilets.]



- Inaccessible books: learners can't get to them easily because of how and where they are stored. There is no Braille, only printed materials.
- Having a good supply of books is positive as learners don't have to share.

[Image description: There are three shelves. Piles of books/booklets are stacked vertically on the shelves. The shelves are full. No book spines/titles can be seen.]

Handout 7.1: An inclusive day: getting to school video transcript

Inclusive education helps all children to access education in their local school.

We know that access does not just start at the school gate.

The journey to school can influence whether children attend school and are able to participate and learn in class.

Accessibility challenges

Children with disabilities can face many barriers getting to and from their local school, such as....uneven roads and pathsor big ditches or steps.

Not all children with disabilities have mobility aids like wheelchairs, scooters, or crutches.

But even when they do, inaccessible paths may make it difficult to use these mobility aids.

Buses or trains may not be accessible for children who cannot move easily or see well.

In some places, bus drivers may not even let children with disabilities onto their buses.

Health and safety challenges

The physical difficulties of getting to school can make children very tired, dirty, or late.

For some, the journey is simply too difficult to attempt, so they stay at home.

It is not just children with disabilities who have difficult or dangerous journeys to school.

Children may have to walk along or cross over very busy roads, or use unsafe bridges.

“There are some difficulties getting to school. For example, crossing the road. The traffic is heavy, many cars and motorcycles, and this sometimes causes me to be late for school. This impacts on my results and studies because if you are very late you can lose marks.”

Children may face violence on the journey to school.

Girls, in particular, may face sexual abuse or harassment, but boys also encounter bullying or other violence.

Parents sometimes feel too scared to let their children go to school – especially girls and children with disabilities.

“Another factor is the distance to come to school. It is difficult to ask a child to come a long distance to school because parents worry about safety and also about the physical state of the child.”

But these sorts of barriers do not have to stop children going to school.

What can you do?

You can talk to children and parents to get a clear picture of the challenges children face on the journey to school, and then start working out solutions together.

You can collaborate with teachers and parents to work out a rota so that trusted adults and older children take turns to help younger children and children with disabilities get to school.

You can encourage a buddy system so that children help their friends with the journey.

You can work with teachers, parents, and disabled people’s organisations to raise awareness in the community about child safety and preventing violence against children, especially girls and children with disabilities.

“Children with disabilities have the right to go to school the same as other children. I think it is possible if the government invests money so that children can go to school. We talk about education for all, but we cannot achieve that objective if children with disabilities do not go to school. If we leave them out we will never achieve this objective. It is up to the government to put everything in place so that all children can go to school in their locality, in their region and in their village.”

Handout 7.2: Addressing barriers to inclusive education through roleplay

Role play: A phone in programme on a local community radio

The situation

A young mother with a child who is partially sighted has approached her local radio station as she is very upset. The mother told them that she had tried to enrol the child in her local school, but the principal had said that although he was very sympathetic to her, he was very sorry but he could not accommodate her child as he did not have the resources in his school. The radio station has been in touch with the local OPD and asked them if 4 of their members will participate in a phone-in programme to raise awareness about inclusive education in the community. They have also asked the mother and the principal to participate in the radio programme and they have agreed.

The actors

- **The journalists from the local radio station (2 journalists).** The journalists are very young and don't know a lot about inclusive education, but they want to make a really good programme on the radio so their job is to manage the discussion fairly. They are responsible for running the programme – this means introducing the programme, giving each of the people on the programme a chance to speak and managing the questions that the community members call in with.
- **The mother:** The mother of the child fell pregnant when she was very young and dropped out of school. Although she loves her child very much, she also feels sad that she had to give up her education when she fell pregnant and she feels very strongly that she wants her daughter to have a good education. She also wants her to go to her local school and remain part of her local community.
- **The father:** The father is a wheelbarrow pusher and struggles to make enough money to support his family. Although he loves his daughter very much, he doesn't feel that she will manage at school and feels that they should rather save up their money so that their young son who doesn't have a disability can go to school next year.

- **The principal:** He has been involved in education for 30 years and has lots of experience. However, his experience has been that children with disabilities should be accommodated in special schools and that ordinary schools in the community do not have the resources to accommodate a child with a disability. He feels strongly that this is the government's responsibility and not the schools, and until the government provides more money to support them, schools can't accommodate children with disabilities.
- **The OPD members:** The OPD in this community has only recently been set up. This is the first time they have been asked to participate in a radio programme like this and they want to use it as an opportunity to start to build awareness about the importance of inclusive education in their district.
- **The community members:** Anyone in the community can phone into the radio station. Like any community there are people with different attitudes and beliefs, including having different attitudes to inclusive education. The community members should try and reflect these different attitudes in their questions.

Questions for discussion:

- What did you like about the role play?
- After listening to the questions that people asked in the phone-in, what do you think is the most important barrier to inclusive education in this community?
- What messages about inclusive education do you feel came across well in the role play?
- Did any of the 'actors' change their mind about inclusive education during the roleplay? If so who? And what helped them change their mind?
- Would this happen in real life?

Resource 8.1: Newspaper headlines

District education official says that nothing can be done to stop young girls dropping out of school to get married because it's a cultural issue

Community beats young boy (school drop out) for stealing!

Parents protest after school accepts children with disabilities from the community saying that the quality of education will go down in the school!

Teachers protest about policy to abolish corporal punishment – they say it's important for maintaining discipline in the classroom!

