

An Introduction to Inclusive Education for Disabled People's Organisations

Module
1



Participant handbook

Prepared for:

Zanzibar MECP-Z and the Organisations for People with Disabilities

The Norwegian Association of Disabled

Developed by:

Enabling Education Network, August 2020



NAD - The Norwegian
Association of Disabled



Inclusive Learning
Approach

[Image description: The photo on the cover page shows a group of people sitting on chairs in a circle, across the room near the wall there are two deaf people and one sign language interpreter sitting in front of them translating what is being said by the female facilitator who is standing beside a deaf person wearing a white Kanzu. Other participants both male and female are attentively listening to their facilitator.]



You are free to share and adapt these materials. However, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. For more information, see: <https://creativecommons.org/licenses/by-nc-sa/4.0/legalcode>

These materials are available under the Creative Commons License Attribution-NonCommercial-ShareAlike 4.0 International

Contents

1. Acronyms	4
2. What is this handbook and who is it for?	5
3. How do we learn?	8
4. Discrimination.....	14
5. What is an education system?	22
6. What is inclusive education?.....	26
7. Barriers to inclusion in education.....	38
8. Being an inclusive education advocate.....	47
9: Building awareness about inclusive education in the community	53
10. Continuing learning on inclusive education.....	55

1. Acronyms

CBO	community-based organisation
DPO	disabled people's organisation
EENET	Enabling Education Network
NAD	Norwegian Association of Disabled
NGO	non-governmental organisation
NUDIPU	National Union of Disabled Persons of Uganda
SEND	special educational needs and/or disability
SIT	school inclusion team
ToT	training-of-trainers

2. What is this handbook and who is it for?

This handbook is for participants of the disabled people's organisations (DPOs) foundational training in inclusive education.

The aim of this training is to introduce members of disabled people's organisations (DPOs) to inclusive education and what it looks like in practice. The content of this handbook includes material from the different training sessions.

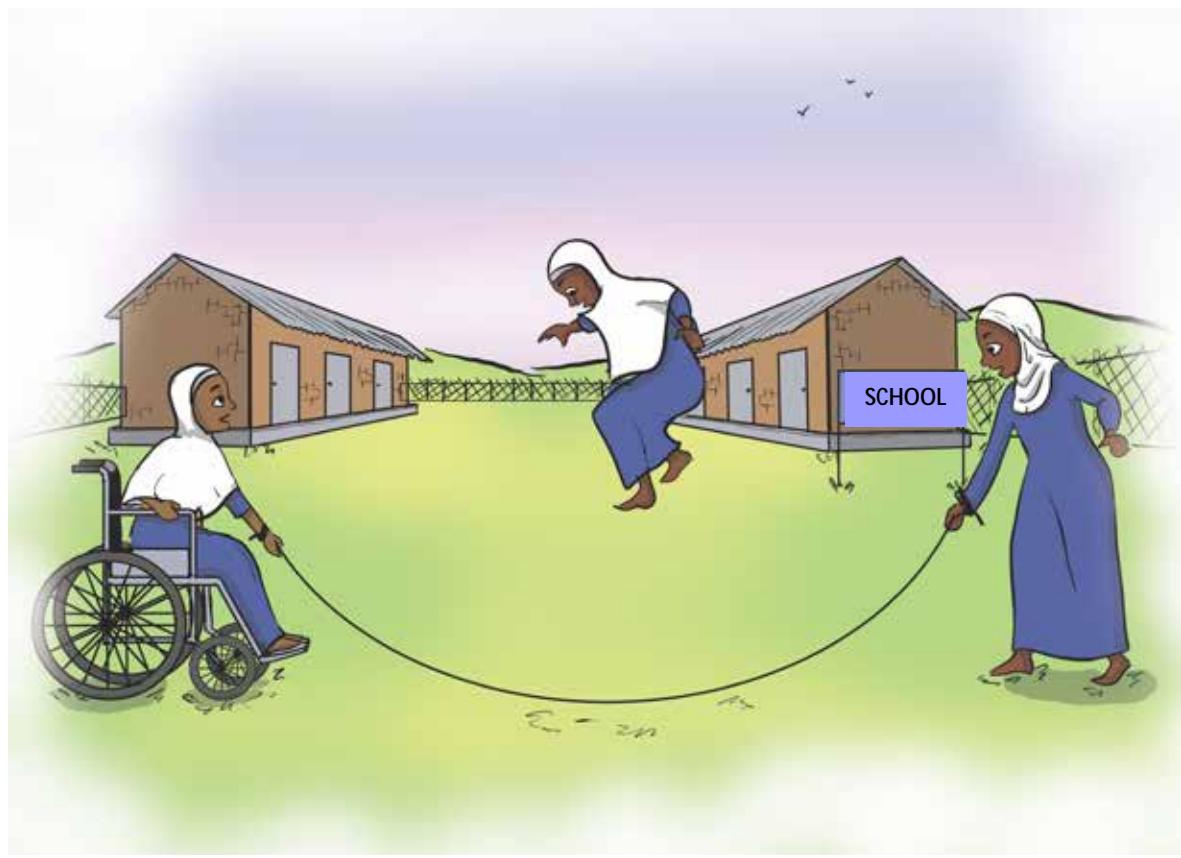
This training also focuses on advocacy skills and the best ways participants can advocate for inclusive education in their local communities.

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

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



[Image description: In the foreground two children, 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 boys, one with a crutch, are sticking a large poster on the wall. To the right three children are sitting either side of a desk 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 is holding one end of a skipping rope and another girl in a wheelchair is holding the other end. A third girl is jumping over the rope. They are smiling.]

3. How do we learn?

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.

Many people think that learning only happens once children start school, but babies and young children start to learn from the moment they are born. Many opportunities for learning exist at home and in the community and these opportunities continue throughout our lives.

Learning happens everywhere, anytime and for everyone.

- Ü Playing is an important source of learning for all children.
- Ü Children also learn through helping around the home and through being involved in everyday activities.
- Ü Learning does not only happen at school.
- Ü You do not need any special resources to support learning at home.
- Ü Social skills, emotional wellbeing, physical coordination, and creativity all link together to provide a foundation for all learning (think of the word SPICES to remember this – **Social, Physical, Intellectual, Creative, Emotional (SPICES)**).
- Ü Parents and caregivers have many skills they can share with their children.

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

The pictures on the next pages show learning taking place in different ways.



[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.]

What learning is taking place?

Life skills: Children learn essential life skills through doing household chores. It is 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.



[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.]

What learning is taking place?

Vocabulary and language: story-telling is great for children's language development as well as their creativity and critical thinking.

Listening to others: learning from elders and their experiences helps children to appreciate and value every individual in their family and community.

Local culture: through listening to stories children learn to appreciate local culture and the origin of certain values.



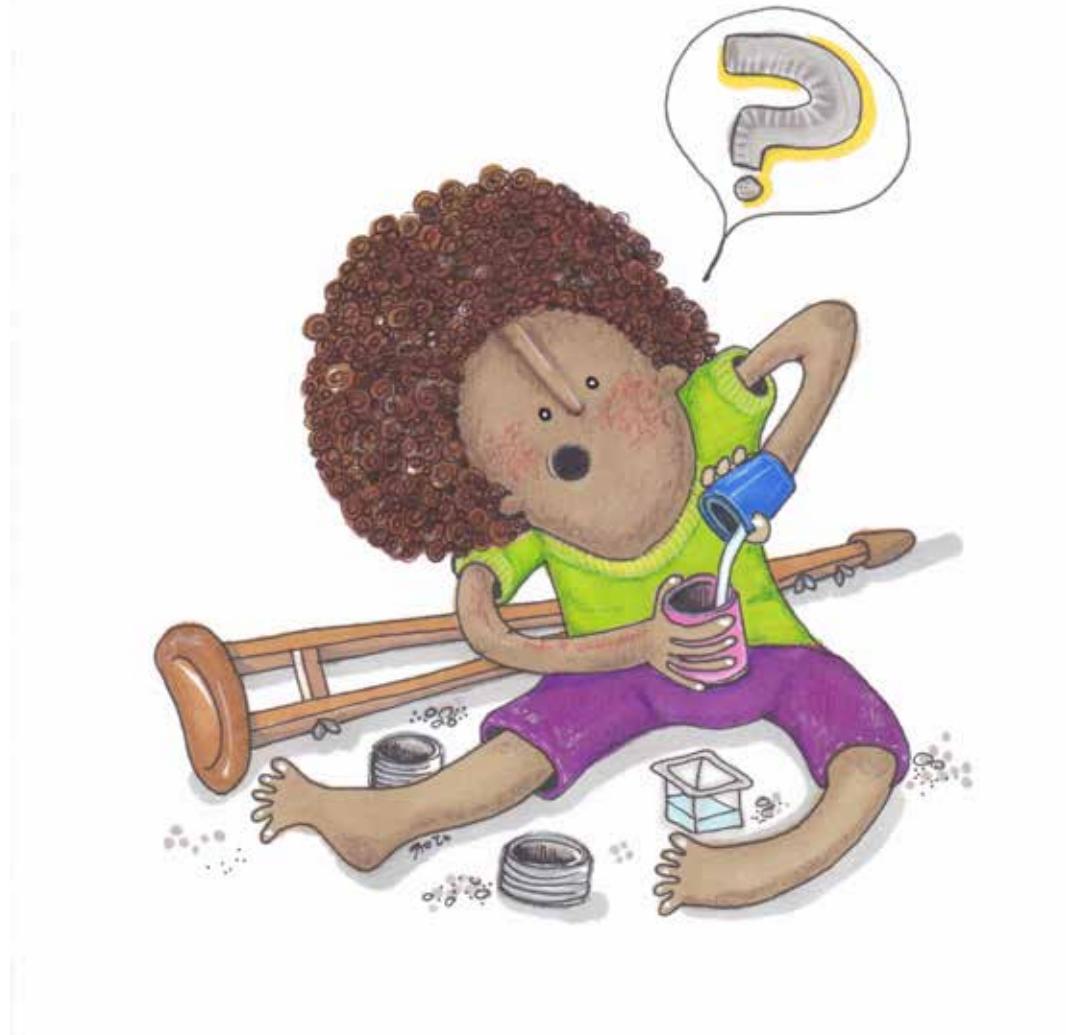
[Image description: A child is pouring water onto a seedling in a pot. A speech bubble with a question mark indicates the child is asking a question. A young woman is standing next to the child, talking and making hand gestures. A speech bubble containing a picture of a plant bearing lots of fruit indicates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

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 do not 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.]

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.

Why is this important for inclusive education to understand more about how we learn?

It is important because it helps:

- Ü Teachers think about how best to support learning in the classroom and at school
 - Ø This involves using more **interactive and creative activities** in the classroom, such as **working in groups, solving problems together, and sharing stories and ideas** (often called learner-centred teaching methodologies);
- Ü Parents and caregivers think about how best to support learning at home and in the community
 - Ø This involves building on opportunities for learning at home and in the community through everyday activities, such as **cooking, growing food, and learning new skills from different family and community members.**



[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.]

4. Discrimination

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.

What is discrimination?

Discrimination happens when certain groups of people or individuals are mistreated or excluded in ways that deny them equal access to rights and resources.

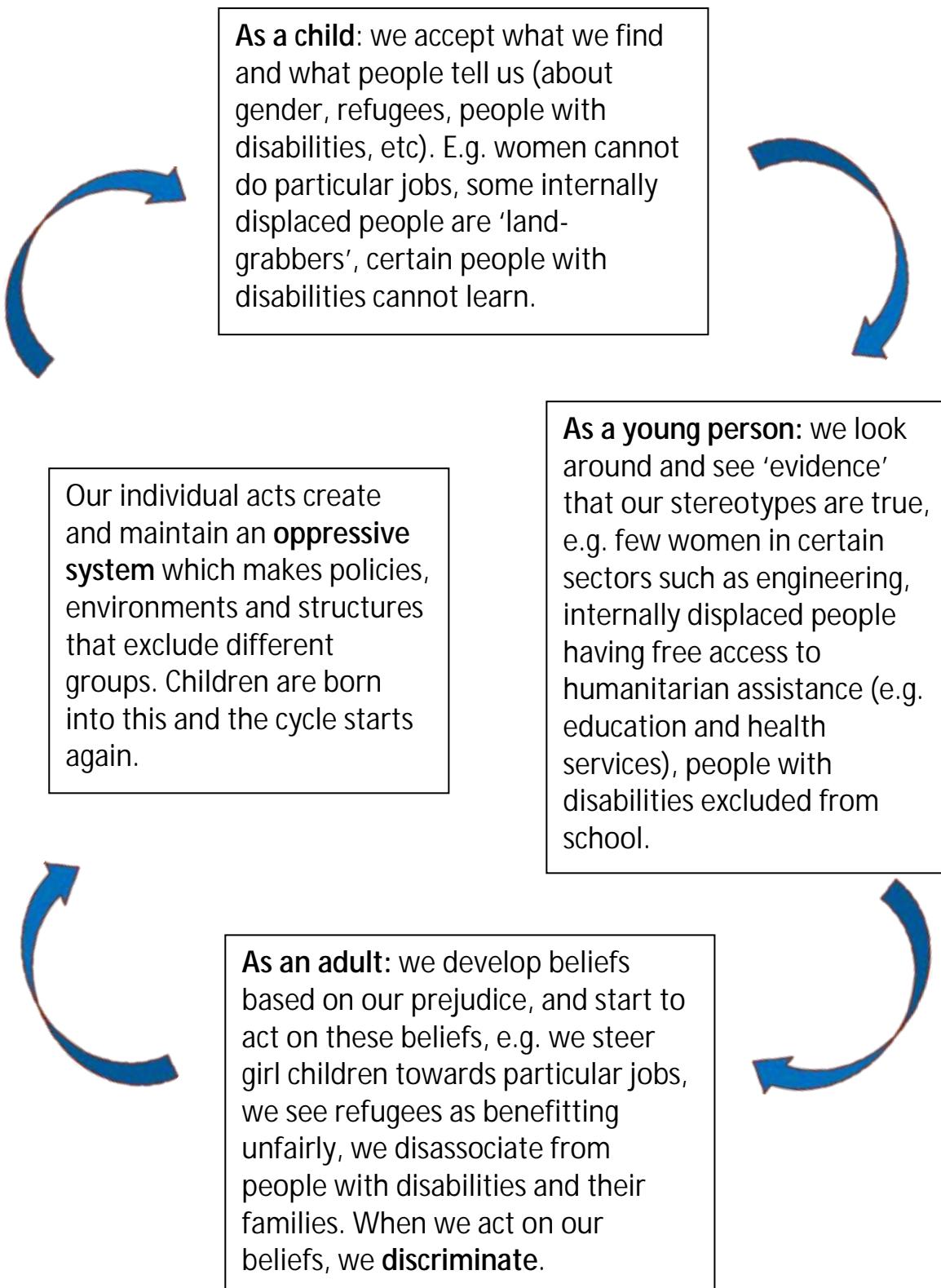


[Image description: A young girl is carrying baby on her back; she is standing outside the school building. She looks sad. Besides her there are two girls in uniform, they are talking to each other while looking at the girl carrying a baby. At the background of the picture, there are two buildings one on the left and one on the right, a woman wearing red hijab is seen walking in a room in the building on the right and a boy in uniform is walking towards the building on the right. A man is walking to the left.]

Where does discrimination come from and why does it happen?

- **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 cannot work, girls cannot do well at mathematics, or they hear teachers or other adults calling children with special educational needs and disabilities (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 woman doctor because they believe she will not 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 people from the mainland will grab citizen's land). 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.

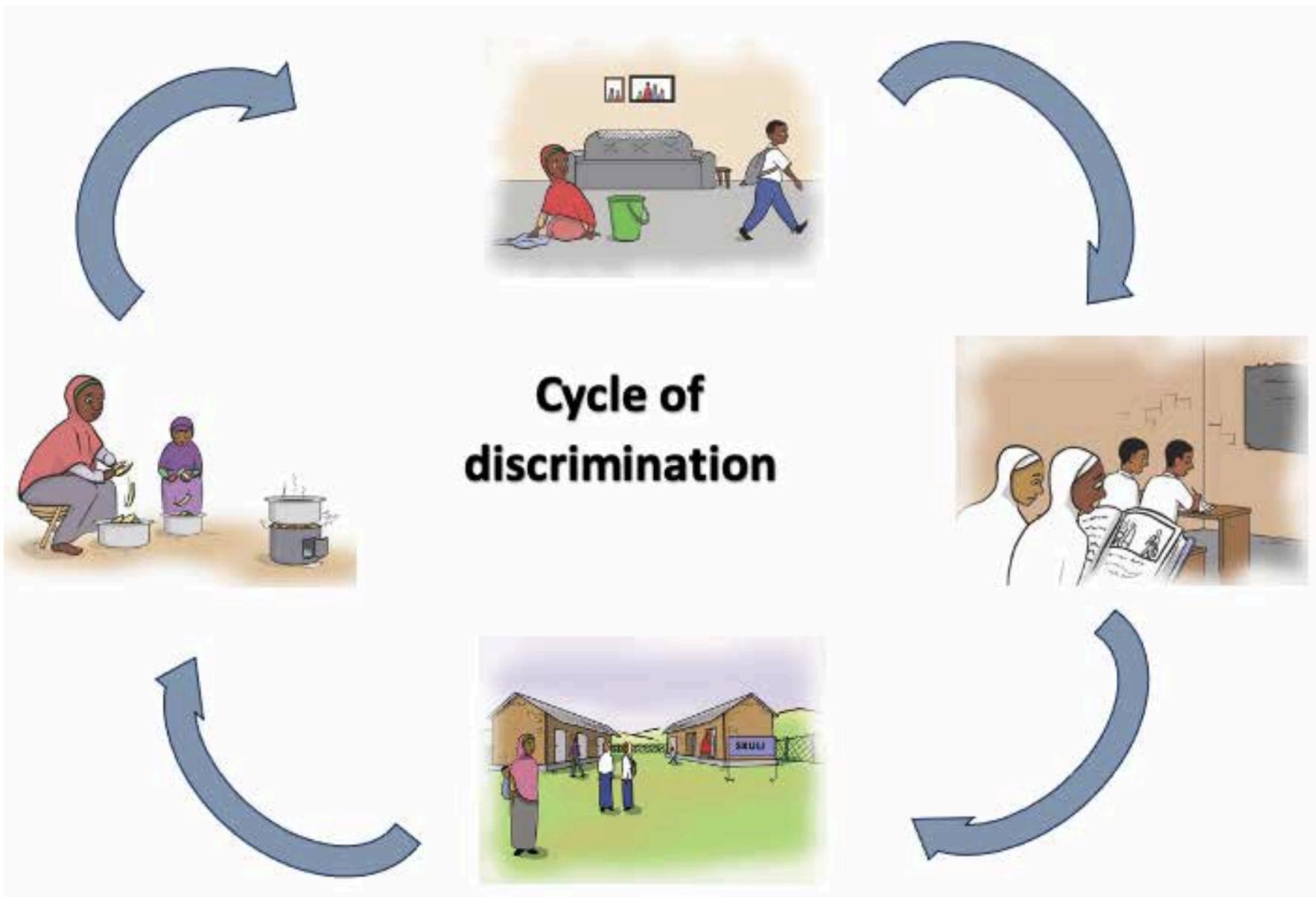
Cycle of discrimination



[Image description: On the previous page there is a diagram with four boxes and each box is connected with the next box by an arrow. Moving clockwise around the diagram the box at the top says '**as a child**' we accept what we find and what people tell us (about gender, refugees, or people from the mainland, people with disabilities, etc). For example, women cannot do particular jobs, some people from the mainland are 'land-grabbers' and certain people with disabilities cannot learn. The box on the right says '**as a young person**' we look around and see 'evidence' that our stereotypes are true. For example, few women in certain sectors such as engineering, or internally displaced people having free access to land and public services and people with disabilities excluded from school. The box at the bottom says '**as an adult**' we develop beliefs based on our prejudice, and start to act on these beliefs. For example, we steer girl children towards particular jobs, we see people from the mainland o[-pas benefitting unfairly, we disassociate from people with disabilities and their families. When we act on our beliefs, we **discriminate**. The box on the left says our individual acts create and maintain an **oppressive system** which makes policies, environments and structures that exclude different groups. Children are born into this and the cycle starts again.]

[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 in a red scarf 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 wearing white scarfs 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 boy and the girl indicate confusion or surprise. The picture at the bottom of the diagram shows a girl carrying a baby on her back, standing outside the school building. In the background there are two girls wearing school uniform beside the school building. The picture on the left of the diagram shows a woman in a red scarf is 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.]

]



Human rights as a basis for inclusive education

When thinking about inclusive education it is important to remember that everyone has a right to an education.

- 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.
- Everyone is a **rights holder** – this means human rights apply to **every** human. We all have the same rights.
- 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 teachers, parents, and community members. For instance, as a teacher or parent we have the duty to uphold the right to education for every learner

Inclusive education is about overcoming discrimination and supporting education systems to realise every child's right to an education.

So, what is an education system?

EXAMPLES OF HUMAN RIGHTS



Freedom of expression



Rights to freedom of movement



Right to education



Right to rest and leisure time



Right to legal protection



Right to political involvement



Right to work

[Image description: The image on the previous page shows seven different examples of human rights in words and pictures. Going clockwise starting from the top the first example is 'the right to rest and leisure time'. The accompanying picture shows three stick figures playing football including one woman and one person with a crutch. The second example is 'the right to legal protection'. The accompanying picture shows four stick figures including a man, a woman, a child and a wheelchair user under a larger symbol that looks like a tall person with two protective arms and the word LEGAL written down the centre. The third example is 'the right to work'. The accompanying picture is a grid with four squares with one stick figure in each square. One figure is digging in the ground with a spade, another figure is in a wheelchair and sitting at a desk, another figure is wearing a hat holding something long in their hand, and the last figure is a woman and she is carrying a basket on her head with produce inside it. The fourth example is 'the right to political involvement'. The accompanying picture shows six stick figures are sitting in a tiered seating arrangement on either side of a podium indicating a formal setting. The word 'PARLIMENT' is written in capital letters along the bottom. In the centre one person in a wheelchair is facing another person who is standing. Both people have microphones. The fifth example is 'the right to an education. The accompanying picture shows two books on top of each other with a mortarboard (traditional university hat) on top. The sixth example is 'the right to freedom of movement'. The accompanying picture shows an outline map of Africa. At the top is a stick figure in a wheelchair with tyre tracks behind it indicating movement. In the middle is a female stick figure holding the hand of a child with footsteps behind them indicating movement and at the bottom is a stick figure walking downwards with footsteps behind them indicating movement. The seventh and final example is 'the right to freedom of expression'. The accompanying picture shows one stick figure on the right holding a megaphone and speaking into it. Three stick figures on the left are standing straight, indicating they are listening.]

5. What is an education system?

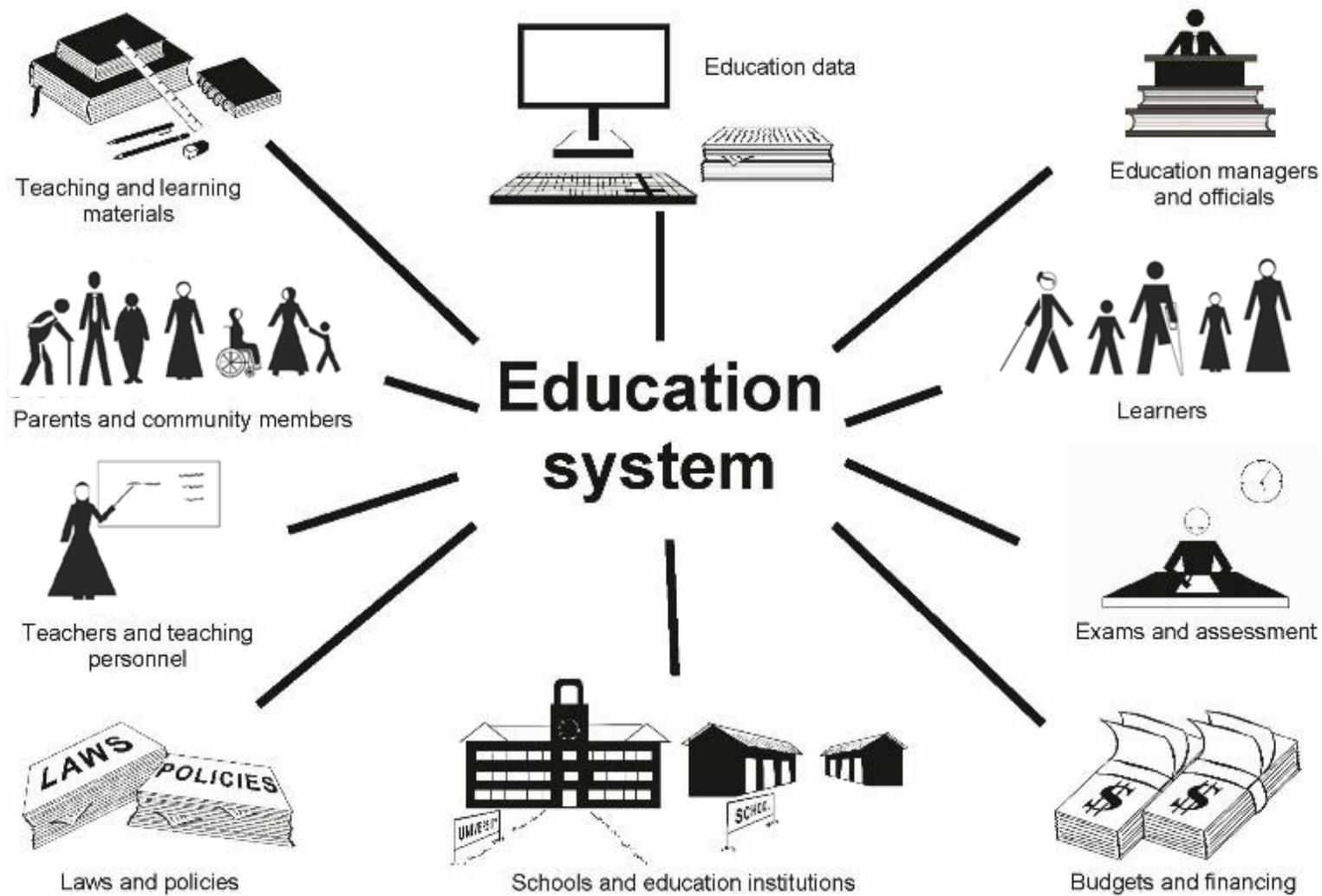
The education system in most countries is complex. It consists of many connected elements that need to work together. The education system also needs to connect with other sectors – it cannot work effectively in isolation.

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

- 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, technology, etc.

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.

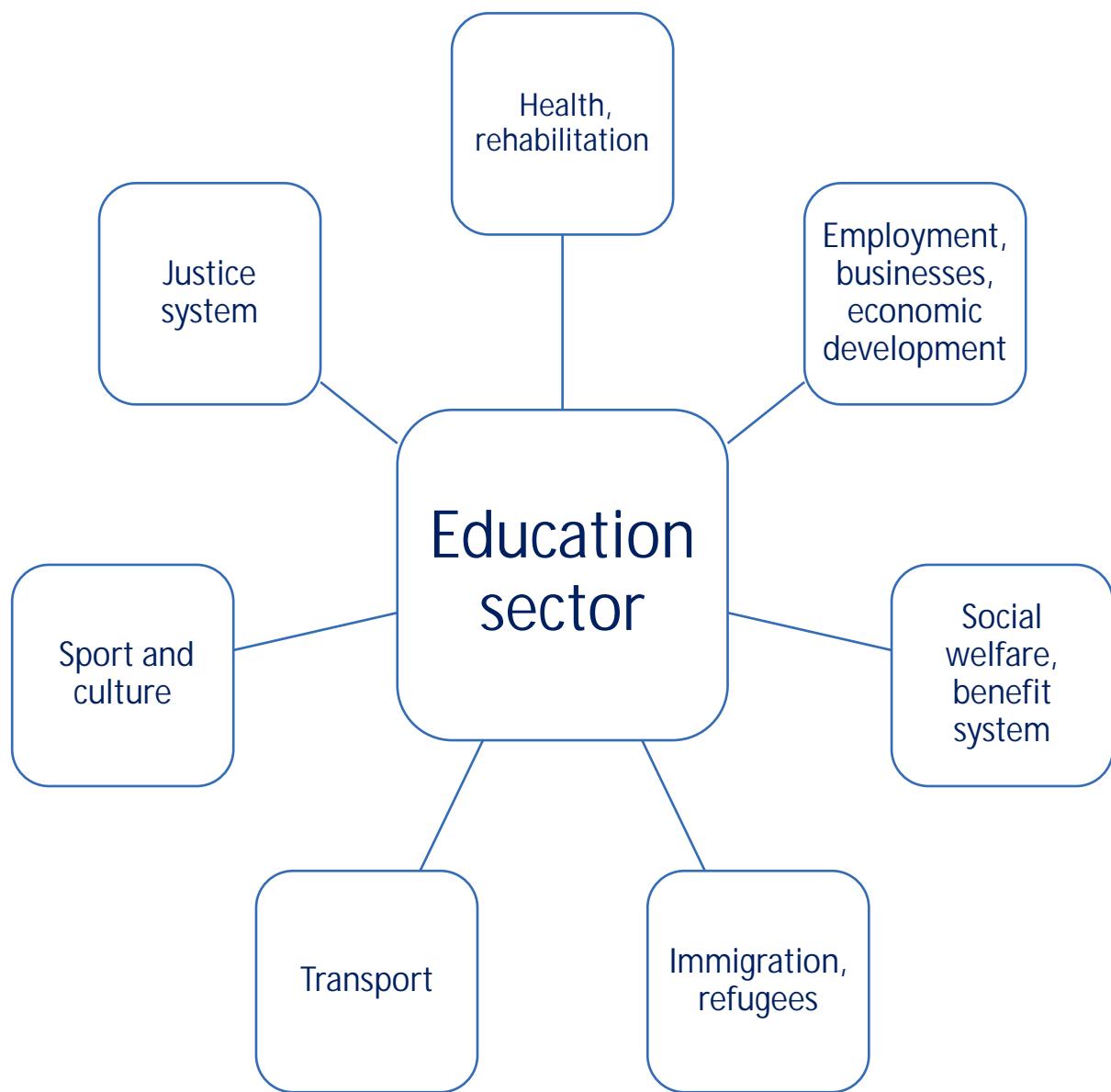
Education systems also cannot work in isolation from other parts of the government and social machinery. For instance, there need to be connections with the social welfare, health and justice sectors; with sectors dealing with employment, business and the economy; sectors responsible for sport, culture, communications and media; as well as with sectors dealing with migration and refugees.



[Image description: The image on the previous page shows ten different examples of different components of the education system in words and symbolic pictures. Going clockwise starting from the top the first example is 'education data'. The accompanying picture is a computer monitor and a keyboard next to some piles of papers with some writing on them. The second example is 'education managers and officials'. The accompanying picture is a stack of very large books with a figure in a tie behind them at the top as if behind a desk. The third example is 'learners'. The accompanying picture is 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 and one female figure in a hijab. The fourth example is 'exams and assessment'. The accompanying picture is 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. The fifth example is 'budgets and financing'. The accompanying picture is two piles of bank notes with the US dollar sign on each one. The sixth example is 'schools and education institutions' and the accompanying picture is a three-storey building with many windows and a sign saying 'University' on the left and two single-storey buildings with corrugated metal roofs, with a sign saying 'school' on the right. The seventh example is 'laws and policies'. The accompanying picture is two piles of papers. One with the word 'LAWS' written on top and one with the word 'POLICIES' written on top. The eighth example is 'teachers are teaching personnel'. The accompanying picture is a female stick figure holding a long stick and pointing at a board with some writing on it. The ninth example is 'parents and community members'. The accompanying picture is 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. The tenth picture is 'teaching and learning materials'. The accompanying picture is three books, one larger than the other in a pile and one spiral-bound, a ruler, a pencil and a pen and an eraser.]

[Image description: The image on the next page 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.]

Connecting with other sectors



6. What is inclusive education?

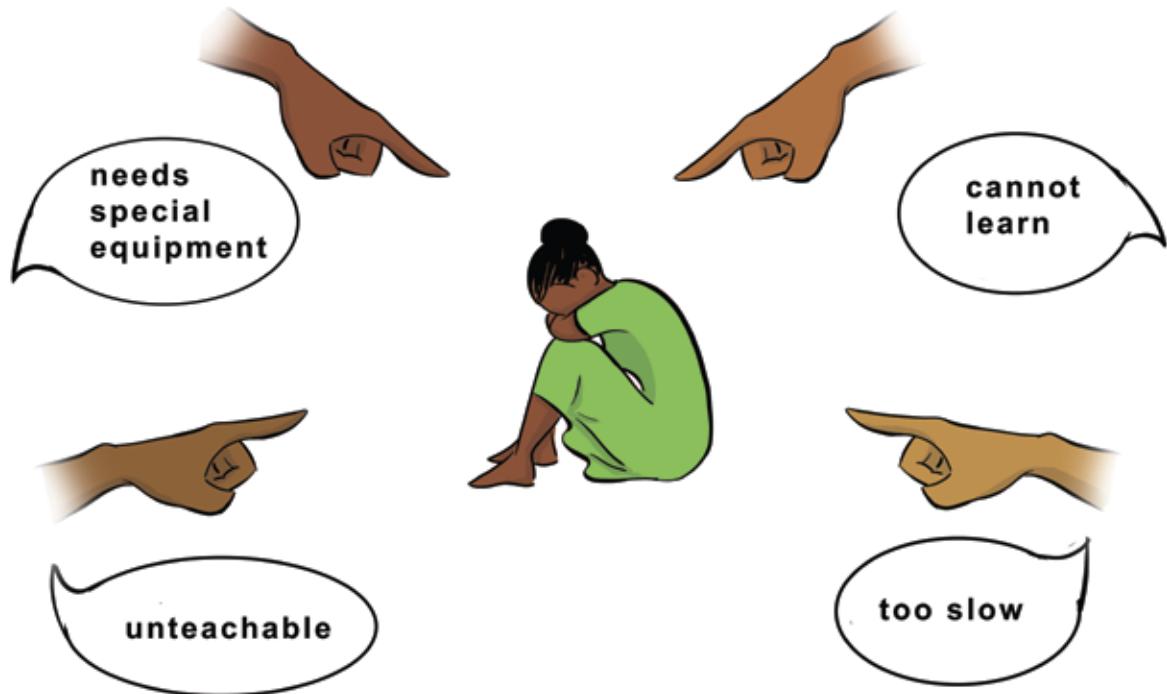
While we all may have different experiences and ideas about inclusive education, in a truly inclusive approach to education, the learner is never the problem; it is always the system that is the problem. The education system is the problem because it is not flexible and innovative enough to meet the needs of different learners. Therefore, the system needs to adapt, not the learner.

The pictures on the following pages provide two very different ways in which we can view the exclusion of learners from education.

The first picture shows how the traditional education system views learners who are different in some way. 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.

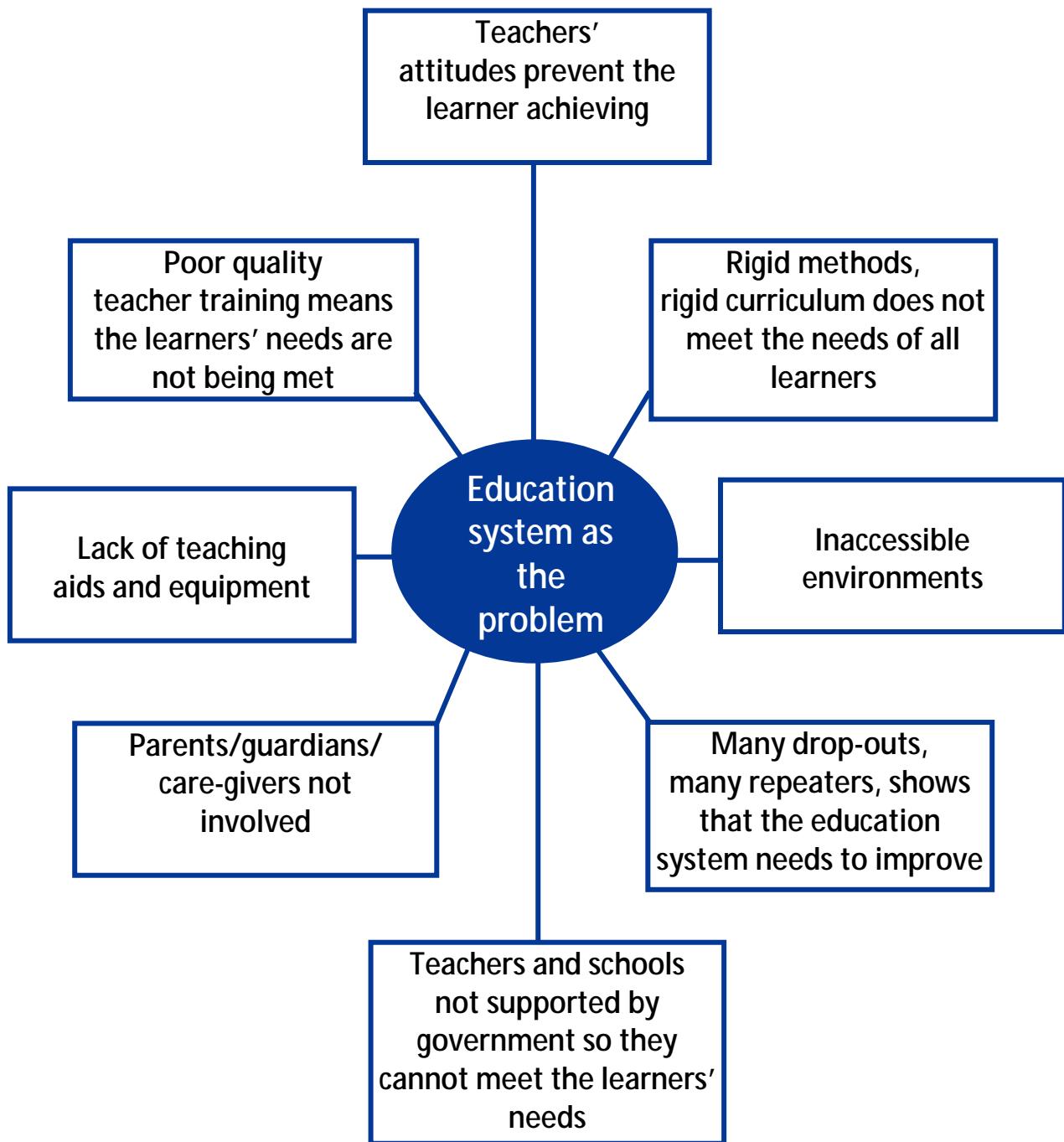
The second diagram illustrates an alternative view. Here the individual learner is not the problem. The education system is the problem because it is not flexible and innovative enough to meet the needs of the different learners. **The system needs to adapt, not the learner.**

Learner as the problem



[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 "needs special equipment", "unteachable", "too slow" and "cannot learn".]

Education system as the problem



[Image description: The image on the previous page 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.]

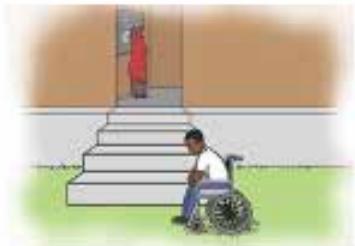
[Image description: The image on the next page shows eight different examples of the education system as the problem in pictures. Some examples are similar to the previous diagram and some examples are different. Going clockwise from the top:

- the first example shows a boy wearing school uniform, carrying a bag climbing up some steps. The word 'SECONDARY' is written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy who is looking up at the other boy, one boy wearing dark glasses, holding a stick and facing in the opposite direction and one girl carrying a baby, looking the other side and looking sad. The word 'PRIMARY' is written at the bottom of the steps.
- The second example shows two toilets one for girls and the other for boys. 10 girls and 10 boys including one with a crutch and one with albinism, standing in a queue 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.
- The third example shows a boy sitting in a wheelchair on his own, looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.
- The fourth example shows a woman standing in front of learners who are sitting at their desks. She is pointing upwards, talking and has her back to them. At the front of the class one learner is looking out the window and another has his head in his arms.
- The fifth example shows three books in a pile, a ruler, a pencil a pen and an eraser, all with a circle round them and a line through them.
- The sixth example shows a girl carrying a baby on her back, standing outside the school building. In the background there are two girls wearing school uniform beside the school building. In the far background a teacher wearing a red scarf is seen entering a classroom on the left side, while a

boy in uniform carrying a bag is seen heading to the right-side building. A man is seen walking on the playground.

- A seventh example shows a crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair.
- An eighth example shows two images separated by a red line. The image on the left shows a building with the words EDUCATION POLICIES on the side. It is behind a wire fence. Through the window there are piles of disordered papers. The image on the right shows a man and woman outside a straw-roofed house. They have their hands in the air as if they don't understand. Lying on a mat outside the house is a child with one leg].

Education system as the problem

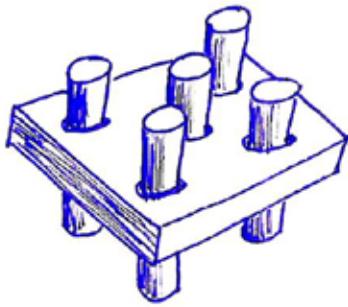


What is the difference between special education, segregation, integration, and inclusive education?

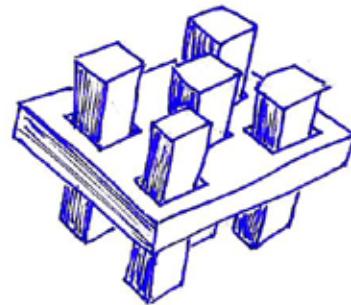
Inclusive education is often confused with integrated education but they are not the same. Inclusive education involves more than just getting marginalised children into school. They must also participate and achieve. In order for every child to participate and achieve, we need good quality, learner-centred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

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

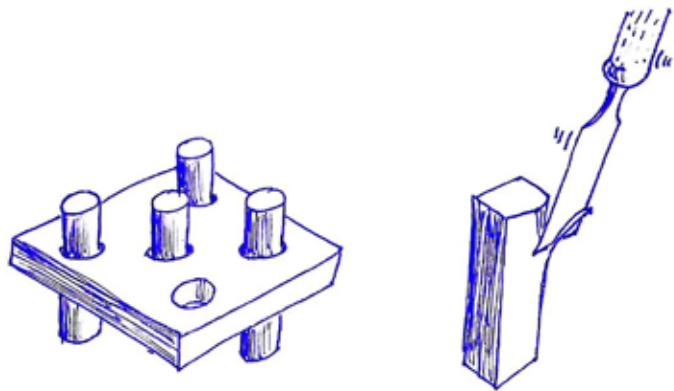


Special school

[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.

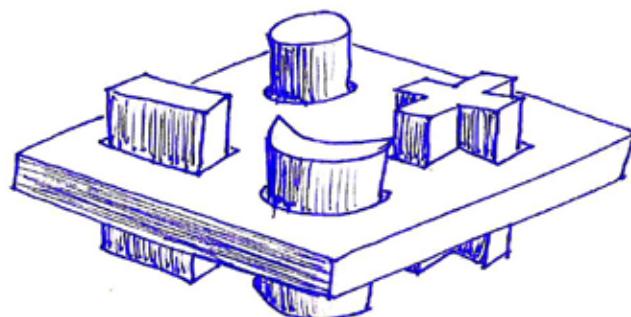


Integrated school

[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.]

'Is this inclusive education?' Case studies

Read each of the following stories and decide if you think it is an example of inclusive education, integrated education, segregated special education or exclusion.

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 toilets were far, often without doors or water and 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 1: This is 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: 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 2: This is 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: 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 class but they just ran around the school and disturbed others in the school. When this happened a couple of times, 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.

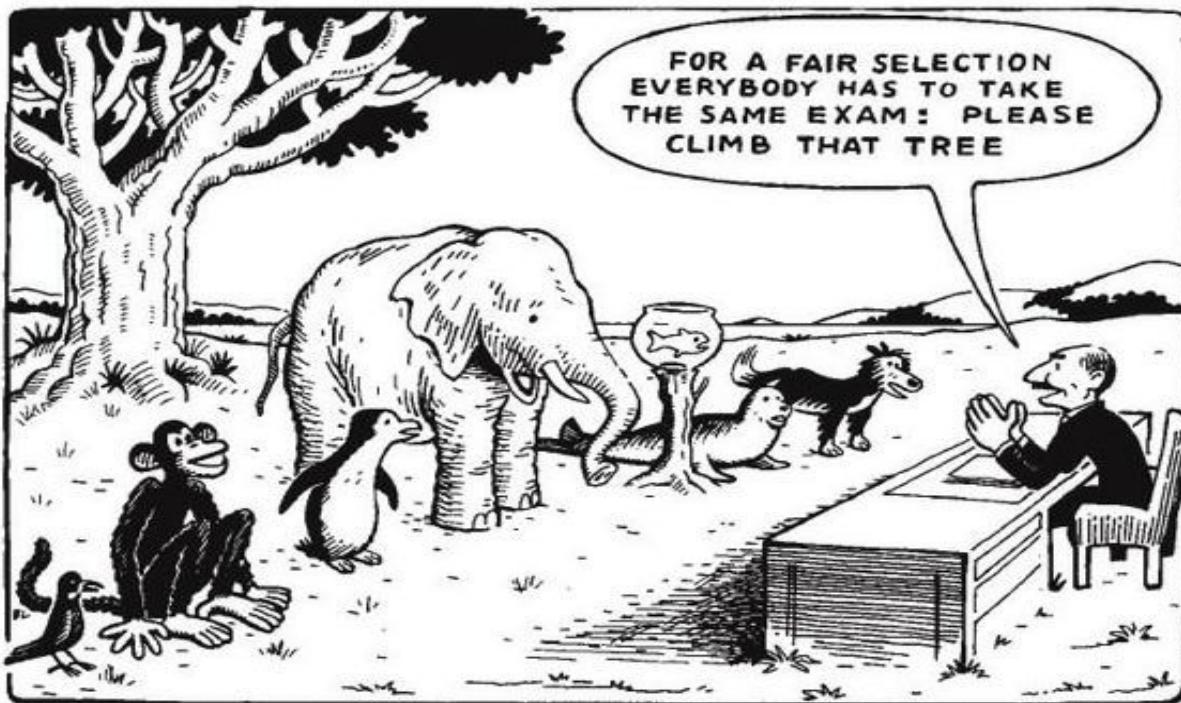
Story 3: This is exclusion and segregation – the boys were excluded from the regular class. The solution was to offer them segregated education, but this did not work and they dropped out, so they are again excluded

Story 4: Yusuf 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 Yusuf with a learner who enjoys 'playing teacher' and with whom he gets along well. The teacher has also allowed Yusuf 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 Yusuf and any other children who are struggling.

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

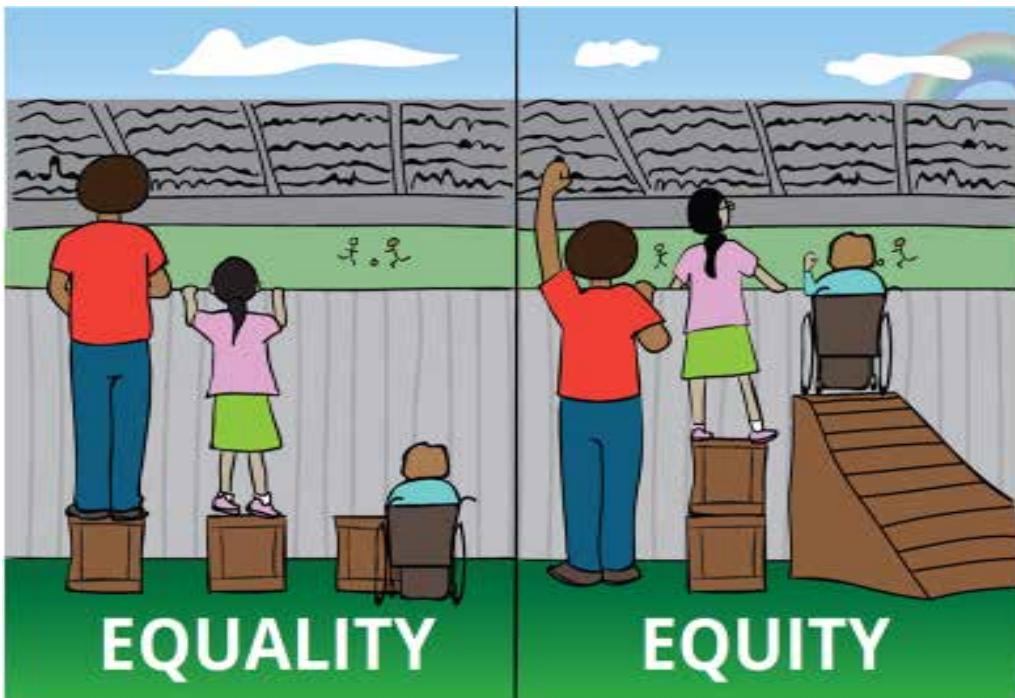
Story 5: Halima is 7 years old and has Down's Syndrome. She can say a few words but mainly uses gestures to communicate – she has even learned some basic sign language from her uncle who is deaf. The other children love playing with her because she has a great sense of humour. Because she is very animated,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

Story 5: This is integrated education –Halima is allowed in class but the teacher is not making adjustments to support her active participation and learning.



[Image description: There are five animals lined up in front of a large tree. The animals from left to right are a bird, a monkey, a penguin, an elephant, a fish in a bowl of water, a seal and a dog. There is a man sitting behind a desk facing the animals. He is saying 'for a fair selection everybody has to take the same exam: please climb that tree']

Equality – treating everyone the same regardless of need is not always fair and does not necessarily lead to inclusion.



[Image description: The image is split into two. The image on the left is three people watching a football match from behind a fence. One tall person is standing a box and is much higher than the fence, one shorter person is also standing on a box on her toes and her head is just higher than the fence. The third person is in a wheelchair and the fence is completely blocking their view. The image on the right shows the same three people. This time the tall person isn't standing on anything and their head is still above the level of the fence. The shorter person is standing on two boxes and she can see much more clearly over the fence. There is a large ramp for the wheelchair and the wheelchair is at the top so the wheelchair user can also clearly see over the fence.]

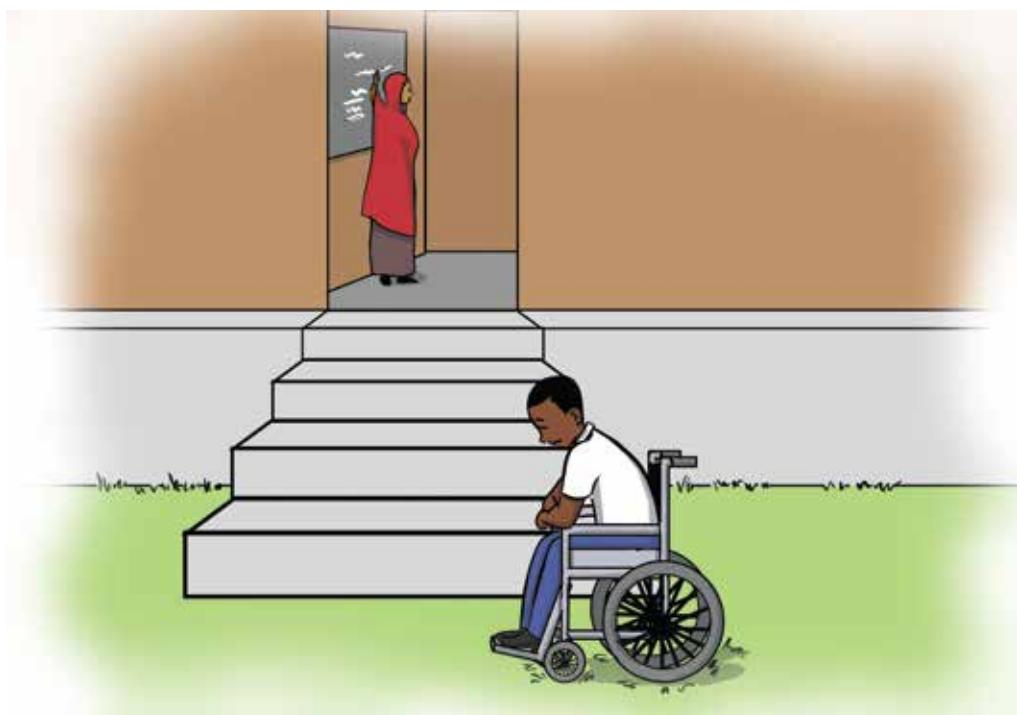
Inclusive education requires 'equity' - treating people differently dependant on need

7. Barriers to inclusion in education

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 do not 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.

Types of barriers to inclusion

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



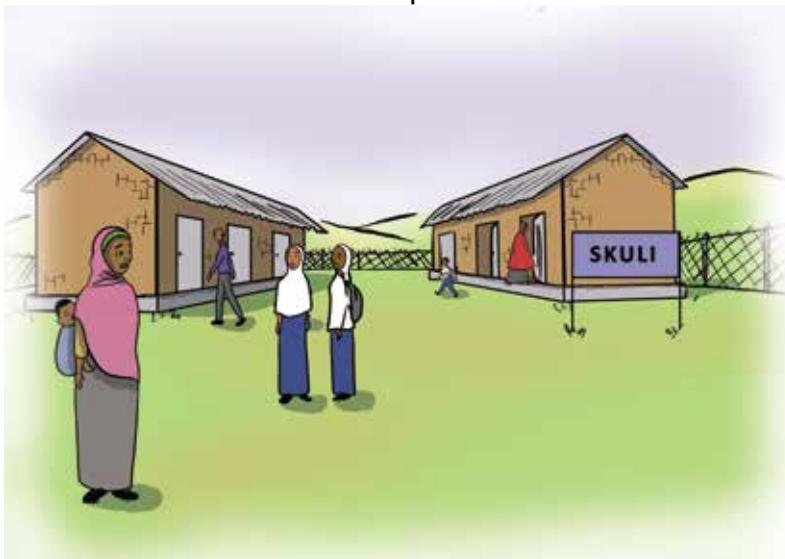
[Image description: a boy is sitting in a wheelchair on his own looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.]

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



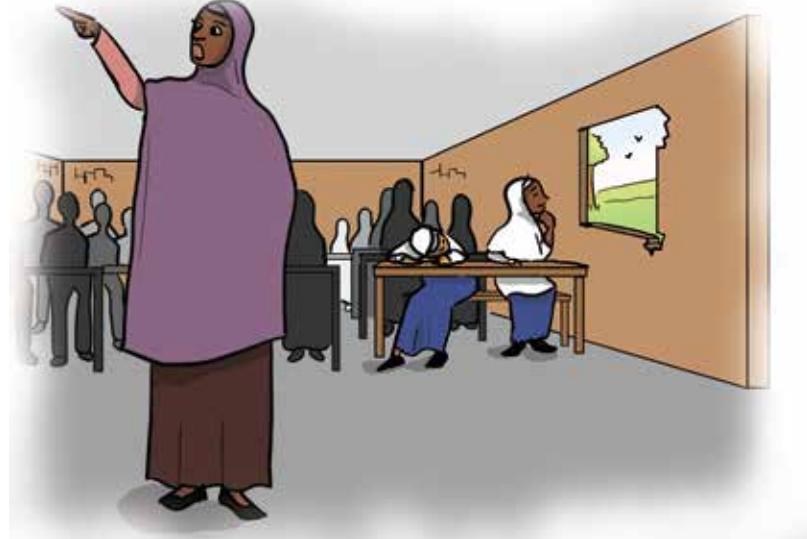
[Image description: a man is sitting in front of a boardgame on a small table. A young boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed.]

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



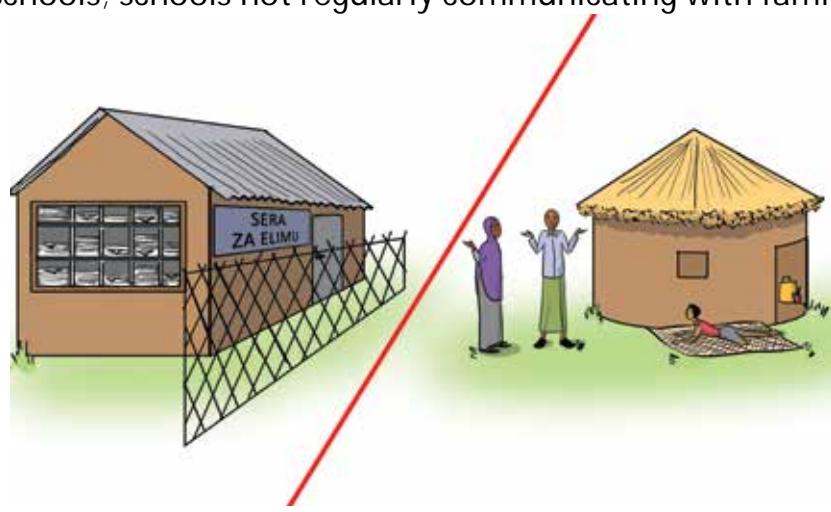
[Image description: a girl carrying a baby on her back, standing outside the school building. In the background there are two girls wearing school uniform beside the school building. In the far background a teacher wearing a red scarf is seen entering a classroom on the left side, while a boy in uniform carrying a bag is seen heading to the right-side building. A man is seen walking on the playground.]

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



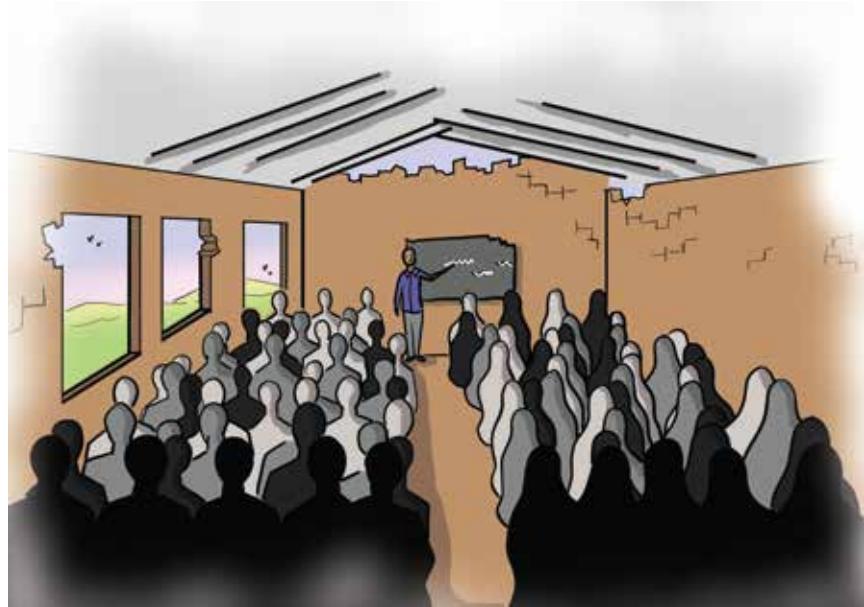
[Image description: A woman is standing in front of learners who are sitting at their desks. She is pointing upwards and talking and has her back to them. At the front of the class one learner is looking out of the window and another learner has his head in his arms on the desk.]

Information barrier: e.g. 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; schools not regularly communicating with families

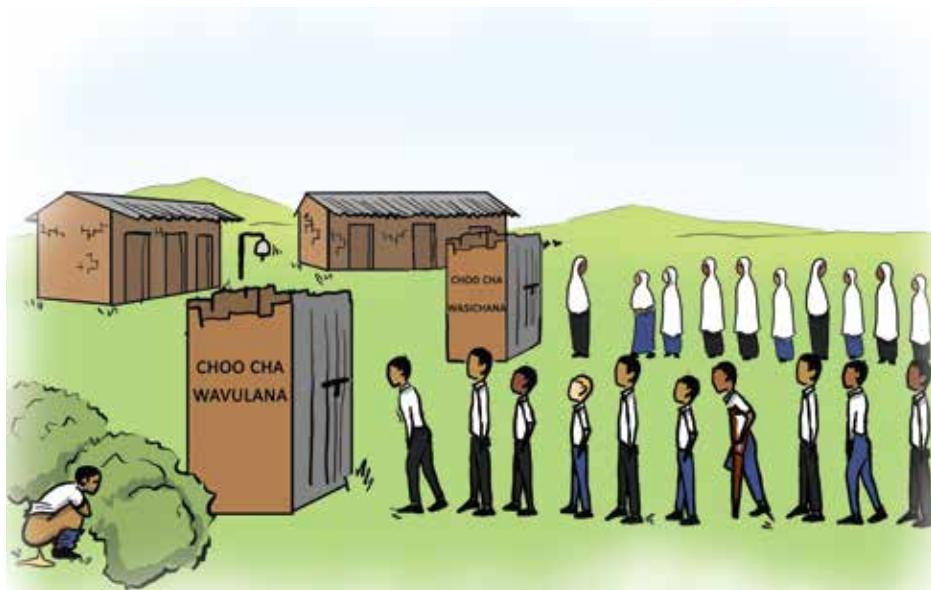


[Image description: There are two images separated by a long red line. The image on the left shows a building with the words EDUCATION POLICIES on the side. It is behind a wire fence. Through the window there are piles of disordered papers. The image on the right shows a man and a woman outside a straw-roofed house. They have their hands in the air indicating they don't understand. Lying on a mat outside the house is a child with one leg].

Resource barriers: e.g., shortage of teachers, large class sizes, few teaching and learning resources, lack of clean, safe, accessible toilets



[Image description: 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 description: two toilets one for girls and the other for boys. 10 girls and 10 boys including one with a crutch and one with albinism, standing in a queue 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.]

Presence, participation and achievement

- Inclusive education is **not** just about getting learners with disabilities into school.
- It is about ensuring that **every** learner (girls and boys, learners from majority and minority ethnic groups, refugee and asylum-seeking learners, displaced learners, learners with health problems, learners with disabilities and without disabilities, street and working learners, orphaned learners ... etc) is *present* in education (nursery, primary, secondary, etc) is *participating* in academic and social activities, and is *achieving* to the best of their ability.



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

Thus, when we are trying to understand the barriers to inclusive education, we need to analyse:

- barriers that stop learners' **presence** (coming to) school;
- barriers that prevent them from **participating** in learning in class;
- barriers that prevent learners from **achieving** to their ability (remembering that achievement is not only measured by exam grades, it is also social skills, play, etc).

On the next pages are some different photos that learners took to show examples of inclusive education or barriers to inclusive education.

Everyone has different interpretations of a situation. Learners, teachers, parents and care-givers, etc, may all interpret the same situation in a different way, leading to different ideas about what the barriers and solutions are.

The details below the photographs explain what they show, 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: Three girls 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.]



- 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.]

8. Being an inclusive education advocate

What is advocacy?



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

[Image description: There is a photo of Nelson Mandela. Under the photo there is quote that he said. The quote says "It always seems impossible, until it is done"]

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).

Here are some other important things about advocacy

- 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).



PARLIAMENT

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

- 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.

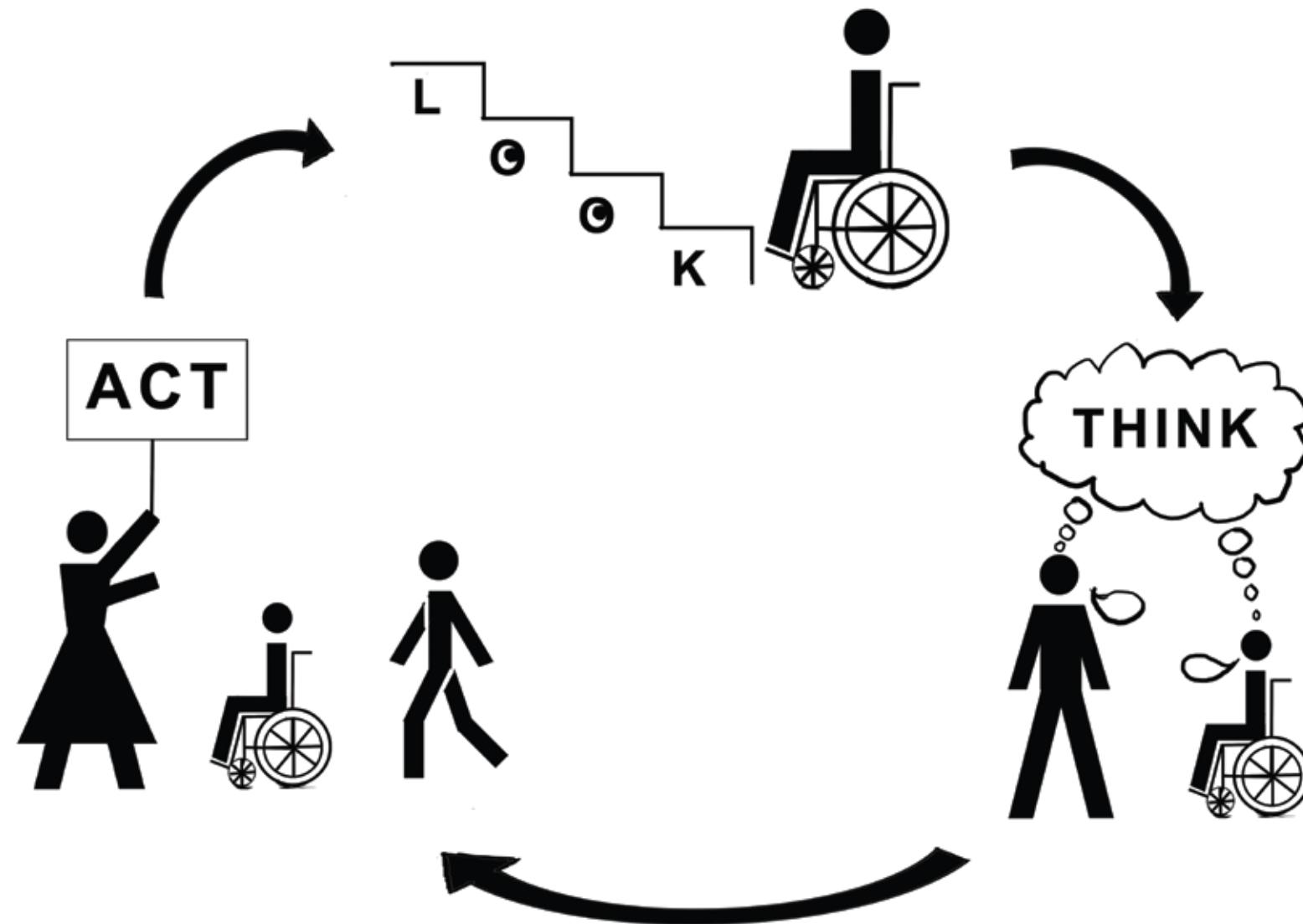


[Image description: Three people are standing talking. The woman on the right is using her hands to make signs to a man opposite who is also making signs with his hands. The woman in the middle is wearing a hijab and watching. In the background there are some shops and a mosque and a girl in a purple dress is pushing a boy in a wheelchair.]

Key skills for effective advocacy

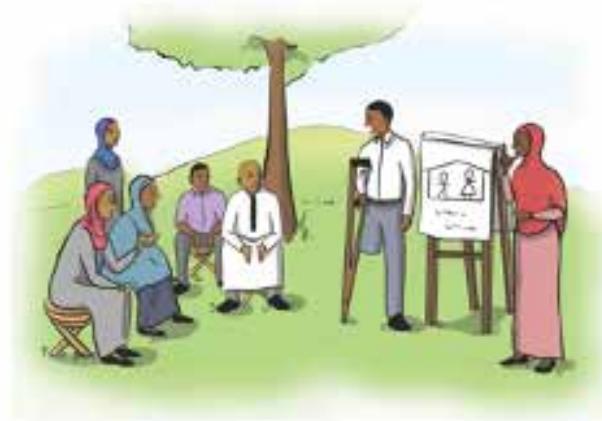
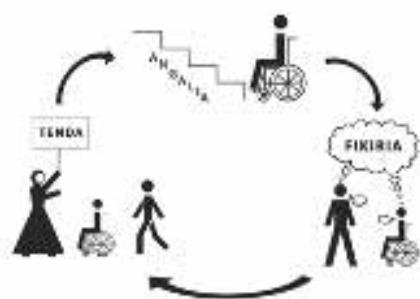
There are many different skills that we can use to be good advocates. Some of the basic skills that are used in action research are especially valuable – these are looking, thinking, and acting

The diagram on the next page shows how we can use these skills to be effective advocates.



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

[The diagram on the following page shows a small version of the 'LOOK-THINK-ACT' image in the middle and three larger corresponding pictures around the edge. The picture next to 'LOOK' shows a man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is wearing basic clothes. She is gesturing and her eyebrows are raised - like she is explaining something. Behind her, through the open doorway a young girl in a pink headband is cleaning the floor. The picture next to 'THINK' shows five people gathered outside under a tree, four sitting on stools and one standing. They include three women and two men. Two women are wearing hijab and one man is wearing traditional Muslim clothing. The five people are listening to a man talking. The man is wearing a suit, has one leg and is using a crutch. He is standing. Next to him is a flipchart on a stand with a drawing of two small stick figures - a girl and a boy inside a pitch-roofed building. On the other side of the flipchart is a woman standing and making signs with her hands. Both the man and the woman are facing and communicating with the group of five people. The picture next to 'ACT' shows a group of eight people gathered together outside. Some people are sitting and some are standing. One woman sitting has a stick used by blind people. Another woman standing is making signs with her hands and communicating with a man. The woman in basic clothing is standing towards the back. All the people are looking at and listening to a smartly dressed woman who is standing up, smiling and talking using a microphone. She has her arm around a young girl in a purple dress and sandals carrying a bag. The girl is looking up at her and smiling. The man in a suit with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground. In the background there are some shops, a mosque, people walking and people sitting on the ground displaying piles of produce.]

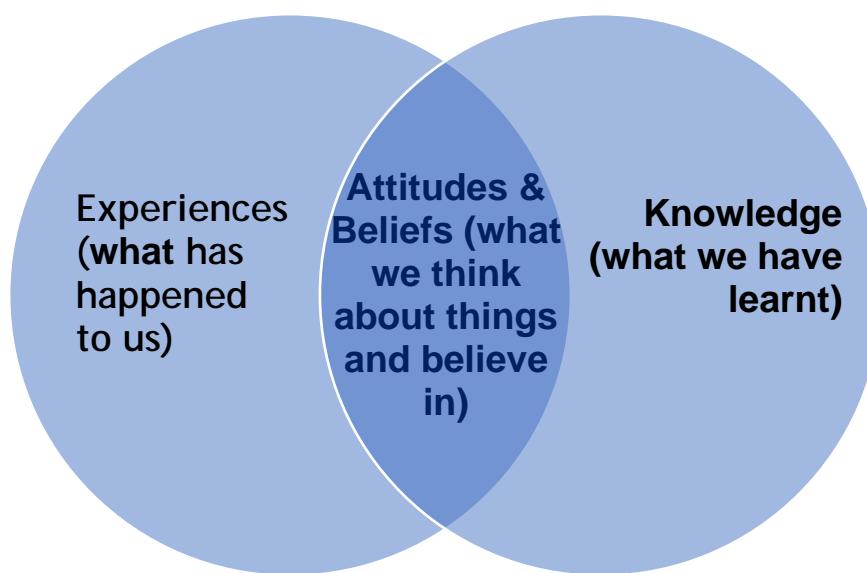


9: Building awareness about inclusive education in the community

Building awareness about inclusive education involves

- Challenging and influencing negative attitudes and beliefs
- Sharing information and positive examples
- Supporting people to understand something differently so it makes sense to them

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)'.]

Some important things about attitudes:

- 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.

Some important things about raising awareness:

- 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.

10. Continuing learning on inclusive education

Challenging or difficult situations can also be opportunities for learning and change.

With collaboration (working together) we can better find solutions to the challenges we face.



A group of participants during a collaboration circle activity in Zanzibar

[Image description: 8 women and a man are standing in a circle. They are outside a building. One woman appears to be talking others are looking at (listening to) her.]

- Look for opportunities in your district to share challenges on inclusive education together.
- Find out from local families and parents what their understanding of inclusive education is.
- Work together to find solutions to the challenges you face.
- Visit the pilot schools in your district involved in the inclusive education project.